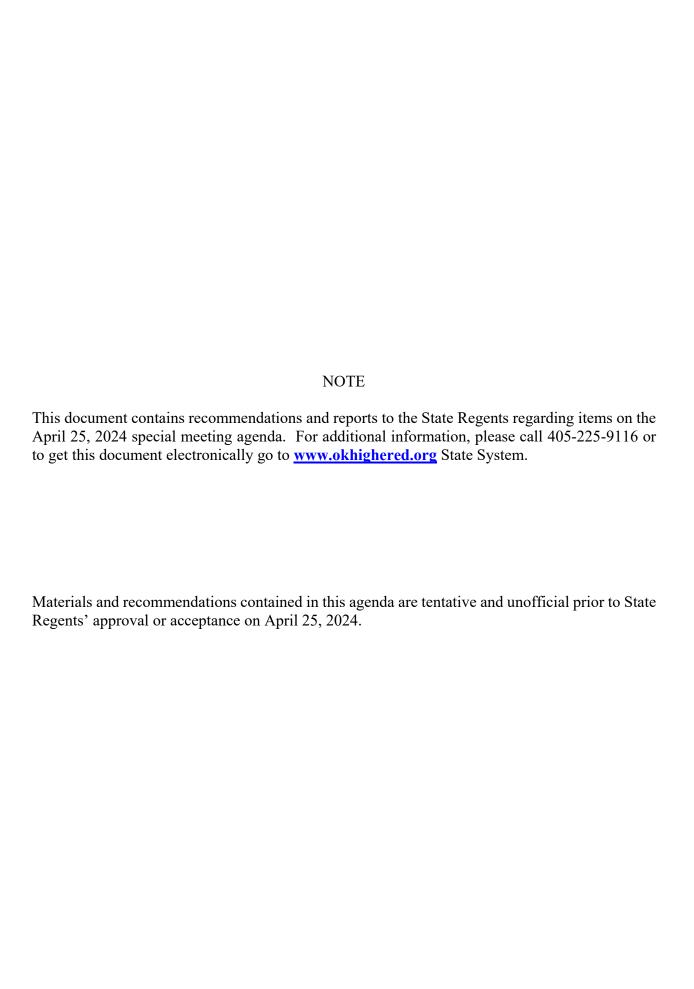


# Agenda

April 25, 2024



#### OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

# AGENDA

Thursday, April 25, 2024 at 9:30 a.m.
Or immediately following the 9:00 a.m. Tuition Hearing Southeastern Oklahoma State University
Hallie McKinney, Magnolia Room and Ballroom
416 University Boulevard, Durant, OK 74701
Chair Jack Sherry, Presiding

- 1. Announce 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.)

#### SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

- 6. **President's Welcome.** Welcome from President Thomas Newsom of Southeastern Oklahoma State University. Page 1. (Oral Presentation)
- 7. **State System Institutional Update.** Update on institutional activities at Southeastern Oklahoma State University. Page 3. (Oral Presentation)

#### **ACADEMIC**

- 8. **New Program.** 
  - a. The University of Oklahoma. Approval to offer the Master of Arts in Econometrics. Page 5.
  - b. East Central University.
    - (1) Approval to offer the Doctorate of Education in Rural Education. Page 9.
    - (2) Approval to offer the Educational Specialist in School Psychology. Page 13.

- c. Northeastern State University.
  - (1) Approval to offer the Master of Science in Management and Technology. Page 17.
  - (2) Approval to offer the Master of Science in Medical Laboratory Science. Page 21.
- d. Rogers State University. Approval to offer the Master of Science in Nursing. Page 25.
- e. Southwestern Oklahoma State University.
  - (1) Approval to offer the Master of Health Science in Health Science. Page 29.
  - (2) Approval to offer the Master of Business Administration in Data Science and Technology. Page 33.
  - (3) Approval to offer the Master of Music in Music Therapy. Page 37.
  - (4) Approval to offer the Bachelor of Music in Music Therapy. Page 41.
- f. The University of Central Oklahoma.
  - (1) Approval to offer the Bachelor of Science in Ecology and Conservation Biology. Page 45.
  - (2) Approval to offer the Bachelor of Business Administration in Supply Chain Management. Page 49.
- 9. **Academic Policy.** Approval of a policy exception request from Cameron University. Page 53.
- 10. **Course Equivalency Project.** Acknowledge receipt of the Course Equivalency Project for the 2024-2025 academic year. Page 55.
- 11. State Authorization.
  - a. Approval of requests for re-authorization of Embry Riddle Aeronautical University, Southwestern Assemblies of God University, Strayer University, Webster University, and Marian University to operate as degree-granting institutions in Oklahoma. Page 59.
  - b. Approval of request for authorization an out-of-state institution to operate in Oklahoma. Page 63.

#### FISCAL

12. **E&G Allocation.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 67.

- 13. **Grant Acceptance**. Acceptance of an NSF Campus Cybersecurity Award for OneNet. Page 69.
- 14. **EPSCoR.** Approval of INBRE matching funds. Page 71.
- 15. **Contracts and Purchases.** Approval of contracts exceeding \$100,000. Page 73.
- 16. **Item Deleted.** Page 75.

#### **EXECUTIVE**

17. **Policy.** Posting of State Regents' Policy 5.19 *Amanda Winge Study Abroad Scholarship*. Page 77

# **CONSENT DOCKET**

- 18. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
  - a. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 81.
  - b. Operations. Ratification of purchases exceeding \$25,000. Page 83.
  - c. Resolutions.
    - (1) Resolution honoring the life of Regent Ike Glass. Page 85.
    - (2) Resolution honoring the service of Regent Ann Holloway. Page 87.

#### **REPORTS**

- 19. **Reports.** 
  - a. Programs. Acknowledge receipt of the Current Status Report on program requests. Page 89.
  - b. Annual Reports. Acknowledge receipt of the Current Income and Expenditure Report, FY2023. Page 91. (Supplement)
- 20. **Report of the Committees.** (No Action, No Discussion.)
  - a. Academic Affairs and Student Services Committee.
  - b. Budget and Audit Committee.

- c. Strategic Planning, Personnel Committee and Technology Committee.
- d. Investment Committee.

# 21. **Proposed Executive Session.** Page 95.

- a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma); and (3) EEOC Charge # 564-2023-01525, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
- b. Enter into executive session.
- c. Exit executive session and vote to re-enter open session.
- d. Possible discussion and vote on items discussed in executive session.
- 22. Announcement of Next Regular Meeting The next regular meetings are scheduled to be held on Thursday, May 30, 2024 at 10:30 a.m. and Friday, May 31, 2024 at 9 a.m. at the State Regents Office in Oklahoma City, Oklahoma.
- 23. Adjourn.

\*Following meeting adjournment, State Regents will take a tour of Southeastern Oklahoma State University's campus and have lunch with President Newsom.

The Oklahoma State Regents for Higher Education are committed to ensuring that persons with disabilities are able to access the State Regents' public meetings. If you will need specialized assistance for an upcoming State Regents' meeting, please e-mail your request to <a href="mailto:accessibility@osrhe.edu">accessibility@osrhe.edu</a> or call 405.225.9116 at least 24 hours prior to the meeting. We will make every reasonable effort to accommodate your needs.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2024

# **AGENDA ITEM #6:**

President's Welcome.

**SUBJECT:** Welcome from President Thomas Newsom at Southeastern Oklahoma State University.

Oral Presentation.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2024

# **AGENDA ITEM #7:**

**State System Institutional Update.** 

**SUBJECT:** Update on institutional activities at Southeastern Oklahoma State University.

Oral Presentation.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

April 25, 2024

#### **AGENDA ITEM #8-a:**

#### New Programs.

**SUBJECT:** The University of Oklahoma. Approval to offer the Master of Arts in Econometrics.

#### **RECOMMENDATION:**

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

• Master of Arts in Econometrics. Continuation beyond Fall 2027 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 109 students in Fall 2026; and Graduates: a minimum of 74 students in 2026-2027.

#### **BACKGROUND:**

#### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2023-2024 Academic Plan is available at: https://okhighered.org/admin-fac/academic-forms/.

# **APRA Implementation**

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

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

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

12	Degree and/or certificate programs deleted
33	Degree and/or certificate programs added

# **Program Review**

OU offers 358 degree and/or certificate programs as follows:

69	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
105	Master's Degrees
58	Doctoral Degrees
0	First Professional Degrees

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

#### **Program Development Process**

OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Arts in Econometrics program at their January 12, 2024 meeting. OU is currently approved to offer 83 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Master of Arts in Econometrics**

**Program purpose.** The proposed Master of Arts in Econometrics program is designed to meet student and state needs for enhanced training in applications of econometrics.

**Program rationale and background.** The proposed program addresses the current need for broad graduate statistics education and is the first OU online graduate program to focus on econometrics. The program seeks to provide training in the field of econometrics and data analytics, using an entirely online course modality framework. Students can benefit from the program without living in the Norman/ OKC area, thus expanding the market for potential students.

Employment opportunities. The Bureau of Labor Statistics (BLS) projects 6 percent (average) growth through 2031 for "Economists" and reports a median annual salary of \$105,630 for these professionals. This occupation only represents a segment of the career prospects for econometrics graduates, who can pursue statistics and analytics-oriented roles across a variety of fields and focus areas. OU's primary labor market analysis methods utilized job postings data to determine employer preferences, advertised salaries, and market change over time. Job postings produced by the analysis include the following related skills: (1) Econometrics, (2) Applied Economics, (3) Mathematical Economics, and (4) Economic Statistics showing where there is direct demand for people highly trained in the quantitative and statistical aspects of

economics. There were roughly 20,000 job postings in 2022 across this grouping, 63 percent of which had a preference or a requirement for a master's degree.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	109	Fall 2026
Minimum Graduates from the program	74	2026-2027

**Duplication and impact on existing programs.** There are no Master of Arts in Econometrics programs in Oklahoma. A systemwide letter of intent was communicated by email on January 19, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Arts in Econometrics program will be offered via electronic delivery. OU utilizes Canvas as its learning management system to deliver program content for online courses. They also utilize Zoom as a supplemental software. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2024

#### **AGENDA ITEM #8-b (1):**

New Programs.

**SUBJECT:** East Central University. Approval to offer the Doctorate of Education in Rural Education.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve East Central University's request to offer the Doctorate of Education in Rural Education, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

• **Doctorate of Education in Rural Education.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 10 students in Fall 2028; and Graduates: a minimum of 5 students in 2028-2029.

#### **BACKGROUND:**

#### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. East Central University's (ECU) 2023-2024 Academic Plan is available at: https://okhighered.org/admin-fac/academic-forms/.

# **APRA Implementation**

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

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

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

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

# **Program Review**

ECU offers 54 degree and/or certificate programs as follows:

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

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

#### **Program Development Process**

ECU's faculty developed the proposal, which was reviewed and approved by institutional officials. ECU's governing board approved delivery of the Doctorate of Education in Rural Education at their January 26, 2024 meeting. ECU is currently approved to offer 20 degree and certificate programs through electronic delivery. ECU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Doctorate of Education in Rural Education**

**Program purpose.** This proposed Doctorate of Education in Rural Education program is specifically designed to address and study rural education's unique circumstances and challenges. Specific coursework in the program will help education leaders understand and successfully navigate the special aspects of leadership in rural education.

Program rationale and background. The term rural includes varied definitions. According to the Health Resources and Services Administration (2020), rural includes whatever is not defined as urban. The US Census Bureau (USCB) states rural is defined as not urban specifically in relation to population, housing, and geographic area. The National Center for Education Statistics (NCES) reports that 97 percent of the United States is defined as rural. In addition, according to NCES (2020), at least 30,000 rural schools in the United States employ at least 916,000 personnel. According to the USCB (2020), 52 percent of the schools in Oklahoma are defined as rural. In 2020, the Oklahoma State Department of Education (OSDE) reported 205,945 students in rural schools, comprising about 264 school districts. According to the OSDE (2020), educators in rural areas must consider many special circumstances and the challenges affecting our rural students. Some of these challenges include educational and financial resources (Barbera et al. 2020; Jones et al. 2020; OSDE, 2020). In addition, leaders in Oklahoma rural schools need to know how to address the unique issues in rural communities, such as varying access to healthcare, food security, internet connectivity, access to advanced coursework, and high-quality educational resources.

Employment opportunities. According to Lightcast (2022), there are 2,200 job postings nationally related to a doctorate in rural education. Post-secondary teachers and administrators make up the largest growth market for this area, but K-12 teachers and administrators are close behind in the top 5, according to the Bureau of Labor Statistics (2022). Lightcast reports the number top skills related to this area as curriculum development and instructional design, which are integrated into the proposed program. Doctoral-level educational leadership and administration graduates have grown by 6 percent over the last 5 years, and education administration has grown by 13 percent over the last 5 years (IPEDs, 2022). In addition, specializations in this doctoral program are in the top 5 fastest growing areas nationally (IPEDs, 2022). Even with the employment growth indicated, only 3 programs in the United States focus on rural education, including University of West Alabama, West Texas A&M, and Southern Arkansas University.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2028
Minimum Graduates from the program	5	2028-2029

**Duplication and impact on existing programs.** There are no Doctorate of Education in Rural Education programs in Oklahoma. A system wide letter of intent was communicated by email on September 28, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Doctorate of Education in Rural Education program will be offered via electronic delivery. ECU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. ECU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

April 25, 2024

#### AGENDA ITEM #8-b (2):

New Programs.

**SUBJECT:** East Central University. Approval to offer the Educational Specialist in School

Psychology.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve East Central University's request to offer the Educational Specialist in School 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.

• Educational Specialist in School Psychology. Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 15 students in Fall 2028; and

Graduates: a minimum of 5 students in 2028-2029.

#### **BACKGROUND:**

#### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. East Central University's (ECU) 2023-2024 Academic Plan is available at: https://okhighered.org/admin-fac/academic-forms/.

#### **APRA Implementation**

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

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

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

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

# **Program Review**

ECU offers 54 degree and/or certificate programs as follows:

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

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

# **Program Development Process**

ECU's faculty developed the proposal, which was reviewed and approved by institutional officials. ECU's governing board approved delivery of the Educational Specialist in School Psychology at their January 26, 2024 meeting. ECU is currently approved to offer 20 degree and certificate programs through electronic delivery. ECU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

#### **Educational Specialist in School Psychology**

**Program purpose.** The proposed Educational Specialist in School Psychology program will train students in the areas of assessment, consultation, special education law, and academic/behavioral intervention which will make them eligible for the qualification of a Nationally Certified School Psychologist (NCSP).

**Program rationale and background.** The proposed program will allow students to be extremely marketable for employment in the schools as a school psychologist anywhere in the United States as well as allowing for potential pay increases based on national certification status. Currently there are 18 students enrolled in the Master of Science in Psychological Services (086) program and 19 students in the Master of Education in School Psychometry (106) program at ECU. These programs serve as an entry point for those wishing to obtain a higher-level degree in school psychology. However, students at ECU who have obtained their master's degree in school psychometry face barriers in obtaining an additional master's degree in

school psychology due to the current structure of ECU's School Psychology Program. At ECU, once students obtain their master's degree in School Psychometry, they cannot obtain financial aid to complete their School Psychology degree since the current program is structured as an additional master's degree. Changing the School Psychology degree structure to a specialist degree will open the route to School Psychology to all those currently holding a master's degree in School Psychometry who wish to proceed but are bound by lack of financial support. Thus, the potential enrollment in the program expands to potentially encompass those completing the Master of Education in School Psychometry (106).

Employment opportunities. The National Association of School Psychologists (NASP) organization recommends the School Psychologist to student ratio to be 1:500. According to NASP, as of January 2023, Oklahoma's ratio was greater than 1 school psychologist for every 2,000 students. However, data collected by the Oklahoma School Psychology Association indicated that the school psychologist to student ratio in Oklahoma is actually 1:5,251. Oklahoma local education agencies have multiple openings across the state for school psychologists which go unfilled throughout the school year. A quick internet search for school psychologist positions on June 28, 2023, revealed over 100 open psychologist positions throughout the state of Oklahoma with the demand only being expected to rise. Additionally, according to the Bureau of Labor, the demand for School Psychologists is anticipated to increase by 6 percent by the year 2031.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2028
Minimum Graduates from the program	5	2028-2029

**Duplication and impact on existing programs.** The proposed Educational Specialist in School Psychology program may share similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Specialist in Education in School Psychology (291)
Southwestern Oklahoma State University	Educational Specialist in School Psychology (148)
University of Central Oklahoma	Education Specialist in School Psychology (242)

A systemwide letter of intent was communicated by email on September 28, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to increased employment demand, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Educational Specialist in School Psychology program will be offered via traditional and electronic delivery. ECU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. ECU is a member of

Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION April 25, 2024

AGENDA ITEM #8-c (1):

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Master of Science in Management

and Technology.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve Northeastern State University's request to offer the Master of Science in Management and Technology, via traditional and electronic delivery, with options in General Industrial, Leadership Analytics, and Enterprise Management, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

 Master of Science in Management and Technology. Continuation beyond Fall 2027 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 8 students in Fall 2026; and

Graduates: a minimum of 4 students in 2026-2027.

#### **BACKGROUND:**

#### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Northeastern State University's (NSU) 2023-2024 Academic Plan is available at: <a href="https://okhighered.org/admin-fac/academic-forms/">https://okhighered.org/admin-fac/academic-forms/</a>.

## **APRA Implementation**

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

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

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

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

#### **Program Review**

NSU offers 147 degree and/or certificate programs as follows:

56	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
64	Baccalaureate Degrees
26	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 Master of Science in Management and Technology program at their January 26, 2024 meeting. NSU is currently approved to offer 97 degree and certificate programs through electronic delivery. 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 (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

#### **ANALYSIS:**

# Master of Science in Management and Technology

**Program purpose.** The proposed Master of Science in Management and Technology program is designed for a professional with work experience. The program uses case studies to reinforce theoretical learning along with interactive activities where management and technology intersect.

**Program rationale and background.** The proposed program will be classified as a STEM program, with its emphasis upon technology in management training and operations. The program will replace the Professional Master of Business Administration program that is currently in place and will also provide a direct pathway from a Bachelor of Science degree to a graduate degree for students interested in the use of technology and analytics in management decisions. Growth projections in the areas of Information Technology and Management Analysts, as well as the increasing demand for such positions requires a workforce that can merge advanced management operations and training skills with rigorous technical and

quantitative methods. The new program meets this demand by recruiting students who are interested in joining the growing STEM workforce of the state.

Employment opportunities. According to the Bureau of Labor Statistics, 18 percent of all jobs required a master's degree by the end of 2022 (www.bls.gov). In Oklahoma there are over 500 job openings that require a master's degree in a business discipline (indeed.com/jobs). Current data available from the Bureau of Labor Statistics show a 15 percent growth in Management Analyst positions with the top 10 percent of workers in the Tulsa metro area and northeast Oklahoma earning more than the state average at that level. Job growth is projected at 8 to 10 percent for Information Technology Project Managers in Oklahoma with state regional earnings far exceeding the average Oklahoma wage. Oklahoma Works has ranked the positions of Project Management Specialists, Management Analysts, and Training and Development Specialists as among the critical workforce needs in the state. Overall employment in management occupations is projected to grow faster than the average for all occupations from 2022 to 2032 (www.bls.gov). Additionally, the most in demand tech field currently involves working with data. There are over 1.5 million data roles available in the US across the most popular data roles (www.zerotomastery.io).

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2026
Minimum Graduates from the program	4	2026-2027

**Duplication and impact on existing programs.** The proposed Master of Science in Management and Technology may share similar content with the following program:

Institution	Existing Program
University of Oklahoma	Master of Science in Management of Information and Technology (341)

A system wide letter of intent was communicated by email on November 15, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to projected employment demand, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Science in Management and Technology, program will be offered via traditional and electronic delivery. NSU utilizes Blackboard as its learning management system to deliver program content for online courses. They also utilize Zoom as a supplemental software. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. Online tutoring is free and available to all students using Tutor.com, linked in the Blackboard. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. NSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality

standards, as well as peer review and certific	ation of quality in online	education. The	State Regents support
institutional membership to ensure online pr	ograms meet QM standa	rds.	

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

April 25, 2024

### AGENDA ITEM #8-c (2):

New Programs.

SUBJECT: Northeastern State University. Approval to offer the Master of Science in Medical

Laboratory Science.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve Northeastern State University's request to offer the Master of Science in Medical Laboratory Science, via traditional and electronic delivery, with options in Advanced Pathway and Traditional Pathway, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

• Master of Science in Medical Laboratory Science. Continuation beyond Fall 2028 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 6 students in Fall 2027; and

Graduates: a minimum of 3 students in 2027-2028.

#### **BACKGROUND:**

#### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Northeastern State University's (NSU) 2023-2024 Academic Plan is available at: <a href="https://okhighered.org/admin-fac/academic-forms/">https://okhighered.org/admin-fac/academic-forms/</a>.

## **APRA Implementation**

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

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

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

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

#### **Program Review**

NSU offers 147 degree and/or certificate programs as follows:

56	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
64	Baccalaureate Degrees
26	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

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

# **Program Development Process**

NSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NSU's governing board also approved delivery of the Master of Science in Medical Laboratory Science program at their February 23, 2024 meeting. NSU is currently approved to offer 97 degree and certificate programs through electronic delivery. 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 (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

#### **ANALYSIS:**

#### Master of Science in Medical Laboratory Science

**Program purpose.** The proposed Master of Science in Medical Laboratory Science (M.S.MLS) program will offer an advanced standing pathway for students that have a Bachelor of Science or Bachelor of Arts degree and are currently a certified Medical Laboratory Scientist (MLS) with American Society for Clinical Pathology (ASCP) or American Medical Technologists (AMT) certification to earn a master's degree in MLS. The program will also offer a traditional pathway for students with a Bachelor of Science or Bachelor of Arts degree who wish to become an MLS and be eligible to take the ASCP or AMT certification examination and have the leadership component to become supervisors or lead scientists.

**Program rationale and background.** NSU has seen an increase in inquiries for a master's degree in MLS. Potential students who have a bachelor's degree and are MLS (ASCP) certified are required to possess a master's degree in order to pursue a supervisor or manager position in the medical laboratory field. Since

there are currently no M.S.MLS programs in Oklahoma, potential students have been purusing an M.S.MLS through online courses from institutions in other states like North Dakota and Ohio. Additionally, the Bachelor of Science in MLS (B.S.MLS) program at NSU has seen an increase in MLS student applicants that already have earned a bachelor's degree in other disciplines in the last four years. Offering the traditional pathway in the proposed program will allow these students to be eligible to take their Board of Certification Examination and earn a Master of Science degree in order to be employed in a supervisory or lead scientist position.

**Employment opportunities.** According to the Oklahoma Short-Term Occupational Outlook 2020-2022 report, there will be need for an additional 330 Medical Laboratory Scientists and Medical Laboratory Technicians (MLT) to cover annual openings. The consortium hospitals, community college programs, and NSU's B.S.MLS program only graduates approximately 100 new MLS/MLT students a year. Offering the MLS program at a Master of Science level should encourage students who already have a bachelor's degree to earn the master's degree while addressing a workforce shortage.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2027
Minimum Graduates from the program	3	2027-2028

**Duplication and impact on existing programs.** There are no Master of Science in Medical Laboratory Science programs in Oklahoma. A systemwide letter of intent was communicated by email on February 6, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Science in Medical Laboratory Science program will be offered via traditional and electronic delivery. NSU utilizes Blackboard as its learning management system to deliver program content for online courses. They also utilize Zoom as a supplemental software. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. Online tutoring is free and available to all students using Tutor.com, linked in the Blackboard. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. NSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

April 25, 2024

#### **AGENDA ITEM #8-d:**

New Programs.

**SUBJECT:** Rogers State University. Approval to offer the Master of Science in Nursing.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve Rogers State University's request to offer the Master of Science in Nursing in Nursing, via electronic delivery, with options in Nursing Education and Nursing Management Leadership, and with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

• Master of Science in Nursing in Nursing. Continuation beyond Fall 2026 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 15 students in Fall 2025; and Graduates: a minimum of 5 students in 2025-2026.

#### **BACKGROUND:**

#### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Rogers State University's (RSU) 2023-2024 Academic Plan is available at: https://okhighered.org/admin-fac/academic-forms/.

## **APRA Implementation**

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

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

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

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

#### **Program Review**

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

2	Certificates
10	Associate in Arts or Science Degrees
2	Associate in Applied Science Degrees
20	Baccalaureate Degrees
2	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

#### **Program Development Process**

RSU's faculty developed the proposal, which was reviewed and approved by institutional officials. RSU's governing board approved delivery of the Master of Science in Nursing in Nursing program at their November 30, 2023 meeting. RSU is currently approved to offer 12 degree and certificate programs through electronic delivery. RSU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

### Master of Science in Nursing in Nursing

**Program purpose.** The proposed Master of Science in Nursing (MSN) in Nursing program will build upon a baccalaureate foundation to prepare registered nurses for academic, leadership, and administrative roles.

**Program rationale and background.** RSU started its pre-licensure Bachelor of Science in Nursing (BSN) in Nursing (128) program in 2019 with the first graduates in 2021. These students will serve as a pipeline to the proposed program. To determine student interest in an MSN program at RSU, an "Interest in Master's in Nursing Programs" survey (Google forms) was sent to approximately 200 currently enrolled Traditional BSN and RN to BSN students and to approximately 250 recent BSN graduates of both programs. Within 5 days, 124 responses were received. The results supported interest in an MSN program with 95 percent of respondents indicating a yes or maybe interest. Of these respondents, 42 percent indicated interest in Nursing Education and 44 percent indicated interest in Nursing Administration/Leadership.

**Employment opportunities.** According to the Bureau of Labor Statistics, in Oklahoma, the lack of nursing professionals is more pronounced than in most states. There are 7.5 nurses per 1,000 Oklahoma residents, ranking the state 46th in the nation for nurses per capita. Nursing instructors and teachers, post-secondary, is listed on the Fastest Growing Occupations in Oklahoma list with an expected growth rate of 20.6 percent between 2018-2028. Two out of three of Tulsa's large, metropolitan health systems with multiple sites

across northeast Oklahoma, have developed strategic plans to offer nursing education opportunities at their site by providing salaries for their employees to be dually credentialed as educator and clinician to provide clinical oversight to cohorts of students from area nursing programs. Further, one system is seeking to partner with a regional university to offer nursing coursework at their main hospital site in order to fulfil the need for educators and nurses. This hospital site has a grant to fund a classroom, lab and simulation space as well as to fund dual faculty appointments. This health system struggles to fill managerial roles with qualified nurse applicants with strong skills in administration, management, budgeting, and leadership.

With the nation-wide nursing shortage, one of the primary limiting factors to expansion of nursing education programs is the ability to hire and retain qualified nursing instructors. The American Association of Colleges of Nursing (2022) reports that 21 percent of schools that are unable to fill vacant faculty positions cite "qualified applicants for faculty positions are unavailable in our geographic area" and 51 percent report difficulty filling faculty positions due to a "limited pool of academically prepared faculty." The addition of this program would help serve the needs of Oklahomans and the nation.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2025
Minimum Graduates from the program	5	2025-2026

**Duplication and impact on existing programs.** The proposed Master of Science in Nursing in Nursing may share similar content with the following programs:

Institution	Existing Program
Northogotom State University	Master of Science in Nursing Education in Nursing
Northeastern State University	(149)
Southwestern Oklahoma State University	Master of Science in Nursing in Nursing (163)
University of Central Oklahoma	Master of Science in Nursing (204)

A system wide letter of intent was communicated by email on December 13, 2023. Northeastern State University (NSU) submitted a protest of the letter of intent based on unnecessary duplication. Through communication between RSU and NSU leadership, NSU withdrew their protest. Due to the shortage of nurses and nursing faculty, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Science in Nursing in Nursing program will be offered via electronic delivery. RSU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. Online tutoring is free and available to all students using Tutor.com, linked in the Blackboard. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. RSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative

digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

April 25, 2024

#### **AGENDA ITEM #8-e (1):**

New Programs.

**SUBJECT:** Southwestern Oklahoma State University. Approval to offer the Master of Health Science

in Health Science.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Master of Health Science in Health Science, 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.

• Master of Health Science in Health Science. Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 10 students in Fall 2028; and

Graduates: a minimum of 6 students in 2028-2029.

#### **BACKGROUND:**

#### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southwestern Oklahoma State University's (SWOSU) 2023-2024 Academic Plan is available at: <a href="https://okhighered.org/admin-fac/academic-forms/">https://okhighered.org/admin-fac/academic-forms/</a>.

#### **APRA Implementation**

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

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

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

2	Degree and/or certificate programs deleted
5	Degree and/or certificate programs added

# **Program Review**

SWOSU offers 74 degree and/or certificate programs as follows:

6	Certificates
7	Associate in Arts or Science Degrees
5	Associate in Applied Science Degrees
41	Baccalaureate Degrees
14	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Master of Health Science in Health Science program at their January 26, 2024 meeting. SWOSU is currently approved to offer 22 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

#### **Master of Health Science in Health Science**

**Program purpose.** The proposed Master of Health Science in Health Science program is designed to prepare students to move into a healthcare management position or to teach in a healthcare-related program at a technology center, college, or university.

**Program rationale and background.** The proposed program will be offered online to give students the opportunity to earn a graduate degree while pursuing their professional goals in health care. The program will consist of two tracks which will include Executive Leadership and Healthcare Education. The Executive Leadership track will meet the needs of healthcare professionals that want to elevate career trajectories toward management. The Healthcare Education track will be for healthcare providers wanting to move into education in their field. Currently, there are 182 students enrolled in Health Science that will either apply to a professional program after graduation or pursue a graduate program at SWOSU. This would give an additional option for students needing to take a gap year or reapply for specialty programs.

The proposed program would also fit other majors looking for a career to help them enter a professional field.

**Employment opportunities.** The field of health sciences is a high demand field with significant growth potential. According to the Oklahoma Employment Security Commission Industry and Occupational Employment Projections for 2030 (https://oklahoma.gov/oesdlabor-market/employment-projections.html), there will be a 21 percent increase in Health Specialties Teachers by 2030, and a 33 percent increase in medical and health service managers by 2030.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2028
Minimum Graduates from the program	6	2028-2029

**Duplication and impact on existing programs.** The proposed Master of Health Science in Health Science may share similar content with the following program:

Institution	Existing Program
Southeastern Oklahoma State University	Master of Science in Health Science (125)

A system wide letter of intent was communicated by email on January 31, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Health Science in Health Science program will be offered via traditional and electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. They also utilize Zoom as a synchronous format for working adults to attend lectures. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. SWOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

# **AGENDA ITEM #8-e (2):**

New Programs.

SUBJECT: Southwestern Oklahoma State University. Approval to offer the Master of Business

Administration in Data Science and Technology.

### **RECOMMENDATION:**

It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Master of Business Administration in Data Science and Technology, 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.

• Master of Business Administration in Data Science and Technology. Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 28 students in Fall 2028; and Graduates: a minimum of 18 students in 2028-2029.

# **BACKGROUND:**

### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southwestern Oklahoma State University's (SWOSU) 2023-2024 Academic Plan is available at: https://okhighered.org/admin-fac/academic-forms/.

# **APRA Implementation**

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

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

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

2	Degree and/or certificate programs deleted
5	Degree and/or certificate programs added

# **Program Review**

SWOSU offers 74 degree and/or certificate programs as follows:

6	Certificates
7	Associate in Arts or Science Degrees
5	Associate in Applied Science Degrees
41	Baccalaureate Degrees
14	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Master of Business Administration in Data Science and Technology program at their January 26, 2024 meeting. SWOSU is currently approved to offer 22 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

### **ANALYSIS:**

### Master of Business Administration in Data Science and Technology

**Program purpose.** The proposed Master of Business Administration in Data Science and Technology program is intended to bridge the gap between business and technology by preparing students to utilize techniques, skills, and modern technology necessary for professional practice.

**Program rationale and background.** The mission of Southwestern Oklahoma State University is to support students and the community through effective teaching and a commitment to knowledge by pursuing the exchange of ideas, research, and leadership for the public good. In line with SWOSU's mission and in support of national and state initiatives to meet global challenges in emerging stem-based fields, SWOSU is revitalizing its Graduate Business offerings and proposing the Master of Business Administration in Data Science and Technology. The Biden administration announced a series of initiatives

in January 2021 to promote STEM training for 22 fields of study, including data analytics, financial analytics, and economics. In their 2021 survey, Kaplan/Manhattan Prep queried admissions departments from 91 business schools, including 24 of the top 100 ranked by the U.S. News & World Report on student interest in STEM graduate programs. They report that adding a STEM designation for business schools is a trend that is here to stay, with some schools reporting up to 40 percent increase in applications since adding the STEM designation.

Employment opportunities. The United States Bureau of Labor Statistics projects a positive outlook for U.S. STEM occupations. As of 2022, there were approximately 10,365,000 STEM-related jobs, covering a wide range of fields. These include computer science, engineering, life sciences, healthcare, and mathematics. By 2032, the projected employment in STEM occupations is expected to reach 11,487,400, reflecting a growth rate of 10.8 percent. The median annual wage for STEM professionals in 2022 was \$97,980. STEM-related jobs in Oklahoma play a crucial role in the state's economy. As of 2020, there were 84,620 STEM jobs available in Oklahoma. Among these, engineering stands out as the largest share, accounting for 28,310 jobs (approximately 33.5 percent of total STEM employment). It's worth noting that the average annual wage for STEM-related positions in Oklahoma was \$78,322, significantly higher than the overall state average for all occupations, which was \$44,220. Only 10 percent of STEM college graduates with a Master of Business Administration (MBA) currently work in STEM-related occupations. Receiving a STEM degree does not guarantee a STEM job; however, it does typically mean a significant bump in pay according to Census.Gov. These STEM fields drive innovation, research, and technological advancements, making them essential for our collective progress. In summary, having an MBA in STEM opens up diverse career paths, from technical leadership roles to business management. While STEM workers with an MBA enjoy higher earnings, their skills are also valuable in non-STEM fields.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	28	Fall 2028
Minimum Graduates from the program	18	2028-2029

**Duplication and impact on existing programs.** The proposed Master of Business Administration in Data Science and Technology may share similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Master of Science in Business Analytics and Data
	Science (505)
Oklahoma State University	Master of Business Administration in Business
	Administration with option in Data Science (035)
University of Central Oklahoma	Master of Science in Data Science (246)

A system wide letter of intent was communicated by email on February 1, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Business Administration in Data Science and Technology program will be offered via traditional and electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. They also utilize Zoom as a

synchronous format for working adults to attend lectures. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. SWOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards

AGENDA ITEM #8-e (3):

New Programs.

**SUBJECT:** Southwestern Oklahoma State University. Approval to offer the Master of Music in Music

Therapy.

### **RECOMMENDATION:**

It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Master of Music in Music Therapy, 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.

• Master of Music in Music Therapy. Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 7 students in Fall 2028; and Graduates: a minimum of 3 students in 2028-2029.

# **BACKGROUND:**

### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southwestern Oklahoma State University's (SWOSU) 2023-2024 Academic Plan is available at: <a href="https://okhighered.org/admin-fac/academic-forms/">https://okhighered.org/admin-fac/academic-forms/</a>.

# **APRA Implementation**

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

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

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

2	Degree and/or certificate programs deleted
5	Degree and/or certificate programs added

# **Program Review**

SWOSU offers 74 degree and/or certificate programs as follows:

6	Certificates
7	Associate in Arts or Science Degrees
5	Associate in Applied Science Degrees
41	Baccalaureate Degrees
14	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Master of Music in Music Therapy program at their January 26, 2024 meeting. SWOSU is currently approved to offer 22 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

# **POLICY ISSUES:**

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

# **ANALYSIS:**

# **Master of Music in Music Therapy**

**Program purpose.** The proposed Master of Music in Music Therapy will provide advanced music therapy training that addresses knowledge and skills in the American Music Therapy Association (AMTA) advanced competencies while developing advanced music therapy practitioners primarily in rural and urban Oklahoma.

**Program rationale and background.** The proposed program emphasizes the initiation, development, management, and expansion of music therapy clinical practices. Classes are designed to equip students for 1) implementing the understanding of major music therapy theories to the skillful adoptions and adaptations of music therapy techniques; 2) effective supervisory and teaching skills; 3) initiating, designing, conducting research, and implementing the finding into future clinical practice; 4) advancing in functional music skills for therapeutic purposes; and 5) retaining balanced, healthy, and ethical music therapy

practices. SWOSU currently offers a Master of Music in Music with an option in Music Therapy (099). The proposed program mirrors the current degree program but allows it to be a stand-alone program with an updated Classification of Instructional Program (CIP) for more accurate identification.

**Employment opportunities.** According to Recruiter.com (2023), the overall job outlook for Music Therapist careers has been positive since 2004. Vacancies in this field have increased by 32.76 percent nationwide since 2004, with an average growth of 2.05 percent per year. Demand for Music Therapists is expected to continue to increase, with an expected 26,660 new jobs to be filled by 2029. This represents an annual increase of 27.58 percent over the next few years.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	7	Fall 2028
Minimum Graduates from the program	3	2028-2029

**Duplication and impact on existing programs.** There are no Master of Music in Music Therapy programs in Oklahoma. A system wide letter of intent was communicated by email on January 31, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Music in Music Therapy program will be offered via traditional and electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. They also utilize Zoom as a synchronous format for working adults to attend lectures. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. SWOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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# **AGENDA ITEM #8-e (4):**

New Programs.

SUBJECT: Southwestern Oklahoma State University. Approval to offer the Bachelor of Music in

Music Therapy.

### **RECOMMENDATION:**

It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Bachelor of Music in Music Therapy, with options in Instrumental and Vocal/Keyboard, 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.

• **Bachelor of Music in Music Therapy.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 35 students in Fall 2028; and

Graduates: a minimum of 5 students in 2028-2029.

# **BACKGROUND:**

### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southwestern Oklahoma State University's (SWOSU) 2023-2024 Academic Plan is available at: <a href="https://okhighered.org/admin-fac/academic-forms/">https://okhighered.org/admin-fac/academic-forms/</a>.

# **APRA Implementation**

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

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

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

2	Degree and/or certificate programs deleted
5	Degree and/or certificate programs added

# **Program Review**

SWOSU offers 74 degree and/or certificate programs as follows:

6	Certificates
7	Associate in Arts or Science Degrees
5	Associate in Applied Science Degrees
41	Baccalaureate Degrees
14	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with 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 proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Bachelor of Music in Music Therapy program at their January 26, 2024 meeting. SWOSU is currently approved to offer 22 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

# **ANALYSIS:**

# **Bachelor of Music in Music Therapy**

**Program purpose.** The proposed Bachelor of Music in Music Therapy program will provide experience and training in music therapy, psychology, physiology, special education, sociology, and anthropology for those students who desire to practice in the vast field of music therapy.

**Program rationale and background.** Currently SWOSU offers a Bachelor of Music in Music with an option in Music Therapy (037). The proposed program mirrors the current degree program but allows it to be a stand-alone program with an updated CIP code for more accurate identification. The proposed Bachelor of Music in Music Therapy will consist of two options which include instrumental and vocal/keyboard. The program will prepare graduates for finding a career in an entry-level music therapy clinical practice, passing the national Board Certification Examination for Music Therapists and receiving the credential of Music Therapist-Board Certification (MT-BC), and post-graduate or advanced trainings in Music Therapy. The

objectives, therefore, are to strategically develop students in the program for the demonstration of knowledge and skills listed in the AMTA Professional Competencies by the time of their graduation and compliance to the AMTA Code of Ethics since their first pre-internship supervised clinical practice. Graduates of the proposed program can become music therapists in early intervention and special education programs in child developmental centers or pre-K through 12 schools, long-term and short-term residential institutions for people with disabilities, physical rehabilitation and general medical centers, psychiatric hospitals, community mental health services, and special service agencies. The functional implementation of music experiences may be best obtained when the student is immersed in musical performance, the study of music theory and arranging, the study of advanced keyboard skills, the study of functional music skills emphasizing performance on fretted, keyboard, melodic as well as nonmelodic percussive instruments, and an introduction to theoretical orientations and techniques of music therapy, the psychoacoustic nature of music, and the influence of music on human psychoneuroimmunological functioning and behaviors.

**Employment opportunities.** According to Recruiter.com (2023), the overall job outlook for Music Therapist careers has been positive since 2004. Vacancies in this field have increased by 32.76 percent nationwide since 2004, with an average growth of 2.05 percent per year. Demand for Music Therapists is expected to continue to increase, with an expected 26,660 new jobs to be filled by 2029. This represents an annual increase of 27.58 percent over the next few years.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	35	Fall 2028
Minimum Graduates from the program	5	2028-2029

**Duplication and impact on existing programs.** There are no Bachelor of Music in Music Therapy programs in Oklahoma. A system wide letter of intent was communicated by email on January 31, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Bachelor of Music in Music Therapy program will be offered via traditional and electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. They also utilize Zoom as a synchronous format for working adults to attend lectures. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. SWOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

April 25, 2024

# **AGENDA ITEM #8-f (1):**

New Programs.

SUBJECT: The University of Central Oklahoma. Approval to offer the Bachelor of Science in Ecology

and Conservation Biology.

### **RECOMMENDATION:**

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Bachelor of Science in Ecology and Conservation Biology, via traditional 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.

• **Bachelor of Science in Ecology and Conservation Biology.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 20 students in Fall 2028; and

Graduates: a minimum of 8 students in 2028-2029.

# **BACKGROUND:**

### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Central Oklahoma's (UCO) 2023-2024 Academic Plan is available at: <a href="https://okhighered.org/admin-fac/academic-forms/">https://okhighered.org/admin-fac/academic-forms/</a>.

### **APRA Implementation**

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

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

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

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

# **Program Review**

UCO offers 146 degree and/or certificate programs as follows:

17	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
74	Baccalaureate Degrees
51	Master's Degrees
1	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

UCO's faculty developed the proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Bachelor of Science in Ecology and Conservation Biology program at their February 23, 2024 meeting. UCO requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

# **ANALYSIS:**

# **Bachelor of Science in Ecology and Conservation Biology**

**Program purpose.** The proposed Bachelor of Science in Ecology and Conservation Biology program will enable students to become contributors to the broad and growing discipline focus of urban ecology and conservation issues.

**Program rationale and background.** The proposed program is distinctive in the State of Oklahoma by providing students a well-defined curriculum that develops leaders in ecology and conservation biology. The interdisciplinary program involves faculty and curriculum in the UCO Biology Department, the W. Roger Webb Forensic Science Institute, the Geography and History Department, the Chemistry Department, and the Math and Statistics Department. This program is designed to prepare graduates to be highly competitive for positions that will shape decision-making regarding the private and public sector environmental job sectors. The curriculum will provide students with a strong biological foundation in a broad range of elective courses that allow students to tailor their degree toward specific interests and

employment opportunities. Graduates from the proposed program will have field and laboratory-based knowledge and applied skills that can immediately be used in a career. The program will also provide students with the capacity to be competitive for acceptance into graduate programs in ecology and conservation biology.

Employment opportunities. According to the U.S. Bureau of Labor Statistics (BLS), projected employment percent change between 2019-2029 indicates a 9.1 percent average increase in jobs available within the framework of the new Ecology and Conservation Biology major. BLS anticipates an increase, nationally, of 19.5 percent in jobs specifically related to zoologists, wildlife biologists, and conservation scientists that would work within the public sector (national parks, national recreation areas, natural history museums). Oklahoma employment projections for 2018-2028 anticipate a 4.28 percent average increase in jobs related to the proposed program. This includes a 5.4 percent increase in the need for biological scientists and technicians and a 7.7 percent increase in the need for environmental scientists and specialists. Additionally, graduates from the proposed program would help fill occupations within Oklahoma Works "Top 100 Critical Occupations" as Biometricians which are expected to see a 17 percent increase in demand by 2030. Current Industry and Occupational Employment Projections for professional, scientific, and technical services and state government indicate a steady job market during 2022. Additionally, growth has occurred in federal government jobs during 2022. Students that graduate with a degree in the proposed program would be competitive for employment in these areas. Based on Oklahoma Works data, median wages for students graduating from this program range from \$69,450 for Conservation Scientists to \$104,420 for Natural Sciences Managers. Moreover, the Biology Department's advisory board, comprised of eight biology professionals within the greater Oklahoma City metropolitan area, have indicated since 2017 that internship and career opportunities are available for students that would be part of the proposed program. Advisory board members recommended a program that can encompass education within the framework of data analysis and Geographical Information Systems. This recommendation has been factored in with the creation of the proposed program to meet job market demands.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2028
Minimum Graduates from the program	8	2028-2029

**Duplication and impact on existing programs.** There are no Bachelor of Science in Ecology and Conservation Biology programs in Oklahoma but the proposed program may share similar content with the following programs:

Institution	Existing Program
J	Bachelor of Science in Agricultural Sciences and
	Natural Resources in Natural Resource Ecology and
Oklahoma State University	Management with options in Forest Resource
Okianoma state omversity	Conservation, Rangeland Ecology & Management,
	Applied Landscape Ecology, Wildlife Ecology &
	Management, and Fisheries & Aquatic Ecology (101)
Oldahama Stata Haiyansity	Bachelor of Science in Plant Biology with option in
Oklahoma State University	Ecology & Evolutionary Biology (031)

Oklahoma State University	Bachelor of Science in Zoology with option in Ecology & Conservation Biology (210)
East Central University	Bachelor of Science in Biology with option in Ecology (004)

A system wide letter of intent was communicated by email on December 22, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the unique interdisciplinary curriculum and potential employment opportunities, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Bachelor of Science in Ecology and Conservation Biology program will be offered via traditional delivery. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

### AGENDA ITEM #8-f (2):

New Programs.

SUBJECT: The University of Central Oklahoma. Approval to offer the Bachelor of Business

Administration in Supply Chain Management.

### **RECOMMENDATION:**

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Bachelor of Business Administration in Supply Chain Management, 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.

• Bachelor of Business Administration in Supply Chain Management. Continuation beyond Fall 2029 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 15 students in Fall 2028; and Graduates: a minimum of 8 students in 2028-2029.

# **BACKGROUND:**

### **Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Central Oklahoma's (UCO) 2023-2024 Academic Plan is available at: <a href="https://okhighered.org/admin-fac/academic-forms/">https://okhighered.org/admin-fac/academic-forms/</a>.

# **APRA Implementation**

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

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

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

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

# **Program Review**

UCO offers 146 degree and/or certificate programs as follows:

17	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
74	Baccalaureate Degrees
51	Master's Degrees
1	Doctoral Degrees
0	First Professional Degrees

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

# **Program Development Process**

UCO's faculty developed the proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Bachelor of Business Administration in Supply Chain Management program at their February 23, 2024 meeting. UCO is currently approved to offer 25 degree and certificate programs through electronic delivery. UCO requests authorization to offer this program as outlined below.

#### **POLICY ISSUES:**

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

### **ANALYSIS:**

### **Bachelor of Business Administration in Supply Chain Management**

**Program purpose.** The proposed Bachelor of Business Administration in Supply Chain Management program will teach students to design and analyze operations and supply chain capability, capacity, and location to achieve a business firm's strategic objectives.

**Program rationale and background.** The proposed program will prepare students to solve business problems related to the delivery of goods and services, and speaks directly to productivity, creativity, ethics, and engaged leadership. Supply chain issues permeate business, and these valuable skills will allow graduates of the program to make a positive impact on commerce in Oklahoma or across the nation. The proposed program is the next step in a gradual evolution of previous UCO operations management and operations and supply chain programs. As the industry evolves, so must curriculum. Therefore, UCO will

request to delete the existing Bachelor of Business Administration in Information Systems & Operations Management – Operations and Supply Chain Management option pending approval of the proposed new program.

Employment opportunities. Supply Chain Management is a career built on specific knowledge in three areas: Logistics, Purchasing, and Operations. According to Oklahoma Works' Top 100 Critical Occupations, General and Operations Managers are estimated to provide 2,865 openings per year with an average salary of \$78,145. Other jobs that graduates typically hold are Project Managers, Operations Analysts, Management Analysts, Logistics Managers, and Purchasing Managers. Based on the Oklahoma Long-Term Occupational Outlook, 2020-2030, data shows 5,410 jobs directly related to the Supply Chain Management bachelor's degree and Oklahoma's future growth as well. These jobs are in occupations such as Management Occupations, Top Executives, General and Operations Managers, Administrative Services and Facilities Managers, Industrial Production Managers, Purchasing Managers, Business Operation Specialists, Logisticians, Management Analysts, Project Management Specialists, and Business Operations Specialists.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2028
Minimum Graduates from the program	8	2028-2029

**Duplication and impact on existing programs.** The proposed Bachelor of Business Administration in Supply Chain Management may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Business Administration in
University of Oktanoma	Marketing/Supply Chain Management (152)
N. d. Chita II.	Bachelor of Business Administration in Supply
Northeastern State University	Chain Management (145)

A system wide letter of intent was communicated by email on December 22, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Bachelor of Business Administration in Supply Chain Management program will be offered via traditional and electronic delivery. UCO utilizes Desire2Learn (D2L) as its learning management system to deliver program content for online courses. The following features in D2L facilitate student learning: maintain assignments, provide additional learning material, offer multiple modalities for communication with students, discussion boards, and maintain a repository of grades and assessment data. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. UCO is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative

digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

### **AGENDA ITEM #9:**

Academic Policy.

**SUBJECT:** Approval of a policy exception request from Cameron University.

# **RECOMMENDATION:**

It is recommended that the State Regents approve Cameron University's request for an exception to the Concurrent Enrollment policy, as described below.

#### **BACKGROUND:**

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

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

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

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

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

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

In 2020, the policy was revised to include definitions and terminology for the "final composite score" for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

### **POLICY ISSUES:**

The proposed action is an exception to the OSRHE Concurrent Enrollment policy.

#### **ANALYSIS:**

Cameron University (CU) requests an exception to the Concurrent Enrollment policy to continue allowing tenth-grade students to enroll at the institution during the 2024-2025 academic year. The Concurrent Enrollment policy currently restricts college coursework to qualified high school juniors and seniors:

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component. [OSRHE Policy 3.10.3.A]

At their June 29, 2023 meeting, the State Regents granted continued authorization for CU to allow approximately 30 tenth-grade students from Lawton Public Schools (LPS) to enroll during the 2023-2024 academic year. According to their end-year report, of the tenth-grade students enrolling under the exception, over 54 percent of the grades awarded to concurrently enrolled sophomores were A's, with another 26 percent being B's. That means that 80 percent of the grades awarded to concurrently enrolled sophomores were either A's or B's. There was a total of five course withdrawals and only one course failure by concurrently enrolled sophomores from Fall 2022 through Fall 2023.

CU plans to continue offering general education courses such as Principles of Communication, English Composition I, US History Since 1865, and General Psychology to these students. LPS tenth-grade students must meet the "Regional Universities" admission requirements stated in the Concurrent Enrollment policy and must meet minimum course placement requirements, in accordance with CU's approved Assessment Plan. LPS has converted Tomlinson Middle School into a Life Ready Center as a central location for concurrent instruction, AP courses, and other student enrichment. CU has an MOU with LPS to provide CU faculty at the site to deliver CU concurrent courses. LPS has also agreed to allow other schools outside the district to allow student access, subject to classroom availability. LPS indicates that district high schools have a sufficient college-ready population at the sophomore level to warrant this policy exception request. LPS will cover the costs of course fees and materials for tenth-graders, and no cost will be incurred by students. CU will provide tutoring (face-to-face, synchronously via Zoom, and online), as well as academic advising and testing services.

CU will be required to submit student-level data for each tenth-grader enrolled under the authorization granted by this item after the conclusion of the 2024-2025 academic year. State Regents' approval is recommended.

April 25, 2024

# **AGENDA ITEM #10:**

**Course Equivalency Project.** 

**SUBJECT:** Acknowledged receipt of the Course Equivalency Project for the 2024-2025 academic

year.

### **RECOMMENDATION:**

It is recommended that the State Regents acknowledged receipt of the system faculty's 2024-2025 Course Equivalency Project.

### **BACKGROUND:**

During the 1996 legislative year, the State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project (CEP)—the implementation phase of the Comprehensive Action Plan.

The CEP operates on an annual cycle. In Spring, the Council on Instruction (COI) determines which faculty committees will meet in the Fall; often eight to twelve disciplines convene. Presidents nominate faculty to the selected curriculum committees during the Summer. Each Fall, up to 500 faculty members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the CEP. Chief academic officers update course information in August and December. In the Spring, the COI approves the faculty's course recommendations, and then the State Regents approve the CEP and it is distributed to institutions. Concurrently, the State Regents' web site is updated to include the CEP. The information is accessible at the State Regents' web portal: www.OKCourseTransfer.org.

Currently, all public institutions of higher education as well as several private colleges and universities participate in the CEP. It reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree. To date, over 8,000 courses across forty-eight are on the CEP. The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. The CEP is a nationally recognized model; other states contact the State Regents for guidance when developing their own statewide course articulation systems.

CEP: Historical Review							
YEAR	COURSES	DISCIPLINES					
1996-97	1,594	16					
1997-98	2,875	22					
1998-99	3,690	25					
1999-00	4,187	30					
2000-01	4,399	32					
2001-02	4,531	32					
2002-03	4,926	32					
2003-04	5,343	33					
2004-05	6,423	36					
2005-06	6,668	39					
2006-07	7,030	39					
2007-08	7,450	39					
2008-09	7,523	39					
2009-10	7,634	40					
2010-11	7,921	43					
2011-12	8,076	43					
2012-13	7,957	44					
2013-14	8,104	46					
2014-15	8,163	47					
2015-16	8,188	47					
2016-17	8,136	47					
2017-18	8,032	48					
2018-19	8,104	48					
2019-20	8,106	48					
2020-21	8,110	48					
2021-22	8,121	48					
2022-23	8,072	48					
2023-24	8,075	48					
2024-25	8,106	48					

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education, or program degree requirements. Beginning with academic year 2017-2018, faculty also began adding student learning outcomes to equivalency groups to further ensure equivalency among courses and seamless transfer for students. Courses for which student learning outcomes have been developed must satisfy 100 percent of the student learning outcomes to be considered equivalent. Courses contained within a single equivalency group, or common grouping of courses (e.g., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group.

# **POLICY ISSUES:**

The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of course work between and among State System institutions, as well as standards for transfer from non-

State System institutions. The CEP provides information that facilitates State System institutions' compliance with policy guidelines.

#### **ANALYSIS:**

Positive features of the CEP are listed below:

- It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.
- It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.
- A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.
- A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.
- The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.
- Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.
- The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of liberal arts and sciences course work between and among State System institutions. In the same policy, there is a separate and distinctly different process and standards for articulation of technical course work, especially technical course work originating at an Oklahoma technology center. Information on these programs are available on the ShowWhatYouKnowOK.org website.

The 2024-2025 faculty CEP document is provided as a supplement to this item. The COI approved the 2024-2025 CEP document March 7, 2024. It is recommended that the State Regents approve the 2024-2025 CEP.

Supplement available upon request.

### **AGENDA ITEM #11-a:**

State Authorization.

SUBJECT: Approval of requests for re-authorization of Embry Riddle Aeronautical University,

Southwestern Assemblies of God University, Strayer University, Webster University, and

Marian University to operate as degree-granting institutions in Oklahoma.

### **RECOMMENDATION:**

It is recommended that the State Regents approve re-authorization of Embry Riddle Aeronautical University, Southwestern Assemblies of God University, Strayer University, Webster University, and Marian University to operate as degree-granting institutions in Oklahoma, as described below.

### **BACKGROUND:**

On October 29, 2010, the United States Department of Education (USDE) published final regulations that strengthened student consumer protections by requiring higher education institutions to obtain authorization in each state in which they maintain a physical location in order to be eligible for federal financial aid (34 CFR §600.9). Additional federal regulations became effective in 2016 requiring institutions that offer degree programs through distance education to meet the requirements of the state(s) in which its student is located to legally offer degree-related instruction to that student (34 CFR § 600.9 (c) (1) (i)).

Effective November 1, 2016, Oklahoma Senate Bill 1157 established the statutory basis for Oklahoma's state authorization process, requiring private degree-granting institutions and out-of-state public degree-granting institutions that operate in Oklahoma to be accredited by an accrediting agency that is recognized by the United States Department of Education and be authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education (OSRHE) (70 O.S. § 4103).

The statute limited the scope of OSRHE policy and procedures to 1) a complaint process, 2) standards for operation, 3) stipulations for a written enrollment agreement between the institution and the student, and 4) reporting requirements, and exempted from requirements private institutions that participate in the Oklahoma Tuition Equalization Grant program, out-of-state institutions participating in a state authorization reciprocity agreement, and non-degree-granting post-secondary institutions. Additionally, the statute did not address out-of-state institutions offering degree-related distance education to students located in Oklahoma.

On October 20, 2016, the State Regents approved revisions to the Institutional Accreditation and State Authorization policy to establish the requirements and standards that private (non-exempt) and out-of-state public institutions must meet to operate as a degree granting institution with a physical presence in Oklahoma. Institutions were required to submit an application providing general institutional, accreditation, home state authorization, and financial responsibility information; provide copies of its student enrollment agreement, student complaint process, and student catalogue, and an annual report to the OSRHE including enrollment, graduation, credentials awarded and financial aid data for the

institution's Oklahoma degree-program students.

On May 28, 2021, the State Regents approved additional revisions that removed the distinction between regional and national accreditors to align with the same change in federal regulations, and added the requirements that private and public out-of-state institutions submit a student records disposition plan in the event of a closure as part of the state authorization process and notify the State Regents if the plan is updated. Further revisions approved on June 29, 2023 removed the annual student data reporting requirement.

Currently, 23 out-of-state and private institutions are authorized to operate in Oklahoma with a physical presence:

- Aquinas Institute of Theology
- Asbury Theological Seminary
- ATA College
- Central Oklahoma College
- Columbia College
- Embry Riddle Aeronautical University
- Heavy Equipment Colleges of America
- John Brown University
- Liberty University
- Marian University
- Miller-Motte College (FKA Platt College)
- New York University

- Newman University
- Park University
- Saint Paul School of Theology
- Southeastern University
- Southwestern Assemblies of God University
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- Upper Iowa University
- Webster University
- Wichita State University

### **POLICY ISSUES:**

The Institutional Accreditation and State Authorization policy establishes the requirements and standards private (non-exempt) and out-of-state public institutions must meet to operate as a degree granting institution with a physical presence in Oklahoma.

### **ANALYSIS:**

State Regents' staff issued the renewal application to authorized institutions in December 2023. As of the submittal deadline for this meeting, staff received completed applications from Embry Riddle Aeronautical University, Southwestern Assemblies of God University, Strayer University, Webster University, and Marian University.

The table below summarizes the institutions' locations, types, accreditation, and federal financial responsibility composite (FFRC) scores.

#### **Institutional Summary Table**

Institution	Home State	OK Location	For- or Non- Profit	Accreditor	FFRC Score*
Embry Riddle Aeronautical University	FL	OKC	Non	SACS COC <sup>1</sup>	3.0

Southwestern Assemblies of God University	TX	Broken Arrow	Non	SACS COC	3.0
Strayer University	$\mathrm{DC}^2$	OKC	For	MSCHE <sup>3</sup>	1.7
Webster University	МО	Fort Sill	Non	HLC	2.3
Marian University	IN	OKC	Non	HLC	3.0

After reviewing the applications and required documentation, State Regents' staff determined that these institutions meet the re-authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy currently in effect. Therefore, it is recommended that the State Regents authorize these institutions for the 2024-2025 academic year.

- Southern Association of Schools and Colleges, Commission on Colleges.
- <sup>2</sup> District of Columbia.
- <sup>3</sup> Middle States Commission on Higher Education.
- \* For private and proprietary institutions that participate in Title IV funding programs, the USDE calculates and publishes an institutional Federal Financial Responsibility Composite (FFRC) Score each year, based on an institution's audited financial statement using a prescribed, publicly available method.

The FFRC score reflects the overall relative financial health of an institution along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible. Schools with a score of less than 1.5 but greater than or equal to 1.0 are considered financially responsible, but require additional oversight. These schools are subject to cash monitoring and other participation requirements.

A school with a score less than 1.0 is considered not financially responsible. However, a school with a score less than 1.0 may continue to participate in the Title IV programs under provisional certification. In addition, this lower score typically requires that the school be subject to cash monitoring requirements and post a letter of credit.

A Non-Title IV institution that wishes to establish a score for state authorization purposes may have one calculated from its most recent audited financial statement by a certified public accountant using the USDE's prescribed method. Cash monitoring and other USDE Title IV participation requirements can bolster a low score are not available to these schools.

### **AGENDA ITEM #11-b:**

State Authorization.

**SUBJECT:** Approval of request for authorization of an out-of-state institution to operate in

Oklahoma.

### **RECOMMENDATION:**

It is recommended that the State Regents authorize an out-of-state institution to operate in Oklahoma, as described below.

#### **BACKGROUND:**

On October 29, 2010, the United States Department of Education (USDE) published final regulations that strengthened student consumer protections by requiring higher education institutions to obtain authorization in each state in which they maintain a physical location in order to be eligible for federal financial aid (34 CFR §600.9). Additional federal regulations became effective in 2016 requiring institutions that offer degree programs through distance education to meet the requirements of the state(s) in which its student is located to legally offer degree-related instruction to that student (34 CFR § 600.9 (c) (1) (i)).

Effective November 1, 2016, Oklahoma Senate Bill 1157 established the statutory basis for Oklahoma's state authorization process, requiring private degree-granting institutions and out-of-state public degree-granting institutions that operate in Oklahoma to be accredited by an accrediting agency that is recognized by the United States Department of Education and be authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education (OSRHE) (70 O.S. § 4103).

The statute limited the scope of OSRHE policy and procedures to 1) a complaint process, 2) standards for operation, 3) stipulations for a written enrollment agreement between the institution and the student, and 4) reporting requirements, and exempted from requirements private institutions that participate in the Oklahoma Tuition Equalization Grant program, out-of-state institutions participating in a state authorization reciprocity agreement, and non-degree-granting post-secondary institutions. Additionally, the statute did not address out-of-state institutions offering degree-related distance education to students located in Oklahoma.

On October 20, 2016, the State Regents approved revisions to the Institutional Accreditation and State Authorization policy to establish the requirements and standards that private (non-exempt) and out-of-state public institutions must meet to operate as a degree granting institution with a physical presence in Oklahoma. Institutions were required to submit an application providing general institutional, accreditation, home state authorization, and financial responsibility information; provide copies of its student enrollment agreement, student complaint process, and student catalogue, and an annual report to the OSRHE including enrollment, graduation, credentials awarded and financial aid data for the institution's Oklahoma degree-program students.

On May 28, 2021, the State Regents approved additional revisions that removed the distinction between

regional and national accreditors to align with the same change in federal regulations, and added the requirements that private and public out-of-state institutions submit a student records disposition plan in the event of a closure as part of the state authorization process and notify the State Regents if the plan is updated. Further revisions approved on June 29, 2023 removed the annual student data reporting requirement.

Currently, 23 out-of-state and private institutions are authorized to operate in Oklahoma with a physical presence:

- Aquinas Institute of Theology
- Asbury Theological Seminary
- ATA College
- Central Oklahoma College
- Columbia College
- Embry Riddle Aeronautical University
- Heavy Equipment Colleges of America
- John Brown University
- Liberty University
- Marian University
- Miller-Motte College (FKA Platt College)
- New York University

- Newman University
- Park University
- Saint Paul School of Theology
- Southeastern University
- Southwestern Assemblies of God University
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- Upper Iowa University
- Webster University
- Wichita State University

# **POLICY ISSUES:**

The Institutional Accreditation and State Authorization policy establishes the requirements and standards private (non-exempt) and out-of-state public institutions must meet to operate as a degree granting institution with a physical presence in Oklahoma.

### **ANALYSIS:**

Prior to the application deadline for this meeting, State Regents' staff received a complete application for initial authorization from the following institution:

• Baylor University

The table below shows the institution's location, type, accreditation, and federal financial responsibility composite (FFRC) score.

**Institutional Summary Table** 

Institution	Home State	OK Location	For- or Non- Profit	Accreditor	FFRC Score*
Baylor University	TX	Oklahoma City	Non	SACS-COC <sup>1</sup>	3.0

After reviewing the application and required documentation, State Regents' staff determined that this institution meets the authorization requirements established in the OSRHE Institutional Accreditation and

State Authorization policy currently in effect. Therefore, it is recommended that the State Regents authorize Baylor University for the 2024-2025 academic year.

- Southern Association of Schools and Colleges, Commission on Colleges.
- \* For private and proprietary institutions that participate in Title IV funding programs, the USDE calculates and publishes an institutional Federal Financial Responsibility Composite (FFRC) Score each year, based on an institution's audited financial statement using a prescribed, publicly available method.

The FFRC score reflects the overall relative financial health of an institution along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible. Schools with a score of less than 1.5 but greater than or equal to 1.0 are considered financially responsible, but require additional oversight. These schools are subject to cash monitoring and other participation requirements.

A school with a score less than 1.0 is considered not financially responsible. However, a school with a score less than 1.0 may continue to participate in the Title IV programs under provisional certification. In addition, this lower score typically requires that the school be subject to cash monitoring requirements and post a letter of credit.

A Non-Title IV institution that wishes to establish a score for state authorization purposes may have one calculated from its most recent audited financial statement by a certified public accountant using the USDE's prescribed method. Cash monitoring and other USDE Title IV participation requirements can bolster a low score are not available to these schools.

#### **AGENDA ITEM #12:**

**E&G** Allocation.

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the

University of Oklahoma Health Sciences Center from the revenue derived from the sale

of cigarettes and tobacco products.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve the allocation of \$673,365.82 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$673,365.82 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 \$1,346,731.64 This amount is sufficient for a transfer of \$673,365.82 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 \$111,031,632.09.

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

5-Year History of Allocations	Amount to Each Entity
FY 2020 Total	\$5,455,784.70
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Y-T-D	\$3,451,649.03

### AGENDA ITEM #13:

#### Grant Acceptance.

**SUBJECT:** Acceptance of an NSF Campus Cybersecurity Award for OneNet.

#### **RECOMMENDATION:**

It is recommended that the State Regents accept the National Science Foundation (NSF) Campus Cyberinfrastructure (CC\*) Award #2346397 in the amount of \$1,014,757.

#### **BACKGROUND:**

Administered by NSF's Office of Advanced Cyberinfrastructure, the CC\* grant program invests in campuslevel cyberinfrastructure improvements for science applications and research projects. Previous NSF awards connected 26 Oklahoma college and university campuses to OneNet's OneOklahoma Friction Free Network (OFFN). This award specifically targets smaller institutions and will expand the OFFN network to four additional Oklahoma campuses.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

The Oklahoma State Regents for Higher Education and OneNet have been awarded a two-year NSF Campus CyberInfrastructure award beginning in the amount of \$1,014,757. The projects in this grant are fully funded by NSF.

Under the terms of this two-year grant cycle, Connors State College (CSC), Eastern Oklahoma State College (EOSC), Northeastern Oklahoma A&M College (NEO), and Oklahoma Panhandle State University (OPSU) will receive new connections to the OneOklahoma Friction Free Network. OFFN is a 10 and 100 Gbps research network that provides higher education institutions with a dedicated route to internet and research networks that is much faster than traditional internet highways. This alternate pathway allows researchers to transmit data at higher speeds.

The project will extend advanced cyberinfrastructure tools and services to the campuses and support a wide range of scientific disciplines, including agriculture, biology, climate science, computer science, environmental science, psychology, and sociology.

**AGENDA ITEM #14:** 

EPSCoR.

**SUBJECT:** Approval of INBRE matching funds.

#### **RECOMMENDATION:**

It is recommended that the State Regents approve an allocation of \$250,000 to participating universities for the Oklahoma IDeA Network of Biomedical Research Excellence (OK-INBRE) grant award from the National Institutes of Health (NIH).

#### **BACKGROUND:**

The Institutional Development Award (IDeA) is a congressionally mandated program that builds research capacity in states that historically have had low levels of NIH funding. It supports competitive basic, clinical, and translational research, faculty development, and infrastructure improvements. The program aims to strengthen an institution's ability to support biomedical research, enhance the competitiveness of investigators in securing research funding, and enable clinical and translational research that addresses the needs of medically underserved communities. The NIH IDeA program is similar in many respects to the National Science Foundation's EPSCoR program. The OK-INBRE program, which began in 2001, seeks to further enhance the statewide research infrastructure and biomedical research capacity in Oklahoma by: 1) enhancing and strengthening the research culture and building biomedical research capacity and research infrastructure at network institutions; 2) providing support for faculty research and research mentoring to strengthen biomedical research excellence and expertise throughout Oklahoma; and 3) providing research opportunities for students to help develop a strong biomedical research workforce in Oklahoma. The OK-INBRE program also supports interdisciplinary science curriculum development to enhance educational opportunities for students at regional universities and community colleges. The OK-INBRE program funds research, educational, and training programs for faculty and students at ten universities and colleges throughout Oklahoma: University of Central Oklahoma, Northeastern State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Langston University, Oklahoma City Community College, Tulsa Community College, College of the Muscogee Nation, and Redlands Community College.

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

In 2018, The University of Oklahoma Health Sciences Center successfully competed for and was awarded a five-year \$18 million grant from the National Institutes of Health (NIH) to continue the OK-INBRE program, bringing the total federal support for this award to \$80 million. The State Regents have committed \$250,000 per year for OK-INBRE program activities upon funding by the NIH. The State Regents have provided support for the OK-INBRE program since 2003, which has greatly expanded the OK-INBRE

network to allow for the inclusion of five additional regional universities that can participate in OK-INBRE program activities that otherwise would not have been able to do so, including East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. Through State Regents' support, research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities are enhanced, science curriculum and STEM education offered to undergraduate students is improved, and more students are exposed to STEM careers, which expands the biomedical research pipeline in the state of Oklahoma.

The committed funds will support OK-INBRE activities for the following initiatives for institutions both within and outside of the OK-INBRE network: i) support of one-year research and equipment grants led by faculty at the regional universities and community colleges, which have been selected through rigorous peer-review by a panel of biomedical research experts from throughout the state; ii) support for undergraduate students to engage in experiential research activities through summer research training and mentoring programs; iii) support for recruiting new science, technology, engineering and math (STEM) faculty with active research programs; iv) support for development of research grant proposals and interdisciplinary curriculum development; v) support for faculty career development and presentation of research findings. It is recommended that the State Regents approve the allocation of \$250,000 for the 2024-25 grant year.

#### **AGENDA ITEM #15:**

#### Contracts and Purchases.

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

#### **RECOMMENDATION:**

It is recommended that the State Regents approve FY-2024 purchases for amounts exceeding \$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 exceeding \$100,000.

#### **ANALYSIS:**

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

#### Purchases Over \$100,000

#### OneNet

- 1) Dobson Technologies in the amount of \$148,760.00 for fiber optic cable construction projects to connect the Oklahoma City University Campus and the Cameron University Fires Innovation Science and Technology Accelerator (FISTA) Center to the Oklahoma Friction Free Network (OFFN). Funding is provided through the National Science Foundation, NSF Grant. (Funded from 718-OneNet).
- 2) Dobson Technologies in the amount of \$450,000.00 for fiber optic cable construction to connect Rogers State University, Claremore hub to the state fiber network as part of the OneNet Friction Free Network (OFFN). Funding is provided through the National Science Foundation OFFN6 Grant. (Funded from 718-OneNet).
- 3) Presidio in the amount of \$115,905.80 for routers needed to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 4) The University of Indiana, in the amount of \$138,000 for service to provide 24x7 engineering support to repair failures on services to OneNet subscribers. Network monitoring services are

provided by the Global Research Network Operating Center (GRNOC). Cost recovered through OneNet user fees. (Funded from 718-OneNet.)

**AGENDA ITEM #16:** 

**Deleted Item.** 

**SUBJECT:** Item Deleted.

**AGENDA ITEM #17:** 

Policy.

**SUBJECT:** Posting of State Regents' Policy 5.19 Amanda Winge Study Abroad Scholarship.

#### **RECOMMENDATION:**

It is recommended that the State Regents post new policy section 5.19 establishing the Amanda Winge Study Abroad Scholarship, as described below.

#### **BACKGROUND:**

Amanda Winge graduated with honors, achieving a Bachelor of Arts in International and Area Studies from the University of Oklahoma. She also pursued minors in French and History. At the time of her passing, she was in the process of completing her master's degree at Oklahoma State University. Amanda's love of travel guided her in her choice of study and career.

In her pivotal role within the Chancellor's office, Amanda administered both the Brad Henry International Scholarship Program and the Chancellor Hans Brisch Scholarship Program.

As part of her academic journey, Amanda participated in the University of Oklahoma's study abroad program at the University of Hertfordshire in Hatfield, England. Her dedication extended beyond academics as she earned certifications in Nonprofit Management through the Oklahoma Center for Nonprofits and in Teaching English to Speakers of Other Languages (TESOL) through TEFL International.

Amanda's commitment to helping others, combined with her love of travel, led her to Mainsprings: The Janada L. Batchelor Foundation for Children, a non-profit organization in Tulsa, where she served as executive assistant. In this role, she provided comprehensive administrative support to the CEO, managing calendars, correspondence, and travel arrangements. Amanda also played a crucial role in planning and executing local fundraisers and various campaigns to boost donations. She managed the organization's social media presence and assisted with donor development. During her time at the Foundation, Amanda took on the role of guest coordinator in Kitongo, Tanzania, where she orchestrated and led engaging activities for summer volunteers to ensure a positive experience while in Tanzania. Amanda coordinated logistical arrangements for volunteers and collaborated with Tanzanian staff members. She also supported the director of development by providing updates for the organization's promotional materials.

Prior to her work at the Foundation, Amanda served as the academic coordinator for Cultural Homestay International in Roseville, California, where she promoted international cultural exchanges by recruiting local families to host international high school students for an academic term or year. She closely monitored and mentored international students to ensure their academic and personal success while studying abroad. She also served as head instructor at The Tutoring Center in Roseville.

Finally, Amanda served as a bilingual education teacher at Maple Bear Global Schools Ltd. in Suwon, South Korea. In this role, she diligently crafted and conducted English lessons for children between the

ages of 7 and 10, tailoring her teaching to accommodate diverse proficiency levels. She played an active role in coordinating and conducting school-wide progress assessments and worked closely with parents to enhance students' learning and overall growth, both within the school environment and at home.

In remembrance of Amanda Winge, who sadly passed away from pancreatic cancer in December 2022, the State Regents, Chancellor Garrett, and her friends and family have come together to create this scholarship fund in her honor. This initiative stands as a testament to her enduring legacy and the profound impact she had on those around her.

#### **POLICY ISSUES:**

The Amanda Winge Study Abroad Scholarship provides additional financial support to undergraduate students from Oklahoma's public regional universities (including the University of Science & Arts of Oklahoma, Oklahoma Panhandle State University, Cameron University, Langston University, and all six RUSO universities) who are chosen to study as Brad Henry International Scholars at the University of Wales in Swansea (Swansea University). The scholarship was started with private funds and the fund's corpus continues to grow with support from family and friends. To date, over \$8,485.46 has been received in donations to the scholarship fund.

Chapter 5 of the State Regents' *Policy and Procedures Manual* outlines policies related to scholarships administered by the State Regents. Section 5.19 is being added to create The Amanda Winge Study Abroad Scholarship.

#### **ANALYSIS:**

The proposed new policy section, 5.19 Amanda Winge Study Abroad Scholarship, is attached.

#### 5.19 AMANDA WINGE STUDY ABROAD SCHOLARSHIP

#### 5.19.1 Purpose

The Amanda Winge Study Abroad Scholarship provides additional financial support to undergraduate students from Oklahoma regional universities (including the University of Science & Arts of Oklahoma, Oklahoma Panhandle State University, Cameron University, Langston University, and all six RUSO universities) who have been chosen to participate in the Brad Henry International Scholarship Program at the University of Wales in Swansea (Swansea University). This supplemental scholarship can be applied toward tuition, fees, accommodations, textbooks, materials, travel, and other associated expenses for that overseas study program.

#### 5.19.2 General Provisions

- A. The Amanda Winge Study Abroad Scholarship will be awarded to one student each year, chosen from the pool of students selected by their regional university president to participate as Brad Henry Scholars at Swansea University during the spring semester.
- B. The award recipient will be selected by a committee of State Regents' staff or other designees of the Chancellor.
- C. The recipient will be chosen based largely on a 300-word essay that highlights their participation in civic or volunteer initiatives within their community.
- D. The award will be given prior to the beginning of the study abroad semester each spring.

#### 5.19.3 Eligibility Requirements

In addition to meeting all eligibility requirements set forth in <u>Policy 5.15.3</u> for the Brad Henry International Scholarship Program, recipients of the Amanda Winge Study Abroad Scholarship should, in addition, have a minimum GPA of 3.0 and submit the 300-word essay referenced in 5.19.2(C), above, to the State Regents' selection committee in conjunction with his or her application to Brad Henry International Scholarship Program.

#### 5.19.4 Fiscal Aspects of the Program

- A. Funds made available to a student as part of the Amanda Winge Study Abroad Scholarship shall be directed to the regional university in which the student recipient is enrolled for disbursement to that student.
- B. Private donations to the Amanda Winge Study Abroad Scholarship will be added to the fund's corpus.
- C. The total amount of funds available for any given semester varies based on interest earnings. Accordingly, there may be semesters where no funding is available.
- D. The amount of the scholarship award will be determined at the sole discretion of the State Regents in consideration of the amount of funding available each year.

AGENDA ITEM #18-a:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of participation in the State

Authorization Reciprocity Agreement.

#### **RECOMMENDATION:**

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

#### **BACKGROUND:**

In 2010, the US Department of Education published new regulations that require postsecondary institutions to obtain authorization from each state in which they operate for their students in those states to be eligible for federal financial aid, including instruction by distance education. As a result of this, states instituted laws, regulations and procedures of varying rigor and complexity through which out-of-state institutions could obtain authorization to operate within their boundaries, creating often significant barriers for institutions to offer distance education to out-of-state students.

In response, the four regional education compacts—the Southern Regional Education Board (SREB), the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), and the Western Interstate Commission for Higher Education (WICHE)—worked together to forge their existing individual regional reciprocity agreements into a single agreement that could cover all states in all the compacts. This process culminated in the establishment of the State Authorization Reciprocity Agreement in 2015.

The State Authorization Reciprocity Agreement (SARA) is an agreement among the regional compacts and their member states through which participating institutions may offer distance education to students located in other member states without having to obtain separate, individual authorization from each state in which a student is located. Only institutions located in member states can participate. Currently, 49 states (California is the only non-member state), the District of Columbia, and the US territories of Puerto Rico and the US Virgin Islands are members. States are approved for membership through their respective regional compacts and must renew their approval every two years. Only public, private non-profit, and private for-profit degree-granting institutions may participate in SARA.

The State Regents approved Oklahoma's first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board's S-SARA Regional Steering Committee approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 6, 2023.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which is posted on the NC-SARA website. According to this source, in Fall 2022, Oklahoma public and private institutions enrolled a

total of 7,764 (up from 7,298 the previous year) out-of-state students in distance education programs, nearly four times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

As the state portal entity, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are conducted by Oklahoma public and private institutions. Because of the occasional extended time periods between State Regents' meetings, 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:**

These actions are consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy.

#### **ANALYSIS:**

Prior to April 25, 2024, State Regents' staff received a SARA renewal application from the institutions listed below:

- Northern Oklahoma College;
- Seminole State College; and
- The University of Tulsa.

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

#### **AGENDA ITEM #18-b:**

Operations.

**SUBJECT:** Ratification of purchases exceeding \$25,000.

#### **RECOMMENDATION:**

It is recommended that the State Regents ratify purchases in amounts exceeding \$25,000 but less than \$100,000 between February 10, 2024, and March 18, 2024.

#### **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 exceeding \$25,000.

#### **ANALYSIS:**

For the time period between February 10, 2024 and March 18, 2024 there were 2 purchases exceeding \$25,000 less than \$100,000.

#### Core

- 1) Dell Marketing in the amount of \$33,718.22 for Tailor Made Connectrix B-Series switches that are end of support lifetime. Cost recovered through OneNet user fees. (Funded from 718-OneNet)).
- 2) Monaco & Associates in the amount of \$27,000.00 for professional services for consulting and writing a proposal for the National Science Foundation Campus Cyberinfrastructure grant program. The proposal will fund an upgrade to campus network connections to the One Oklahoma Friction Free Network for two of more higher education institutions. These upgrades will support high-speed data transfer for science drivers at the institutions and increase the availability of supercomputers for other institutions around the state. Cost recovered from OneNet user fees. (Funded from718-OneNet).

**AGENDA ITEM #18-c (1):** 

Resolutions.

**SUBJECT:** Resolution honoring the life of Regent Ike Glass.

This item will be available at the meeting.

**AGENDA ITEM #18-c (2):** 

Resolutions.

**SUBJECT:** Resolution honoring the service of Regent Ann Holloway.

This item will be available at the meeting.

#### **AGENDA ITEM #19-a:**

Programs.

**SUBJECT:** Acknowledge receipt of the Current Status Report on program requests.

#### **RECOMMENDATION:**

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

#### **BACKGROUND:**

The Status Report on New Program Requests tracks the status of all program requests received since July 1, 2023 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 New Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2023-2024) and can be found online at https://app.smartsheet.com/b/publish?EQBCT=25d78996ed8748139000df892989a4d9.

#### **AGENDA ITEM #19-b:**

**Annual Reports.** 

**SUBJECT:** Acknowledge receipt of the Current Income and Expenditure Report, FY2023.

#### **RECOMMENDATION:**

It is recommended that the State Regents acknowledge receipt of the Current Operating Income and Expenditure Report, FY2023.

#### **BACKGROUND:**

The report, <u>Financing Current Operating Costs of Higher Education in Oklahoma</u>, first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities has been gathered, analyzed and published for every fiscal year since 1963 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2023 with comparisons to FY2022 and FY2020.

#### **POLICY ISSUES:**

This report is consistent with the State Regents policy.

#### **ANALYSIS:**

This Income and Expenditure Report for FY2023 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

### **Twenty-Five Colleges and Universities:**

Total Educational and General Part I Income: FY2023 compared to FY2022  25 Colleges and Universities						
Income: FY2023 FY2022 \$ Change % Chg						
Tuition and Student Fees	1,288,565,373	1,248,135,382	40,429,991	3.2%		
State Appropriations	525,968,077	505,587,609	20,380,468	4.0%		
Federal Stimulus	61,721,435	272,504,675	-210,783,240	-77.4%		
Gifts and Grants	133,011,427	97,991,803	35,019,624	35.7%		
Other Sources         99,393,408         95,425,058         3,968,350         4.2%						
Total Income	2,108,659,720	2,219,644,526	-110,984,806	-5.0%		

Total Educational and General Part I Expenditures: FY2023 compared to FY2022								
	25 Colleges and Un	iversities						
Expenditures FY2023 FY2022 \$ Change % Chg								
Instruction	815,527,555	780,040,147	35,487,408	4.5%				
Research	71,885,082	91,606,199	-19,721,117	-21.5%				
Public Service	20,703,921	55,961,565	-35,257,644	-63.0%				
Academic Support	244,363,482	234,778,218	9,585,264	4.1%				
Student Services	155,316,958	159,945,808	-4,628,850	-2.9%				
Institutional Support	171,516,298	167,977,703	3,538,596	2.1%				
Physical Plant	Physical Plant 291,390,439 260,546,711 30,843,728 11.8%							
Scholarships	Scholarships 335,220,256 416,955,690 -81,735,434 -19.6%							
Total	2,105,923,992	2,167,812,040	-61,888,049	-2.9%				

Total Educational and General Part I Expenditures: FY2023 compared to FY2022								
25 Colleges and Universities								
Expenditures FY2023 FY2022 \$ Change % G								
Teaching Salaries	432,278,026	424,982,421	7,295,604	1.7%				
Professional Salaries	319,882,695	304,776,220	15,106,476	5.0%				
Other Salaries & Wages	175,650,281	173,447,305	2,202,976	1.3%				
Fringe Benefits	313,814,713	305,343,480	8,471,233	2.8%				
Sub-Total	1,241,625,716	1,208,549,426	33,076,290	2.7%				
Professional Services	62,579,137	57,200,895	5,378,242	9.4%				
Travel	19,063,688	10,673,772	8,389,916	78.6%				
Utilities	74,098,085	66,296,024	7,802,061	11.8%				
Supplies & Other Operating Expenses	239,143,175	231,357,282	7,785,893	3.4%				
Property, Furniture & Equipment	74,876,878	44,052,810	30,824,069	70.0%				
Library Books & Periodicals	21,052,993	20,549,490	503,502	2.5%				
Scholarships & Other Assistance	341,936,833	437,147,263	(95,210,430)	-21.8%				
Transfers & Other Disbursements	31,547,487	91,985,080	(60,437,593)	-65.7%				
Sub-Total	864,298,276	959,262,615	(94,964,339)	-9.9%				
Total	2,105,923,992	2,167,812,040	(61,888,049)	-2.9%				

### **Ten Constituent Agencies:**

Total Educational and General Part I Income: FY2023 compared to FY2022  10 Constituent Agencies						
Income: FY2023 FY2022 \$ Change % Chg						
Tuition and Student Fees	193,605,523	188,937,195	4,668,328	2.5%		
State Appropriations	180,077,028	178,126,814	1,950,214	1.1%		
Federal Stimulus	14,643,868	26,977,979	-12,334,111	-45.7%		
Gifts and Grants	23,177,547	22,585,746	591,801	2.6%		
Other Sources         86,486,974         74,038,156         12,448,818         16.8%						
Total Income	497,990,940	490,665,890	7,325,050	1.5%		

Total Educational and General Part I Expenditures: FY2023 compared to FY2022						
10 Constituent Agencies						
Expenditures	\$ Change	% Chg				
Instruction	219,681,320	201,017,599	18,663,721	9.3%		
Research	51,776,016	47,761,722	4,014,294	8.4%		
Public Service	53,440,634	66,858,365	-13,417,731	-20.1%		
Academic Support	62,547,030	53,633,702	8,913,328	16.6%		
Sub-Total	387,445,000	369,271,389	18,173,611	4.9%		
Student Services	15,739,039	14,904,050	834,989	5.6%		
Institutional Support	47,627,072	43,368,191	4,258,881	9.8%		
Physical Plant	66,836,507	56,176,644	10,659,863	19.0%		
Scholarships	21,225,615	32,792,251	-11,566,636	-35.3%		
Sub-Total	151,428,233	147,241,136	4,187,098	2.8%		
Total	538,873,233	516,512,524	22,360,709	4.3%		

Total Educational and General Part I Expenditures: FY2023 compared to FY2022								
10 Constituent Agencies								
Expenditures FY2023 FY2022 \$ Change % Chg								
Teaching Salaries	105,951,060	98,371,822	7,579,238	7.7%				
Professional Salaries	120,718,340	108,505,697	12,212,643	11.3%				
Other Salaries & Wages	51,032,857	48,116,411	2,916,446	6.1%				
Fringe Benefits	84,565,859	81,174,370	3,391,489	4.2%				
Sub-Total	362,268,117	336,168,300	26,099,816	7.8%				
Professional Services	11,655,545	8,647,020	3,008,526	34.8%				
Travel	4,751,384	2,776,048	1,975,336	71.2%				
Utilities	19,109,262	15,590,921	3,518,342	22.6%				
Supplies & Other Operating Expenses	83,030,043	73,330,548	9,699,495	13.2%				
Property, Furniture & Equipment	10,923,088	11,223,969	(300,881)	-2.7%				
Library Books & Periodicals	6,343,531	6,493,489	(149,958)	-2.3%				
Scholarships & Other Assistance	21,535,375	33,111,462	(11,576,087)	-35.0%				
Transfers & Other Disbursements	19,256,888	29,170,768	(9,913,879)	-34.0%				
Sub-Total	176,605,117	180,344,224	(3,739,108)	-2.1%				
Total	538,873,233	516,512,524	22,360,709	4.3%				

<u>Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:</u>

Total Income for the 25 College and Universities and the 10 Constituent Agencies							
	FY2023 compared t	to FY2022					
Income FY2023 FY2022 \$ Change % Chg							
E&G Part I	2,606,650,661	2,710,310,417	-103,659,756	-3.8%			
Sponsored Research	614,696,553	569,726,749	44,969,804	7.9%			
Student Aid	357,305,544	363,947,951	-6,642,407	-1.8%			
Auxiliary Services	911,864,546	879,438,820	32,425,727	3.7%			
Hospitals and Clinics	664,933,368	730,952,578	-66,019,210	-9.0%			
Agency Special 430,080,728 347,936,601 82,144,127 23.6%							
Total	5,585,531,400	5,602,313,115	-16,781,715	-0.3%			

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies							
	FY2023 compared	l to FY2022					
Expenditures FY2023 FY2022 \$ Change % Chg							
E&G Part I	2,644,797,225	2,684,324,565	-39,527,340	-1.5%			
Sponsored Research	614,696,553	569,726,749	44,969,804	7.9%			
Student Aid	377,746,463	373,373,822	4,372,641	1.2%			
Auxiliary Enterprises	778,615,175	713,076,460	65,538,715	9.2%			
Hospitals and Clinics	457,788,638	609,431,065	-151,642,427	-24.9%			
Agency Special 364,803,306 291,623,867 73,179,439 25.1%							
Total	5,238,447,359	5,241,556,527	-3,109,168	-0.1%			

#### **AGENDA ITEM #21:**

#### **Proposed Executive Session.**

#### **SUBJECT:**

Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma); and (3) EEOC Charge # 564-2023-01525, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

### **MINUTES**

### **Eight Hundred and Thirty-Sixth Meeting**



March 14, 2024

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

### Minutes of the Eight Hundred and Thirty-Six Meeting March 14, 2024

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655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

### Minutes of the Eight Hundred and Thirty-Sixth Meeting of the

#### **Oklahoma State Regents for Higher Education**

March 14, 2024

- 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 regular meeting at 9 a.m. on Thursday, March 14, 2024, at Eastern Oklahoma State College in Wilburton. Notice of the meeting had been filed with the Secretary of State on Wednesday, September 12, 2023 and amended on February 26, 2024. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
- 2. **CALL TO ORDER.** Chair Jack Sherry called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Ann Holloway, Dennis Casey, Michael C. Turpen, and Steven W. Taylor. Regent Dustin J. Hilliary entered the meeting at 9:09 a.m. and Regent Jeffrey W. Hickman entered the meeting at 9:20 a.m. Regent Courtney Warmington and P. Mitchell "Mitch" Adwon were absent.
- 3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Turpen, to approve the minutes of the State Regents' meetings in February 2024. Voting for the motion were Regents Sherry, Holloway, Casey, Turpen, and Taylor. Voting against the motion were none.
- 4. **COMMENTS FROM THE CHAIR.** Chair Sherry extended his appreciation to Eastern Oklahoma State College (EOSC) and President Wansick for graciously hosting the meeting on their beautiful campus. Additionally, he recognized the Regents Business Partnership Excellence Award ceremony that was recently held at the University of Central Oklahoma,

with Lieutenant Governor Matt Pinnell providing keynote remarks. During this event many partnerships between higher education institutions and the business community were recognized.

- 5. COMMENTS FROM THE CHANCELLOR. Chancellor Garrett extended congratulations to President Wansick for her involvement in the Aspen Institute Leadership program and commended her for her leadership as chair of the Academic Affairs Committee for the Council of Presidents. Additionally, Chancellor Garrett acknowledged Dr. Kyle Foster, who will soon join EOSC. EOSC was also recognized as the founding institution of the Fellowship of Christian Athletes organization. Furthermore, Chancellor Garrett acknowledged Lieutenant Governor Pinnell's participation in the Regents Business Partnership Excellence Awards and his use of social media to emphasize the significance of these partnerships.
- 6. **PRESIDENT'S WELCOME**. President Wansick welcomed the State Regents to Eastern Oklahoma State College and then introduced Brett Hoffman, Student Government Association president. Hoffman addressed the Regents and explained his choice to attend EOSC and the importance of higher education to his future. President Wansick provided a brief history of EOSC and gave a breakdown of the current student body. She also shared information about the many partnerships between EOSC and area businesses, other colleges, and career technology centers.
- 7. STATE SYSTEM INSTITUTIONAL UPDATE. President Wansick discussed Blueprint 2030 and Eastern Oklahoma State College's efforts to align their strategic plan efforts with the plan. She shared that both plans are focused on student access to higher education and student success.
- 8. **NEW PROGRAM.** Regent Casey moved, seconded by Regent Turpen, to approve the request from Southwestern Oklahoma State University to offer the Associate in Science in Kinesiology. Dr. Robert Placido, Vice Chancellor for Academic and Student Affairs, explained that this is a two-year degree at a four-year institution that has been previously authorized for the associate's function by the State Regents. No institution protested the

proposal within the 45-day protest period. Regent Hickman inquired whether they also provide a bachelor's degree in the same field, to which Dr. Placido affirmed that they do. Voting for the motions were Regents Hickman, Holloway, Casey, Turpen, Hilliary, Taylor and Sherry. Voting against the motions were none.

- 9. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.** Regent Casey moved, seconded by Regent Taylor, to approve the Scholars for Excellence in Child Care Scholars scholarship modification to increase the budget by \$250,000 due to increased enrollment in the Scholars program scholarship at the community colleges. Voting for the motion were Regents Casey, Turpen, Hilliary, Taylor, Sherry, Holloway and Hickman. Voting against the motion were none.
- 10. STATE AUTHORIZATION. Regent Casey moved, seconded by Regent Holloway, to re-authorize the following private or out-of-state institutions to operate as degree-granting institutions in Oklahoma: Asbury Theological Seminary; ATA College; Central Oklahoma College; Columbia College; Newman University. After reviewing the application and required documentation, State Regents' staff determined that these institutions met the reauthorization requirements. Regent Hickman inquired about the implementation of the State Authorization fee. Matt Stangl, General Counsel, clarified that it is currently undergoing the administrative rules process and is expected to become effective at some point during the summer. Voting for the motion were Regents Turpen, Hilliary, Taylor, Sherry, Holloway, Hickman and Casey. Voting against the motion were none.
- Agreement for the Administration of Emergency Assistance to Non-Public Schools (EANS) Funds and the proposed GEER II program allocations in the amount of \$11,348,455. State Regents staff worked with the Governor's Office, the Office of Management and Enterprise Services, and the State Department of Education on this interagency agreement. All funds must be obligated by September 20, 2024, and must be liquidated no later than January 28, 2025 or on a date in accordance with any liquidation extension granted by USDOE. Chancellor Garrett discussed the process that is involved in this agreement. Voting for the motion were Regents Hilliary, Taylor, Sherry, Holloway,

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

#### 12. **TUITION.**

- a. Item #12-a is a posting of the legislative tuition and mandatory fee limits and institutional requests for changes to academic service fees for FY2025. This item was for posting only.
- b. Item #12-b is the announcement of the State Regents' annual public hearing on tuition, which is scheduled for Thursday, April 25 at 9:00 a.m. at Southeastern Oklahoma State University in Durant. Both in-person and Zoom options will be provided for individuals wishing to participate in this hearing.
- 13. MASTER LEASE PROGRAM. Regent Hilliary moved, seconded by Regent Taylor, to approve the listing of projects for submission to the Council of Bond Oversight for the 2024 Real Property Master Lease Series. Projects from three institutions East Central University, Rogers State University, and Southeastern Oklahoma State University total \$34 million. Voting for the motion were Regents Taylor, Sherry, Holloway, Hickman, Casey, Turpen and Hilliary. Voting against the motion were none.

#### 14. **REVENUE BONDS.**

- a. Regent Hilliary moved, seconded by Regent Taylor, to certify to the Attorney General of Oklahoma that the Statement of Essential Facts for Oklahoma State University's General Revenue and Refunding Bonds, Series 2024, in an amount of approximately \$80,000,000 is substantially accurate. Voting for the motion were Regents Sherry, Holloway, Hickman, Casey, Turpen, Hilliary and Taylor. Voting against the motion were none.
- b. Regent Hilliary moved, seconded by Regent Taylor, to certify to the Attorney General of Oklahoma that the Statement of Essential Facts for the University of Oklahoma Health Sciences Center's General Revenue, Series 2024A (taxable), in an amount of approximately \$55,000,000 is substantially accurate. Voting for the

- motion were Regents Holloway, Hickman, Casey, Turpen, Hilliary, Taylor and Sherry. Voting against the motion were none.
- c. Regent Hilliary moved, seconded by Regent Taylor, to certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the University of Oklahoma, General Revenue and Refunding Bonds, Series 2024A/B, in an amount not to exceed \$280,000,000, is substantially accurate. Voting for the motion were Regents Hickman, Casey, Turpen, Hilliary, Taylor, Sherry, and Holloway. Voting against the motion were none.
- 15. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Turpen, to approve H.I.G. Capital Partners VII not to exceed \$10,000,000. This private equity fund will make control buyout and equity-related investments in lower middle market companies located in the United States. Voting for the motion were Regents Hilliary, Taylor, Sherry, Holloway, Hickman, Casey and Turpen. Voting against the motion were none. Regent Taylor moved, seconded by Regent Turpen to approve Related Real Estate Fund IV in the amount of \$7,000,000. This real asset fund will employ an opportunistic strategy targeting gross and net returns ranging from 18-20%, and 13-15%, respectively. The Fund will focus on capital-intensive projects including rehabilitation, adaptive reuse, renovation and ground-up development that can leverage the firm's development expertise. Voting for the motion were Regents Hilliary, Taylor, Sherry, Holloway, Hickman, Casey and Turpen. Voting against the motion were none.
- 16. OKLAHOMA'S PROMISE. Regent Casey moved, seconded by Regent Holloway, to acknowledgement of receipt of the 2022-23 Oklahoma's Promise Year-End Report. Dr. Colbi Bean, Associate Vice Chancellor for State Grants and Scholarships, delivered a presentation showcasing data on Oklahoma's Promise, focusing on enrollment rates, college attendance rates, and completion rates. Voting for the motion were Regents Taylor, Sherry, Holloway, Hickman, Casey, Turpen and Hilliary. Voting against the motion were none.

- 17. **CONSENT DOCKET.** Regent Turpen moved, seconded by Regent Casey, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:
  - d. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.
  - a. Operations. Ratification of purchases exceeding \$25,000.

Voting for the motion were Regents Sherry, Holloway, Hickman, Casey, Turpen, Hilliary and Taylor. Voting against the motion were none.

- 18. **REPORTS.** Regent Turpen moved, seconded by Regent Hickman, to acknowledge receipt of the Reports.
  - a. Programs. Acknowledge receipt of the Current Status Report on program requests.
  - b. Annual Reports
    - (1) Acknowledge receipt of the ACT Annual Report.
    - (2) Acknowledge receipt of the 2022 High School Indicators Report.
    - (3) Degrees Conferred. Acknowledge receipt of the 2022-23 Degrees and Certificates Conferred in Oklahoma Higher Education Report.

Voting for the motion were Regents Holloway, Hickman, Casey, Turpen, Hilliary, Taylor and Sherry. Voting against the motion were none.

#### 19. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Student Services Committee. The Academic Affairs and Student Services Committee had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.
- 20. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.
- 21. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Sherry announced that the next regular meetings are scheduled for Wednesday, April 24, 2024 at 10:30 a.m. at Murray State College in Tishomingo, Oklahoma and Thursday, April 25, 2024 at 9 a.m. at Southeastern Oklahoma State University in Durant, Oklahoma.
- 22. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:	
Jack Sherry, Chair	Steven Taylor, Secretary

830 East Main Street in Ada, Oklahoma

### MINUTES OF THE COMMITTEE-OF-THE-WHOLE

Wednesday, March 13, 2024

- 1. ANNOUNCEMENT 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 regular meeting at 10:30 a.m. on Wednesday, March 13, 2024, at Carl Albert State College in the Hoffman Wilson Center, 1507 S. McKenna, Poteau, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, September 12, 2023 and amended on February 26, 2024. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act
- 2. **CALL TO ORDER.** Chair Jack Sherry called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Phillip Mitchell "Mitch" Adwon, Ann Holloway, Dennis Casey, Steven W. Taylor, and Michael C. Turpen. Regents Dustin J. Hilliary, Jeffrey W. Hickman and Courtney Warmington were absent.
- 3. PRESIDENT'S WELCOME. President Jay Falkner of Carl Albert State College (CASC) warmly greeted the Regents upon their arrival at the CASC campus and introduced Kylie Hulse, a prominent student leader. Hulse, a sophomore and member of the women's wrestling team, hails from Idaho, a considerable 20-hour distance from campus, which limits her visits home. She expressed gratitude for the support she's received from faculty, teammates, and classmates in coping with the challenges of being away from home, underscoring her overall positive educational experience. When asked about her future plans by the State Regents, Hulse shared her intention to transfer to the University of Sioux Falls to continue her wrestling career. President Falkner then introduced Greenlee Church, also a sophomore at CASC. Church shared that she chose CASC after a campus tour with her mother, who she acknowledges was spot-on in recommending the college. She expressed deep satisfaction in finding her true identity through her CASC experience, highlighted by her involvement in various extracurricular activities such as the scholar's team, the Viking Ambassador program, student government, and competitive cheerleading. Church particularly valued her participation in the President's Leadership Class, which instilled in her a strong sense of teamwork. She shared her goal is to pursue a major in public relations at the University of Oklahoma following her time at CASC.
- 4. STATE SYSTEMS INSTITUTIONS. Update on institutional activities at Carl Albert State College. President Jay Falkner delivered an update on the ongoing institutional activities at CASC, emphasizing their alignment with the overarching goals of Blueprint 2030. He underscored the pivotal role of workforce readiness and critical occupations in CASC's strategic plan, highlighting its efforts with the objectives outlined in Blueprint 2030. CASC has emerged as a frontrunner in workforce development initiatives within the southeastern Oklahoma region, diligently fostering collaborations with local businesses to address workforce demands. Notably, CASC has cultivated strong partnerships with local tribes, exemplified by their joint efforts with the Cherokee Nation in addressing childcare needs. Recognizing the importance of quality childcare in sustaining a

contented workforce, CASC has spearheaded initiatives to enhance daycare employees' skills and provide necessary certifications. Consequently, the demand for CASC's child development program has surged, signifying its pivotal role in workforce development efforts. Furthermore, the nursing program at CASC has demonstrated significant progress, evidenced by a notable increase in students transitioning from LPN to RN roles. Additionally, CASC's cybersecurity endeavors have received a Department of Defense grant, enabling advanced training to various entities in the region. Collaborative efforts with sister institutions, such as University of Oklahoma, Southeastern Oklahoma State University and Eastern Oklahoma State College, have facilitated the provision of micro-credentials, further enhancing workforce readiness. In essence, CASC remains steadfastly committed to the prosperity of the community and the development of its students, who are poised to become invaluable assets to the community.

- 5. BLUEPRINT 2030. Update on progress in establishing a shared services center (Strategy #13B). Mark Tygret, Vice Chancellor for Budget and Finance, discussed shared services efforts. Over the past two years, the State Regents have championed collaboration among institutions, working toward the establishment of a shared services center aimed at assisting institutions with back-office functions. The strategy revolves around diffusing costs to institutions by streamlining and simplifying essential business processes, maximizing individual cost savings, standardizing workflows for enhanced efficiency and scalability, improving program and service quality, boosting operational productivity, and directing resources towards mission-oriented or strategic activities. This approach also involves joint purchasing contracts and the provision of IT software and hardware through OneNet. The FY25 budget needs survey incorporated a request for a comprehensive listing of current shared service or consortium-based activities. The survey elicited 161 entries, with many institutions reporting shared services endorsed by all participating parties. Moreover, institutions with governing boards comprising multiple entities identified shared services within each institutional group, encompassing various financial, purchasing, legal, contracting, and IT services. The next steps entail continuing to develop a matrix of shared services, furthering collaborative opportunities with institutions, adopting best practices, and establishing a timeline with key objectives.
- 6. **BUDGET REPORT AND REVENUE UPDATE.** Mark Tygret, Vice Chancellor for Budget and Finance, presented the Regents with an update on the budget. Today, OMES released new figures indicating a decline of almost 4-1/2 percent year-over-year in state revenue from gross production in January. Additionally, sales tax collections year-to-date remain relatively unchanged from FY2023. However, the revenue certification for FY2025 appears promising, with recurring revenue showing an increase of approximately \$360 million compared to the previous year's allocation by the legislature. During the discussion, Regent Casey inquired about the impact of the grocery tax cut. Tygret clarified that while the new law includes exemptions for certain categories, it does not apply universally, distinguishing between exempt and non-exempt items at grocery stores. He also noted that local levies would still be applicable.
- 7. LEGISLATIVE UPDATE. Dr. Jarrett Jobe, Vice Chancellor for Government Relations, provided the Regents with an update on legislative proceedings. He conveyed that SB 1302, pertaining to Oklahoma's Promise, has successfully passed and is now advancing to the House for further consideration. Additionally, SB 1550, addressing EPSCoR, has also passed and will proceed to the House side for review. Furthermore, two bills addressing deferred maintenance have passed and are poised to benefit all 25 colleges and universities, moving forward in the legislative process. As

discussions on the budget with the Senate commence, indications suggest that the higher education budget will likely remain unchanged, with some allocation of one-time funds and additional funding tied to legislative intent. In response to Regent Casey's inquiry regarding the administration of deferred funds, Vice Chancellor Tygret speculated that they might be structured in a bond format, although uncertainties persist due to the expanded need for addressing additional deferred maintenance in other areas of government. When asked by Regent Turpen about the potential involvement of institutions in the incoming Speaker's district, Jobe explained that several institutions are in proximity, including some branch campuses within his district. He feels that he will be supportive of higher education.

8. **PROPOSED EXECUTIVE SESSION.** Matt Stangl, General Counsel, indicated that an executive session was not needed at this time.

Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma); and (3) EEOC Charge # 564-2023-01525, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

- 9. **"BEST OF HIGHER EDUCATION."** Regents received the update on institutional activities via e-mail.
- 10. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
- 11. **ADJOURN.** With no other items to discuss, the meeting was adjourned and the Regents toured the CASC campus.

ATTEST.	
Jack Sherry, Chair	Steven W. Taylor, Secretary

ATTECT.

### OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION Research Park, Oklahoma City

### Minutes of the Special Meeting of the Oklahoma State Regents for Higher Education Monday, March 4, 2024

- 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 Monday, March 4, 2024 in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the special meeting was filed with the Secretary of State Wednesday, February 28, 2024 A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
- 2. CALL TO ORDER. Chair Jack Sherry called the meeting to order and presided. Present for the meeting were State Regents Michael C. Turpen, Ann Holloway, Dustin J. Hilliary, Courtney Warmington, Jeffrey W. Hickman, Phillip Mitchell "Mitch" Adwon, Steven W. Taylor, and Dennis Casey.
- 3. LEGISLATIVE UPDATE. Vice Chancellor for Government Relations Dr. Jarrett Jobe gave an update on 2024 legislative session priorities. SB1302, offering Oklahoma Promise eligibility for students impacted by the Department for Human Services and foster care services, has passed both the Senate Education and the Senate Appropriation Committees. SB1550, the statutory update to EPSCoR, also passed the Senate Education Committee. Representative Hefner and Senator Seifried are working on a bill for a program like Oklahoma Promise to serve students with intellectual disabilities. Deferred maintenance is a high priority and it is a one-time dollar request that has been filed and propelled by Chairman McBride as the primary author. OSRHE has support from the Senate side for money for the National Guard program, the Inspired to Teach program, and a one-

time \$20 to 25 million stabilization fund for risk management for the property insurance challenge. Dr. Jobe reported that most of the gun bills are currently dormant. Regent Casey asked for clarification on the future plans of the stabilization fund for property insurance. Dr. Jobe explained that the one-time fund is to see if it is enough to stabilize increases and then find a long-term solution with the minimum amount available with the annualized budget. Representative Rhonda Baker, Representative Mark McBride, and Representative Anthony Moore thanked the Regents for graciously welcoming them to the meeting and for their continued efforts and dedication in higher education. Each Representative gave feedback to the Regents on current and possible education legislation.

4. PROPOSED EXECUTIVE SESSION. Upon advice of Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, Regent Taylor moved, seconded by Regent Hilliary, to go into Executive Session, pursuant to 25 O.S. § 307(B)(1) to discuss the Chancellor's annual performance review. Voting for the motion were Regents Taylor, Turpen, Warmington, Sherry, Hilliary, Adwon, Holloway, Casey and Hickman. Voting against the motion were none.

Following the executive session, Regent Taylor moved, seconded by Regent Hilliary, to return to the regular meeting. Voting for the motion were Regents Turpen, Hickman, Sherry, Hilliary, Adwon, Holloway, Casey, Warmington and Taylor. Voting against the motion were none.

**5. ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.