

**SEMINOLE STATE COLLEGE
BOARD OF REGENTS REGULAR MEETING
Thursday, March 25, 2021**

**Business Session
Enoch Kelly Haney Center – Utterback Ballroom
1:00 P.M.**

I. CALL TO ORDER

II. ROLL CALL OF MEMBERS

III. INTRODUCTION OF GUESTS

Special Presentation: Belles Basketball 50th Anniversary

IV. READING AND APPROVAL OF MINUTES

Regular Meeting January 21, 2021

V. COMMUNICATIONS TO THE BOARD

Financial Report – February 28, 2021

- *E&G and Auxiliary Purchases over \$15,000 for January - None*
- *E&G and Auxiliary Purchases over \$15,000 for February*
 - ✓ Elsevier/Labster-\$21481.80

VI. HEARING OF DELEGATIONS

None at the time of filing of the agenda.

VII. PRESIDENT'S REPORT

- ✓ Personnel Update
- ✓ Enrollment Update
- ✓ Online Degree Programs
- ✓ Snowstorm Damages and Repairs – State of Emergency
- ✓ COVID Update
- ✓ Campus Honors
- ✓ Campus Activities
- ✓ Graduation Plans

VIII. BUSINESS

A. Possible consideration and possible action regarding awarding of tenure status to Chunfu “Jeff” Cheng

Board Action: As Appropriate

- B. Review and consider approval of resolution supporting current restrictions regarding guns on college campuses

Board Action: Approve/Reject/Revise Resolution

- C. Review and consider approval of deletion of Policy III-4-2 regarding Financial Disclosure Statements

Board Action: Approve/Reject Deletion

- D. Review and consider approval of a bid from Dense Mechanical of \$135,000.00 for the replacement of the Heat and Air Unit for the Raymond Harber Field House

Board Action: Approve/Reject Bid

- E. Review and consider authorization to participate in a Master Lease Agreement with the State of Oklahoma to finance \$875,000.00 for parking lot repairs, Raymond Harber Field House roof replacement and renovation of the natatorium

Board Action: Approve/Reject Authorization

- F. Review and consider approval of bid from A-Tech Paving of \$558,695.18 for parking lot repairs, contingent on approval of the Master Lease Agreement by the SSC Board of Regents and State of Oklahoma

Board Action: Approve/Reject Bid

- G. Review and consider approval of bid from Central Sheet Metal, LLC of \$154,340.00 for roof replacement in the Raymond Harber Field House, contingent on approval of the Master Lease Agreement by the SSC Board of Regents and State of Oklahoma

Board Action: Approve/Reject Bid

- H. Review and consider approval of bid from Silver Star of \$93,684.00 for renovation of the natatorium, contingent on approval of the Master Lease Agreement by the SSC Board of Regents and State of Oklahoma

Board Action: Approve/Reject Bid

- I. Consideration of any matter not known about or which could not have been reasonably foreseen prior to the posting of the agenda

Board Action: As Appropriate

IX. CONSENT AGENDA

Consider approval of the following items:

- Program modification for the Associate in Arts in Language Arts and Humanities (201)
- Program Modification for the Associate in Science in Agriculture (234)
- Program Modification for the Associate in Science in Elementary Education – ECU Option (204)

X. ADJOURNMENT

If you need a disability-related accommodation or wheelchair access information, please contact: Office of ADA compliance at 405-382-9216. Requests should be made by March 24, 2021.

SSC Belles Basketball Celebrates 50th Season by Jentry Holt

Tradition, loyalty, pride, success and family – these are just a few words surrounding the history of Seminole State College's Belles. In 1971, the Blue Bell sewing plant donated \$10,000 to start a women's basketball program at then Seminole Junior College. This was one year before Title IX was mandated, ensuring young women the right to participate in collegiate athletics. This revolutionary act set in motion a program that would change lives for years to come.

The Belles were the first junior college program in Oklahoma to award basketball scholarships to female athletes. Previously, women attended junior colleges and took part in athletics, but not with scholarship money dedicated to their sport. Women could only participate if they were able to pay or qualified for work scholarships. The Belles provided young women the chance to obtain their education while playing the game. The Blue Bell company colors were Columbia blue and white. As the basketball team selected uniforms, it was only right they kept the mascot and colors of the organization that gave them their start. Wearing a Columbia blue and white uniform was a privilege. It soon became a symbol of honor and opportunity for the athletes who were chosen to wear it.

It did not take long for the program to earn a winning reputation. All-American player and Hall of Fame coach, Dixie Woodall, played a pivotal role in building the Belles' legacy that lives on today. The name Woodall means "Wood Craftsman" and a craftsman she was. When she arrived at Seminole there was no gym, no housing for her players



Former Belles Coach Dixie Woodall received the Distinguished Service Award from Seminole State College in 2013 at the SSC Educational Foundation's Spring Banquet. Pictured (l-r): SSC President Emeritus Dr. Jim Utterback, former Belles player and manager and current co-owner of T&H Advertising Specialties Sue Snodgrass, former Belles Coach Dixie Woodall, and current Belles Coach Rita Story-Schell.

and no way to feed them. Woodall worked diligently to find host families for her team until she was able to raise enough money to provide for them.

Even with limited resources, Woodall amassed a combined record of 390-97 in 14 seasons as the head coach at Seminole Junior College. She also captured a junior college national championship title at Seminole in 1976 with national runner-up finishes in both 1975 and 1977. To date, the Belles are the only team sport at Seminole to have brought home a national championship. Woodall, a true pioneer for women's basketball, paved the way for female players and coaches across the nation.

"We changed it for everybody. It was a man's world, and we broke into it," said Woodall. Not only did Woodall garner remarkable accolades during her career but she also made an impact on women's basketball at a personal, regional, and national level. "The best years of my life were in Seminole," said Woodall. "Any gal with the chance to be a Belle would be lucky."

Countless lives have been touched by the influence of this program. Former player and manager for the Belles, Sue Snodgrass, is one of many with fond memories of the team. Snodgrass played for the Belles during the season of 1970-71 and served as manager the following year. During the early 70s, they

could not find a place that would house the team's Native American, and African American players. Under Coach Woodall's leadership, the team set to work on a rent house where all players could find solace. "Every Belle went to work, and we made them a very nice place to live," said Snodgrass. "From then on we were tied together."

Snodgrass exemplifies the true meaning of being a Belle as she has continued to give back long after her athletic career. Since her playing days, Snodgrass has provided countless resources for the team. As co-owner of TS&H Advertising Specialties, located in Seminole, Snodgrass supplies the team with customized gear and equipment. For this special year, her graphic team designed Columbia blue travel suits to commemorate the Belles' 50th season. She has also contributed to the program by hosting 10 different Belles throughout the years. Snodgrass responded, "This program changed lives. The Belles helped give me my family." She has remained in touch with the young women she hosted and continues to be involved in their lives. Snodgrass said she now has a generation of "Grand-Belles" since her girls have grown up to have families and children of their own.

The Belles' current head coach, Rita Story-Schell, also had special sentiments to share regarding the 50th year celebration. Story-Schell was a Belle herself and played for Woodall from 1982 to 1984. "Being recruited by Dixie was a surreal experience. I was overwhelmed and in awe that someone with her prestige would come to Bethel, Oklahoma, to recruit me," said Story-Schell. She had other offers to play college

BELLES CONT.

basketball but suffered a knee injury her senior year of high school. Once word got out that Story-Schell had been hurt, many colleges halted their recruiting efforts. Dixie Woodall and the Belles did not. "Dixie has my ultimate respect because she did not stop pursuing me," noted Story-Schell. This is a testament to the type of character and leadership that has comprised this program.

Story-Schell returned to her alma mater in the fall of 2000 to accept the position of head coach. "It is an honor and a privilege to coach here," she said. "Like Dixie, I strive to love and care for my players both on and off the court." For the last 21 years, Coach Story-Schell has done exactly that. She has demonstrated over and over what it means to be a strong female leader. Story-Schell recounted times when male coaches, from opposing teams, would not shake her hand after a Belle victory. She said she has encountered, "multiple forms of disrespect" but has never let that discourage her. Story-Schell has relentlessly pursued the development of her players and program while striving to break stereotypes surrounding female coaches. "It was a game-changer when women could play basketball. It gave us opportunities we would've never had," said Story-Schell. "That's why people should care about the Belles' 50th year."

Woodall, Snodgrass, and Story-Schell all reside in the Seminole State College Hall of Fame. An honor reserved for individuals whose personal and professional accomplishments have brought pride to the institution. These dynamic women embody the significance of being a Belle. There are many other unnamed individuals connected to this program, who have made



tremendous impacts. If you ask any one of them about their experience, you will likely get a similar response. Being a Belle is an opportunity of a lifetime.

Fifty years later, the 2020-21 squad is preparing to celebrate half a century of Belles' basketball. In honor of the Belles' original colors, the team will be wearing commemorative Columbia blue jerseys this season. Pandemic restrictions have caused some difficulty this year, but resilient, female athletes have overcome challenges many times before. Every chance the Belles get to take the floor this year, it will be, as Coach Story-Schell said, "An honor and a privilege."



Players and coaching staff of the 2020-2021 Seminole State College Belles basketball team pose for a photo with former Belles Coach Dixie Woodall.

Belles Basketball Coaching History

- **Kenneth Hull – 1970-71**
- **Dixie Woodall – 1971-77**
- **Pat Ramsey 1977-81**
- **Dixie Woodall – 1981-86**
- **Mike McGaha – 1986-89**
- **Billy Green – 1989-91**
- **Brad Walck 1991-99**
- **Don Dodd 1999-2000**
- **Rita Story-Schell 2000-Present**

Traveling With The Belles by Jay McAlvain

Written by the late Jay McAlvain, who was a long-time speech instructor and athletic supporter at Seminole State College. This story originally appeared in *Memories Shared by Seminole Storytellers*, published in 1995.

There are many tales that could be told about the early days of the Seminole Junior College Belles basketball team and their coach Dixie Woodall. Our transportation was not the greatest, and we had many break-downs, but this particular one stands out above the rest.

I drove the bus and taught full-time during the early years of the college. On this trip in 1976 we had been to Arkadelphia, Arkansas, to play Ouachita Baptist University. We got up and headed for home early that morning, but we had not gone but about 15 or 20 miles when one of the girls yelled, "Coach, something on fire back here." I looked in the rear-view mirror and saw that the bus was filling up with smoke. When I looked down, the red light on the dash was flashing "No Air." I said, "Oh Lord, Dixie, our breaks are gone." We were just reaching the summit of a mountain and I sure didn't want to down it without any brakes. Dixie very calmly yelled, "Hang on girls; we're going to hit a tree." Not wanting to hit a tree, I took to the ditch and finally brought the bus to a halt out in the middle of the Ouachita Forest.

Dixie and I walked to several houses before we found anyone who would allow us to use a phone to call for help. We called a truck stop and were told a diesel mechanic would be right out. We walked back to the bus and waited for help to come and tell us the bad news. It was very chilly, and the girls kept dancing around

and running to keep warm. We decided to gather dead logs to start a fire. We had a good roaring fire in no time and were beginning to warm up when a truck came speeding toward us and stopped on the highway. The driver – a forest ranger – jumped out and started screaming at us, "What do you fools think you're doing? You're right in the middle of the national forest and there are no rites allowed." He kept ranting and waving his arms and yelling at us. We just laughed and tried to explain our plight. He didn't care who we were, or where we were from, or what our problem was. The fire had to go. Just as I started to put out the fire another man came walking up. He wanted to know what was going on so we ran through our tale again. He told the forest ranger to go back to his look-out post and leave us alone. He was a federal judge and he would be responsible for us.

After what seemed an eternity, the mechanic came. He looked at the engine and told us we had blown the air compressor, but he could fix it and have on the road within a few hours.

He took us in his pickup back to town where we checked into a motel. We had very little money, so one room was all we could afford for all 17 of us. We were cramped, but it would be for just a few hours and then we'd be on our way home. Wrong! The mechanic came and got me when he thought he had it ready to go, but when we tried it, it would not hold



Players from the first SSC women's basketball team show off their travelling uniforms designed and donated by Blue Bell sewing plant in 1971. The photo originally appeared in the 1971 Seminole Junior College Yearbook.

air, so we were back where we started. He finally suggested that he call a garage in Little Rock and have a new one sent down on the late evening bus. I told him that would be great, to order it and we could get on the road as soon as he replaced the old one. The late bus came, but there was no air compressor on it. The garage wouldn't send it until it was paid for. We were allowed \$3.00 a day to eat

on, so we sure didn't have the money to pay for a new compressor.

The mechanic assured us that he had a friend that could fix it overnight, and we could leave early the next morning. All 17 of us spent the night in one room. It was wall-to-wall bodies, but we managed.

The next morning the mechanic picked me up and we went back to the bus. When I fired it up. It again

TRAVELING CONT.

failed to hold pressure, so after working on it all night he had not accomplished anything. When I got back to the motel, the girls were ready to strike out and hitchhike home. We had a home game that night and they were going to get back for it. They kept insisting that five of them could get home by game time. They were undefeated, and they were not about to forfeit a game, especially a home game against a team they could easily beat.

I looked in the phone book and saw there was a U-Haul rental store just down the street. I walked down there and rented a truck. They were ready to go when I got back, so we loaded up to head home. There was no light in the back and three girls refused to ride back there. They got in the front with me, and we took off.

They said when they needed a potty break they would beat on the truck and I was to find a restroom. We had driven only a few miles when the sign on the truck came loose and began banging. I didn't know if it was the sign or the girls banging, so I just kept driving. I remember there was one question Dixie always asked a recruit. "How's your bladder?" We don't make frequent stops while traveling, so I knew I wouldn't have to stop many times.

I drove from Arkadelphia to the Oklahoma state line before I pulled over to see if they were O.K. They were hurting the worst way and were ready to hurt me for not stopping. I had stopped along I-40 on the side of the road, but that didn't stop them. They would not have cared if we had been in downtown New York – when you have to go, you have to go.

We knew it was going to be close to game time before we got home, so I put the pedal to the metal and we headed for Seminole. It was get-

ting closer and closer to 6:00 and we still had several miles to go. I pulled into a station at Okemah for gas and Dixie called to report where we were and that we'd be there for the game.

Between Okemah and Seminole, the girls dressed for the game and she wrapped ankles. Keep in mind there was no light and it was pitch black in the back of the truck. When we stopped at the gym they began to climb out of the truck it was a sight to behold. Some had their suits on backwards, some were wrong side out, and the tape job Dixie had done would not have passed any first-aid test.

Claremore Junior College (our opponent) had already warmed up and had left the floor when we got here. After a couple minutes' warm-up, the game was started and the Belles played about the way they looked. The second half they got their balance and went on to win easily. Not only did they win this game, this group of girls also won the National Championships with a record of 35 wins and 2 losses. To date, this team is the only athletic team at Seminole Junior College to win a national championship. They were a great group of players and a great group of roomies for a long night in a motel.

SSC Implements Safety Precautions As Spring Sports Begin



Spring sports are starting to kick off at Seminole State College, beginning with men's basketball on Jan. 22 women's volleyball on Jan. 23.

Last July the NJCAA Region II Presidential Advisory Council moved the majority of all sports to the spring semester in the light of the COVID-19 pandemic. To ensure student and spectator safety, the NJCAA established a number of guidelines for all sporting events. Social distancing will be encouraged at all times. Staff

will be limited to essential personnel. Capacity of sports venues will be limited to 25 percent. To meet this requirement, SSC's Raymond Harbor Fieldhouse will accommodate no more than 250 people, with spectators seated on every other row to maintain social distancing. Face coverings will be required of all attendees.

All eight of SSC's sports — men and women's basketball, men and women's golf, women's volleyball, women's soccer, baseball, softball — will compete this spring.

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MARCH 8 - MAY 6

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Minutes

SEMINOLE STATE COLLEGE BOARD OF REGENTS REGULAR MEETING January 21, 2021

I. Call to Order

The Seminole State College Board of Regents' regular monthly meeting was called to order at 1:00 p.m. in the Utterback Ballroom of the Enoch Kelly Haney Center.

II. Roll Call of Members

Roll call was conducted. Regent Franklin, Regent Donaho and Regent Cain were absent. Regents present were Morgan, McQuiston, Pitts, and Hyden.

III. Introduction of Guests

President Reynolds introduced administrators and staff present at the meeting.

IV. Minutes

There being no additions or corrections to the minutes of the meeting held December 17, 2020; Regent Hyden made a motion to approve the minutes as written and Regent McQuiston seconded the motion. Roll call was as follows: Pitts, yes; McQuiston, yes; Hyden, yes; Morgan, yes.

V. Communications to the Board

Financial Report – Ms. Courtney Jones, Vice President for Fiscal Affairs, presented a review of the College's revenue and expenses through December 31, 2020. Regent Hyden made a motion to approve the Financial Report as presented and Regent Pitts seconded the motion. Roll call was as follows: Pitts, yes; McQuiston, yes; Hyden, yes; Morgan, yes.

Purchases over \$15,000 for December- None

VI. Hearing of Delegations

None

VII. President's Report

President Reynolds discussed items under the President's Report and the Business portion of the agenda by utilizing a PowerPoint presentation. (See enclosed copy of the PowerPoint presentation)

Personnel Update – President Reynolds informed the Board that a letter of resignation has been received from April Briscoe, GEAR UP Advisor. A letter of intent to retire has been received from Sherry Keisman, Nursing Office Manager and Robin Crawford, Administrative Assistant to the Vice President for Academic Affairs.

Update on Enrollment – President Reynolds gave the Board members an update on fall enrollment and the current enrollment numbers for the spring semester.

Campus Activities – President Reynolds gave the Board members information about the following campus activities:

- Student Laptop Loan Program
- N95 Mask Fitting for SSC Employees
- COVID-19 vaccine distribution partnership with the Oklahoma State Health Department
- Update on the Food Pantry
- Oklahoma State Regents Virtual Legislative Forum, Wednesday, January 27th
- Update on sports activities
- Virtual Southeast Oklahoma Legislative Tour, January 20th
- Virtual Higher Education Day at the Capitol, February 16th
- Update on the Oklahoma State Regents Innovations Committee and move away from forced merger discussions
- Director of Physical Plant and Campus Safety Ed Lemmings discussed actions to address deferred maintenance on the SSC campus. He also gave an update regarding the Energy Savings Program. Ms. Jones gave an update on the Master Lease application process.

Year-in-Review – President Reynolds presented a document highlighting campus activities in 2020. President Reynolds said she was hopeful that all faculty, staff and administration would share pride in these accomplishments.

VIII. Business

Approval of Contract with Hinkle & Company, PC – President Reynolds presented the Board with information regarding a request for proposals for auditing services for the College. She recommended approval of a contract with Hinkle & Company, PC after examining the submitted proposal. According to State law, auditing service companies' contracts have a five-year limit. Regent McQuiston made a motion to approve the contract with Hinkle & Company, PC for auditing services and Regent Hyden seconded

this motion. Roll call was as follows: Pitts, yes; McQuiston, yes; Hyden, yes; Morgan, yes.

Motion to Enter into Executive Session to discuss the Terms of the President's Employment –The Board retired into executive session to discuss the terms of the President's employment. Regent Pitts made a motion to enter into executive session and Regent McQuiston seconded this motion. Roll call was as follows: Pitts, yes; McQuiston, yes; Hyden, yes; Morgan, yes.

Motion to Enter into Open Session – Regent Morgan recommended that the Board go back into open session to present a motion on the items discussed in executive session. Regent McQuiston made a motion to enter back into open session and Regent Hyden seconded this motion. Roll call was as follows: Pitts, yes; McQuiston, yes; Hyden, yes; Morgan, yes.

Consideration of Terms of Employment of Lana K. Reynolds as President of Seminole State College – Regent Morgan stated that the Board appreciated the service of Ms. Reynolds. Regent McQuiston made a motion to rehire Lana K. Reynolds as President of Seminole State College by extending her 3-year contract. Regent Hyden seconded this motion. Roll call was as follows: Pitts, yes; McQuiston, yes; Hyden, yes; Morgan, yes.

IX. Adjournment

There being no further business or discussion the meeting was adjourned at 2:02 p.m.

Curtis Morgan, Chair

**Seminole State College
Combining Statement of Net Assets
As of February 28, 2021**

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents Current	\$ 2,377,662	\$ 27,052	\$ 551,607	\$ (1,636)	\$ -	\$ 22,494	\$ 210,218	\$ -	\$ 3,187,397
Accounts Receivable, net	2,428,881	907,346	-	-	-	-	-	-	3,336,227
Capital Assets, net	-	-	-	-	-	-	-	18,906,846	18,906,846
Total Assets	4,806,544	934,397	551,607	(1,636)	-	22,494	210,218	18,906,846	25,430,470
Accounts Payable	(5,489)	107,195	-	-	12,464	-	-	-	114,170
Other Accrued Expenses	-	-	-	(1,636)	-	-	-	-	(1,636)
Due To/From Other Funds	(24,159)	(8,120)	-	-	32,955	-	(588)	-	89
Unearned Revenue	2,428,881	907,346	-	-	-	-	-	-	3,336,227
Current Portion of Noncurrent Liabilities	-	-	-	-	-	-	-	1,417,185	1,417,185
Premiums	-	-	-	-	-	-	-	573,577	573,577
Capital Lease Obligations Payable to State Agencies	-	-	-	-	-	-	-	12,629,745	12,629,745
Total Liabilities	2,399,234	1,006,421	-	(1,636)	45,419	-	(588)	14,620,507	18,069,357
Beginning Net Position	1,265,946	148,769	443,114	-	37,175	19,770	690,732	4,286,339	6,891,845
Change in Net Position	1,141,364	(220,793)	108,493	-	(82,595)	2,724	(479,926)	-	469,268
Ending Net Position	\$ 2,407,310	\$ (72,023)	\$ 551,607	\$ -	\$ (45,419)	\$ 22,494	\$ 210,806	\$ 4,286,339	\$ 7,361,113

Seminole State College
Combining Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ended February 28, 2021

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Operating Revenues									
Tuition and fees, net	\$ 4,503,229	\$ 836,311	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,339,540
Federal grants and contracts	84,528	2,784,282	-	-	-	-	132,060	-	3,000,870
State and private grants and contracts	-	802,118	-	-	-	6,800	-	-	808,918
Auxiliary enterprise charges:	-	-	-	-	-	-	-	-	-
Housing	-	708,584	-	-	-	-	-	-	708,584
Food Service	-	528,099	-	-	-	-	-	-	528,099
Bookstore	-	830,117	-	-	-	-	-	-	830,117
Student Union	-	250	-	-	-	-	-	-	250
Athletics	-	170	-	-	-	-	-	-	170
All other	-	-	-	-	-	-	-	-	-
Other operating revenues	584,825	99,906	-	-	-	-	-	-	684,731
Total operating revenues	5,172,582	6,589,836	-	-	-	6,800	132,060	-	11,901,278
Operating Expenses									
Compensation and benefits	4,580,028	1,739,671	-	-	82,595	-	26,199	-	6,428,492
Contractual services	417,220	245,154	-	-	-	-	28,811	-	691,185
Supplies and materials	149,233	1,512,263	63,315	-	-	-	98,213	-	1,823,024
Scholarships and fellowships	873,367	6,536,120	-	-	-	-	265,308	-	7,674,795
Communications	38,437	24,764	-	-	-	4,076	-	-	67,277
Depreciation	-	-	-	-	-	-	-	-	-
Utilities	201,715	50,827	-	-	-	-	-	-	252,543
Other	482,995	1,194,247	269,233	-	-	-	193,455	-	2,139,930
Total Operating Expenses	6,742,995	11,303,046	332,548	-	82,595	4,076	611,986	-	19,077,245
Operating income (loss)	(1,570,414)	(4,713,210)	(332,548)	-	(82,595)	2,724	(479,926)	-	(7,175,968)
Non-operating Revenues (Expenses)									
State appropriations	2,711,777	-	-	-	-	-	-	-	2,711,777
Federal grants - non-operating	-	4,107,538	-	-	-	-	-	-	4,107,538
State grants - non-operating	-	380,222	-	-	-	-	-	-	380,222
Contributions and other nonoperating revenues	-	-	-	-	-	-	-	-	-
Investment revenue	-	4,657	-	-	-	-	-	-	4,657
Net non-operating revenue (expenses)	2,711,777	4,492,417	-	-	-	-	-	-	7,204,194
Income (loss) before other revenues, expenses, gains, losses and transfers	1,141,364	(220,793)	(332,548)	-	(82,595)	2,724	(479,926)	-	28,227
Capital appropriations - state	-	-	441,041	-	-	-	-	-	441,041
Contributed capital-donated capital asset	-	-	-	-	-	-	-	-	-
Transfers from (to)	-	-	-	-	-	-	-	-	-
Change in Net Position	1,141,364	(220,793)	108,493	-	(82,595)	2,724	(479,926)	-	469,268
Net Assets, Beginning of Year	1,265,946	148,769	443,114	-	37,175	19,770	690,732	4,286,339	6,891,845
Net Assets, End of Year	\$ 2,407,310	\$ (72,023)	\$ 551,607	\$ -	\$ (45,419)	\$ 22,494	\$ 210,806	\$ 4,286,339	\$ 7,361,113

Seminole State College
Combining Statement of Changes in Cash and Cash Equivalents
For the Period Ended February 28, 2021

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents, Beginning	\$ 1,260,017	\$ 341,227	\$ 443,114	\$ (1,936)	\$ 75,805	\$ 19,770	\$ 546,238	\$ -	\$ 2,684,233
Change in Net Position	1,141,364	(220,793)	108,493	-	(82,595)	2,724	(479,926)	-	469,268
Items not providing/using cash									
Change in accounts receivable	410,714	399,722							810,436
Accounts payable	(5,899)	42,348			6,790				43,239
Other accrued liabilities				300					300
Due to/from other funds	(24,159)	(126,403)					143,907		(6,655)
Cash basis adjustments to change in Net Position	380,657	315,666	-	300	6,790	-	143,907	-	847,319
Cash and Cash Equivalents, Ending	<u>\$ 2,782,037</u>	<u>\$ 436,100</u>	<u>\$ 551,607</u>	<u>\$ (1,636)</u>	<u>\$ -</u>	<u>\$ 22,494</u>	<u>\$ 210,218</u>	<u>\$ -</u>	<u>\$ 4,000,820</u>

Seminole State College
Education and General - Statement of Budgeted Revenues and Expenditures
For the Period Ended February 28, 2021

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
State Appropriations	\$ -	\$ 2,711,777	\$ 4,513,429	\$ 3,008,953
Tuition	800,668	2,651,957	3,401,424	2,908,218
Non-Resident Tuition Fees	158,116	441,494	352,450	301,345
Remedial Course Fee	8,609	33,873	42,000	35,910
Tuition	<u>967,394</u>	<u>3,127,324</u>	<u>3,795,874</u>	<u>3,245,472</u>
STEM Academic Excellence Fee	32,199	102,531	123,000	105,165
LAH Academic Excellence Fee	13,915	44,613	55,000	47,025
Bus & Ed Academic Excellence Fee	15,603	52,016	63,000	53,865
Health Science Academic Excellence Fee	4,435	12,670	15,000	12,825
Social Science Academic Excellence Fee	12,885	44,800	55,000	47,025
Physical Therapist Assistance Fee	1,400	5,640	6,000	5,130
Technology Service Fee	69,324	229,075	275,000	235,125
Bus And Ind Additional Fees	-	-	-	-
Nursing Fee	27,141	72,581	84,000	71,820
Laboratory Fees	19,076	66,348	87,000	74,385
Medical Lab Tech Fee	3,620	9,620	11,000	9,405
Electronic Academic Access Fee	22,030	70,239	86,000	73,530
Dist Education/Outreach Fee	75,438	214,837	159,000	135,945
Academic Course Fees	<u>297,065</u>	<u>924,970</u>	<u>1,019,000</u>	<u>871,245</u>
Other Student Fees	<u>123,248</u>	<u>450,935</u>	<u>527,000</u>	<u>450,585</u>
Total Tuition and Fees	<u>1,387,707</u>	<u>4,503,229</u>	<u>5,341,874</u>	<u>4,567,302</u>
Other Income	<u>1,959</u>	<u>669,353</u>	<u>889,627</u>	<u>760,631</u>
Total Revenue	<u>1,389,666</u>	<u>7,884,359</u>	<u>10,744,930</u>	<u>8,336,886</u>
<u>EXPENDITURES</u>				
Instruction	322,293	2,758,506	4,661,853	3,034,866
Research	-	-	-	-
Public Service	-	-	-	-
Academic Support	23,400	223,476	409,453	266,554
Student Services	72,728	728,876	1,173,128	763,706
Institutional Support	93,298	1,148,629	1,723,513	1,122,007
Physical Plant	92,938	1,010,142	1,875,085	1,220,680
Scholarships and Tuition Waivers	404,984	873,367	901,898	587,136
Total Expenditures	<u>1,009,641</u>	<u>6,742,995</u>	<u>10,744,930</u>	<u>6,994,949</u>
Total Revenue Over (Under) Expenditures	<u>\$ 380,025</u>	<u>\$ 1,141,364</u>	<u>\$ -</u>	<u>\$ 1,341,937</u>

Seminole State College
Auxiliary Summary Statement of Revenue and Expenditures
For the Period Ended February 28, 2021

	CURRENT MONTH	YEAR TO DATE	BUDGET	
			ANNUAL	YEAR-TO-DATE
<u>REVENUES</u>				
Contractual Food Service	\$ 153,128	\$ 528,099	\$ 735,100	\$ 580,729
Bookstore	175,084	829,840	1,443,500	1,316,472
Institutional Support	177,370	567,016	707,707	598,012
Seminole/Roesler Residential Centers	231,792	932,532	1,059,300	815,661
Student Activities	93,934	310,251	382,500	323,213
Total Revenues	831,308	3,167,738	4,328,107	3,634,087
<u>EXPENDITURES</u>				
Contractual Food Service	59,360	413,870	700,400	514,094
Bookstore	59,858	712,804	885,437	739,340
Institutional Support	533,519	1,074,973	1,311,200	1,165,657
Seminole/Roesler Residential Centers	61,142	536,104	700,120	492,884
Student Activities	51,155	364,019	730,950	649,814
Total Expenditures	765,034	3,101,770	4,328,107	3,561,789
Revenue Over (Under) Expenditures	\$ 66,274	\$ 65,968	\$ (0)	\$ 72,298

Seminole State College
Food Service - Statement of Revenue and Expenditures
For the Period Ended February 28, 2021

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Meals revenue	\$ 153,128	\$ 527,419	\$ 654,100	\$ 516,739
Other revenue	-	680	81,000	63,990
Total revenue	<u>153,128</u>	<u>528,099</u>	<u>735,100</u>	<u>580,729</u>
Travel	-	-	-	-
Supplies	-	-	2,000	1,468
Miscellaneous Expenditures	59,360	413,870	697,400	511,892
Contractual Service	-	-	1,000	734
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	-	-
Equipment	-	-	-	-
Total expenditures	<u>59,360</u>	<u>413,870</u>	<u>700,400</u>	<u>514,094</u>
Net profit (loss)	<u>\$ 93,769</u>	<u>\$ 114,229</u>	<u>\$ 34,700</u>	<u>\$ 66,635</u>

Seminole State College
Bookstore Statement of Revenue and Expenditures
For the Period Ended February 28, 2021

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Sales revenue	\$ 174,083	\$ 826,540	\$ 1,440,000	\$ 1,313,280
Other revenue	1,000	3,300	3,500	\$ 3,192
Total revenue	175,084	829,840	1,443,500	1,316,472
Purchase For Resale	50,632	621,789	750,000	626,250
Professional Salaries, F.T.	3,520	28,163	42,245	35,275
Classified Salaries, F.T.	2,150	17,094	25,545	21,330
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	8,310	6,939
Professional Services	-	-	-	-
Fringe Benefits	2,949	23,266	28,900	24,132
Compensation expenditures	8,619	68,523	105,000	87,675
Travel	-	-	1,587	1,325
Supplies	120	5,221	2,850	2,380
Bookstore Supplies	-	62	-	-
Miscellaneous Expenditures	190	783	1,000	835
Contractual Service	294	16,377	25,000	20,875
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	3	49	-	-
Equipment	-	-	-	-
Other expenditures	607	22,492	30,437	25,415
Total expenditures	59,858	712,804	885,437	739,340
Net profit (loss)	\$ 115,226	\$ 117,036	\$ 558,063	\$ 577,132

Seminole State College
Institutional Support- Statement of Budgeted Revenues and Expenditures
For the Period Ended February 28, 2021

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
Student Service Fee	\$ 75,905	\$ 252,668	\$ 310,707	\$ 262,547.42
Infrastructure Fee	80,928	273,393	342,000	288,990
Student Fees	<u>156,834</u>	<u>526,061</u>	<u>652,707</u>	<u>551,537</u>
Other Income-Overpayment	-	9,182	20,000	16,900
Refunds / Reimbursements	20,386	30,633	35,000	29,575
Seminar fees	-	-	-	-
Vending maching commissions	-	890	-	-
Photocopy revenue	-	-	-	-
Repair and replacemnet, damaged property	-	-	-	-
Haney Center	150	250	-	-
Other income	<u>20,536</u>	<u>40,956</u>	<u>55,000</u>	<u>46,475</u>
Total Revenue	<u>177,370</u>	<u>567,016</u>	<u>707,707</u>	<u>598,012</u>
<u>EXPENDITURES</u>				
Professional Salaries, F.T.	-	250	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	23,205	79,977	190,000	168,910
Fringe Benefits	4,076	4,149	-	-
Personnel expenditures	<u>27,281</u>	<u>84,376</u>	<u>190,000</u>	<u>168,910</u>
Travel	-	8	9,000	8,001
Supplies	-	105,715	15,000	13,335
Bookstore Supplies	-	-	-	-
Miscellaneous Expenditures	8,751	78,294	132,200	117,526
Contractual Service	-	-	-	-
Sponsorships	-	-	-	-
Advertising	89	182	-	-
Telephone	-	-	-	-
Postage	-	-	-	-
Equipment	-	-	-	-
Housing and book scholarships	497,197	800,649	900,000	800,100
Haney Center	200	5,749	60,000	53,340
			5,000	4,445
Total Expenditures	<u>533,519</u>	<u>1,074,973</u>	<u>1,311,200</u>	<u>1,165,657</u>
Total Revenue Over (Under) Expenditures	<u>\$ (356,149)</u>	<u>\$ (507,957)</u>	<u>\$ (603,493)</u>	<u>\$ (567,644)</u>

Seminole State College
Housing - Statement of Revenue and Expenditures
For the Period Ended February 28, 2021

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Rental revenue - Dorms	\$ 231,682	\$ 705,759	\$ 820,300	631,631
Rent - Talent Search	-	-	100,000	77,000
Rent - Upward Bound	-	-	129,000	99,330
Other revenue	110	226,774	10,000	7,700
Total revenue	<u>231,792</u>	<u>932,532</u>	<u>1,059,300</u>	<u>815,661</u>
Professional Salaries, F.T.	-	-	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	-	-	-	-
Fringe Benefits	-	-	-	-
Personnel expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Travel	-	-	-	-
Supplies	3,521	13,124	20,040	14,108
Miscellaneous Expenditures	52,627	471,526	574,120	404,180
Contractual Service	-	-	20,000	14,080
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	80	628	960	676
Utilities	4,915	50,827	85,000	59,840
Postage	-	-	-	-
Equipment	-	-	-	-
Other expenditures	<u>61,142</u>	<u>536,104</u>	<u>700,120</u>	<u>492,884</u>
Total expenditures	<u>61,142</u>	<u>536,104</u>	<u>700,120</u>	<u>492,884</u>
Net profit (loss)	<u>\$ 170,650</u>	<u>\$ 396,428</u>	<u>\$ 359,180</u>	<u>\$ 322,777</u>

Seminole State College
Student Activities - Statement of Revenue and Expenditures
For the Period Ended February 28, 2021

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Student activity fee	\$ 84,640	\$ 278,974	\$ 342,000	\$ 288,990
Cultural & recreation fee	9,294	31,277	39,000	32,955
Athletic Administration	-	-	-	-
Golf-Women	-	-	-	-
Golf-Men	-	-	-	-
Womens Soccer	-	-	-	-
Men's Basketball	-	-	1,000	845
Women's Basketball	-	-	-	-
Volleyball	-	-	-	-
Baseball	-	-	250	211
Softball	-	-	250	211
Total Revenue	93,934	310,251	382,500	323,213
Athletic Administration	18,677	142,887	312,533	277,842
National Tournaments	-	-	25,000	22,225
Golf-Women	1,766	12,057	14,654	13,027
Golf-Men	1,289	13,433	14,967	13,306
Womens Soccer	-	23,776	28,500	25,337
Men's Basketball	3,500	22,504	45,098	40,092
Women's Basketball	3,113	23,087	37,022	32,913
Volleyball	1,490	18,276	37,022	32,913
Baseball	10,508	59,371	103,998	92,454
Softball	10,810	45,652	80,156	71,259
Student Government	-	1,122	10,000	8,890
Livestock Judging Team	-	55	10,000	8,890
PLC	-	1,299	10,000	8,890
SSC Aggie (AFAC)	-	500	500	445
Phi Theta Kappa (AFAC)	-	-	500	445
NASA (AFAC)	-	-	500	445
Student Nurse Association(AFAC)	-	-	500	445
Total Expenditures	51,155	364,019	730,950	649,814
Revenue Over (Under) Expenditures	\$ 42,780	\$ (53,768)	\$ (348,450)	\$ (326,602)

Seminole State College
Restricted Funds - Statement of Revenue and Expenditures
For the Period Ended February 28, 2021

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
PELL	\$ 2,529,760	\$ 2,537,030	\$ (7,270)
PELL Recovery	408	-	408
SEOG	68,500	68,500	-
Direct Loans	1,509,278	1,597,159	(87,881)
Student loan repayment	605	-	605
College Work Study	29,770	29,770	-
SSC Foundation	78,237	79,902	(1,666)
Private Scholarships	293,645	422,048	(128,403)
Private Loans	79,071	-	79,071
Cherokee Student Grants	23,000	23,000	-
Shawnee Tribe Student Grants	7,937	7,937	-
Citizen Pottawatomie Stud Grnt	60,500	60,500	-
Chickasaw Tribe Stdt Grants	70,853	71,705	(852)
OHLAP	197,600	380,952	(183,352)
Misc Indial Tribal Grants	74,136	74,777	(641)
Oklahoma Tuition Aid Grant	182,622	182,000	622
Subtotal Financial Aid	<u>5,205,922</u>	<u>5,535,281</u>	<u>(329,359)</u>
Title III Engaging Students in Science	215,157	215,157	-
Ub Math/Science #2	177,497	176,833	665
Ub Math/Science #1	151,749	151,114	635
Upward Bound #2	164,216	164,256	(40)
Upward Bound #1	213,887	213,647	240
Talent Search West	183,679	183,679	-
Talent Search Central	256,395	256,395	-
Dream Catcher Gear Up	573,157	573,763	(606)
STEM Student Support	163,640	162,215	1,426
Student Support Serices	177,598	177,598	-
NASNTI Grant	239,329	239,405	(76)
Carl Perkins	15,518	13,359	2,159
Subtotal Federal Grants	<u>2,531,822</u>	<u>2,527,421</u>	<u>4,402</u>
Care Bears	9,785	6,299	3,486
Nursing Student'S	1,530	2,135	(605)
Residential Deposits	5,545	-	5,545
Professional Staff Council	1,680	1,057	623
Upward Bound #2 Fund Raiser	944	2,063	(1,119)
Upward Bound M/S Fund Raiser	2,859	2,245	615
Ub Ms #2 Fund Raiser	428	1,542	(1,114)
Upward Bound #1 Fundraiser	2,265	2,063	202
Subtoal Other Restricted	<u>25,036</u>	<u>17,403</u>	<u>7,632</u>
Total	<u>\$ 7,762,780</u>	<u>\$ 8,080,104</u>	<u>\$ (317,325)</u>

**Seminole State College
Combining Statement of Net Assets
As of January 31, 2021**

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents Current	\$ 1,816,370	\$ 105,440	\$ 590,129	\$ (1,636)	\$ -	\$ 22,494	\$ 274,059	\$ -	\$ 2,806,856
Accounts Receivable, net	3,771,670	1,733,875	-	-	-	-	-	-	5,505,545
Capital Assets, net	-	-	-	-	-	-	-	18,906,846	18,906,846
Total Assets	5,588,041	1,839,315	590,129	(1,636)	-	22,494	274,059	18,906,846	27,219,248
Accounts Payable	(7,239)	97,882	-	-	12,464	-	-	-	103,108
Other Accrued Expenses	-	-	-	(1,636)	-	-	-	-	(1,636)
Due To/From Other Funds	(24,159)	(8,120)	-	-	32,955	-	(588)	-	89
Unearned Revenue	3,383,133	932,406	-	-	-	-	-	-	4,315,539
Current Portion of Noncurrent Liabilities	-	-	-	-	-	-	-	1,417,185	1,417,185
Premiums	-	-	-	-	-	-	-	573,577	573,577
Capital Lease Obligations Payable to State Agencies	-	-	-	-	-	-	-	12,629,745	12,629,745
Total Liabilities	3,351,735	1,022,169	-	(1,636)	45,419	-	(588)	14,620,507	19,037,607
Beginning Net Position	1,670,321	557,817	443,114	-	37,175	19,770	690,732	4,286,339	7,705,268
Change in Net Position	565,985	259,328	147,015	-	(82,595)	2,724	(416,085)	-	476,372
Ending Net Position	\$ 2,236,305	\$ 817,145	\$ 590,129	\$ -	\$ (45,419)	\$ 22,494	\$ 274,647	\$ 4,286,339	\$ 8,181,640

Seminole State College
Combining Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ended January 31, 2021

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Operating Revenues									
Tuition and fees, net	\$ 3,115,522	\$ 585,543	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,701,065
Federal grants and contracts	84,528	2,575,280	-	-	-	-	132,060	-	2,791,868
State and private grants and contracts	-	626,318	-	-	-	6,800	-	-	633,118
Auxiliary enterprise charges:	-	-	-	-	-	-	-	-	-
Housing	-	476,792	-	-	-	-	-	-	476,792
Food Service	-	374,970	-	-	-	-	-	-	374,970
Bookstore	-	1,034,324	-	-	-	-	-	-	1,034,324
Student Union	-	100	-	-	-	-	-	-	100
Athletics	-	-	-	-	-	-	-	-	-
All other	-	-	-	-	-	-	-	-	-
Other operating revenues	582,866	73,040	-	-	-	-	-	-	655,906
Total operating revenues	<u>3,782,916</u>	<u>5,746,368</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,800</u>	<u>132,060</u>	<u>-</u>	<u>9,668,143</u>
Operating Expenses									
Compensation and benefits	4,021,206	1,529,926	-	-	82,595	-	23,769	-	5,657,496
Contractual services	406,001	207,636	-	-	-	-	17,999	-	631,636
Supplies and materials	137,590	1,413,883	44,572	-	-	-	92,078	-	1,688,123
Scholarships and fellowships	663,737	3,801,472	-	-	-	-	265,308	-	4,730,517
Communications	35,989	23,485	-	-	-	4,076	-	-	63,550
Depreciation	-	-	-	-	-	-	-	-	-
Utilities	194,749	45,913	-	-	-	-	-	-	240,661
Other	469,437	1,067,316	249,454	-	-	-	148,990	-	1,935,197
Total Operating Expenses	<u>5,928,708</u>	<u>8,089,630</u>	<u>294,026</u>	<u>-</u>	<u>82,595</u>	<u>4,076</u>	<u>548,145</u>	<u>-</u>	<u>14,947,180</u>
Operating income (loss)	<u>(2,145,793)</u>	<u>(2,343,263)</u>	<u>(294,026)</u>	<u>-</u>	<u>(82,595)</u>	<u>2,724</u>	<u>(416,085)</u>	<u>-</u>	<u>(5,279,037)</u>
Non-operating Revenues (Expenses)									
State appropriations	2,711,777	-	-	-	-	-	-	-	2,711,777
Federal grants - non-operating	-	2,297,212	-	-	-	-	-	-	2,297,212
State grants - non-operating	-	300,722	-	-	-	-	-	-	300,722
Contributions and other nonoperating revenues	-	-	-	-	-	-	-	-	-
Investment revenue	-	4,657	-	-	-	-	-	-	4,657
Net non-operating revenue (expenses)	<u>2,711,777</u>	<u>2,602,591</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5,314,368</u>
Income (loss) before other revenues, expenses, gains, losses and transfers	565,985	259,328	(294,026)	-	(82,595)	2,724	(416,085)	-	35,331
Capital appropriations - state	-	-	441,041	-	-	-	-	-	441,041
Contributed capital-donated capital asset	-	-	-	-	-	-	-	-	-
Transfers from (to)	-	-	-	-	-	-	-	-	-
Change in Net Position	565,985	259,328	147,015	-	(82,595)	2,724	(416,085)	-	476,372
Net Assets, Beginning of Year	1,670,321	557,817	443,114	-	37,175	19,770	690,732	4,286,339	7,705,268
Net Assets, End of Year	<u>\$ 2,236,305</u>	<u>\$ 817,146</u>	<u>\$ 590,129</u>	<u>\$ -</u>	<u>\$ (45,419)</u>	<u>\$ 22,494</u>	<u>\$ 274,647</u>	<u>\$ 4,286,339</u>	<u>\$ 8,181,640</u>

Seminole State College
Combining Statement of Changes in Cash and Cash Equivalents
For the Period Ended January 31, 2021

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents, Beginning	\$ 1,260,017	\$ 341,227	\$ 443,114	\$ (1,936)	\$ 75,805	\$ 19,770	\$ 546,238	\$ -	\$ 2,684,233
Change in Net Position	565,985	259,328	147,015	-	(82,595)	2,724	(416,085)	-	476,372
Items not providing/using cash									
Change in accounts receivable	(1,811,874)	(1,107,590)							(2,919,464)
Unearned revenue	1,834,051	705,843							2,539,894
Accounts payable	(7,649)	33,035			6,790				32,176
Other accrued liabilities				300					300
Due to/from other funds	(24,159)	(126,403)					143,907		(6,655)
Cash basis adjustments to change in Net Position	(9,631)	(495,115)	-	300	6,790	-	143,907	-	(353,749)
Cash and Cash Equivalents, Ending	<u>\$ 1,816,370</u>	<u>\$ 105,440</u>	<u>\$ 590,129</u>	<u>\$ (1,636)</u>	<u>\$ -</u>	<u>\$ 22,494</u>	<u>\$ 274,059</u>	<u>\$ -</u>	<u>\$ 2,806,856</u>

Seminole State College
Education and General - Statement of Budgeted Revenues and Expenditures
For the Period Ended January 31, 2021

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
State Appropriations	\$ 444,558	\$ 2,711,777	\$ 4,513,429	\$ 2,807,353
Tuition	284,164	1,851,289	3,401,424	2,091,876
Non-Resident Tuition Fees	43,269	283,378	352,450	216,757
Remedial Course Fee	1,238	25,263	42,000	25,830
Tuition	328,671	2,159,930	3,795,874	2,334,463
STEM Academic Excellence Fee	6,821	70,332	123,000	75,645
LAH Academic Excellence Fee	2,575	30,698	55,000	33,825
Bus & Ed Academic Excellence Fee	3,438	36,413	63,000	38,745
Health Science Academic Excellence Fee	990	8,235	15,000	9,225
Social Science Academic Excellence Fee	2,795	31,915	55,000	33,825
Physical Therapist Assistance Fee	380	4,240	6,000	3,690
Technology Service Fee	16,503	159,751	275,000	169,125
Bus And Ind Additional Fees	-	-	-	-
Nursing Fee	5,391	45,440	84,000	51,660
Laboratory Fees	4,734	47,272	87,000	53,505
Medical Lab Tech Fee	820	6,000	11,000	6,765
Electronic Academic Access Fee	4,320	48,209	86,000	52,890
Dist Education/Outreach Fee	16,036	139,400	159,000	97,785
Academic Course Fees	64,804	627,905	1,019,000	626,685
Other Student Fees	35,069	327,687	527,000	324,105
Total Tuition and Fees	428,544	3,115,522	5,341,874	3,285,253
Other Income	129,796	667,394	889,627	547,121
Total Revenue	1,002,899	6,494,693	10,744,930	6,639,726
<u>EXPENDITURES</u>				
Instruction	305,076	2,436,212	4,661,853	2,694,551
Research	-	-	-	-
Public Service	-	-	-	-
Academic Support	24,232	200,076	409,453	236,664
Student Services	71,112	656,148	1,173,128	678,068
Institutional Support	196,621	1,055,331	1,723,513	996,191
Physical Plant	180,513	917,204	1,875,085	1,083,799
Scholarships and Tuition Waivers	195,354	663,737	901,898	521,297
Total Expenditures	972,909	5,928,708	10,744,930	6,210,570
Total Revenue Over (Under) Expenditures	\$ 29,990	\$ 565,985	\$ -	\$ 429,156

Seminole State College
Auxiliary Summary Statement of Revenue and Expenditures
For the Period Ended January 31, 2021

	CURRENT MONTH	YEAR TO DATE	BUDGET	
			ANNUAL	YEAR-TO-DATE
<u>REVENUES</u>				
Contractual Food Service	\$ 36,993	\$ 374,970	\$ 735,100	\$ 430,034
Bookstore	275,394	1,034,047	1,443,500	1,049,425
Institutional Support	38,518	389,647	707,707	425,332
Seminole/Roesler Residential Centers	148,259	700,741	1,059,300	590,030
Student Activities	21,843	216,316	382,500	225,675
Total Revenues	521,008	2,715,721	4,328,107	2,720,495
<u>EXPENDITURES</u>				
Contractual Food Service	30,140	354,510	700,400	439,151
Bookstore	60,112	652,946	885,437	628,661
Institutional Support	274,649	751,084	1,311,200	843,102
Seminole/Roesler Residential Centers	53,783	474,962	700,120	438,275
Student Activities	35,564	312,864	730,950	470,001
Total Expenditures	454,247	2,546,366	4,328,107	2,819,189
Revenue Over (Under) Expenditures	\$ 66,760	\$ 169,355	\$ (0)	\$ (98,694)

Seminole State College
Food Service - Statement of Revenue and Expenditures
For the Period Ended January 31, 2021

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Meals revenue	\$ 36,993	\$ 374,291	\$ 654,100	\$ 382,649
Other revenue	-	680	81,000	47,385
Total revenue	36,993	374,970	735,100	430,034
Travel	-	-	-	-
Supplies	-	-	2,000	1,254
Miscellaneous Expenditures	30,140	354,510	697,400	437,270
Contractual Service	-	-	1,000	627
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	-	-
Equipment	-	-	-	-
Total expenditures	30,140	354,510	700,400	439,151
Net profit (loss)	\$ 6,853	\$ 20,460	\$ 34,700	\$ (9,117)

Seminole State College
Bookstore Statement of Revenue and Expenditures
For the Period Ended January 31, 2021

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Sales revenue	\$ 275,394	\$ 1,031,748	\$ 1,440,000	\$ 1,046,880
Other revenue	-	2,300	3,500	\$ 2,545
Total revenue	275,394	1,034,047	1,443,500	1,049,425
Purchase For Resale	43,241	571,156	750,000	532,500
Professional Salaries, F.T.	3,520	24,643	42,245	29,994
Classified Salaries, F.T.	2,150	14,945	25,545	18,137
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	8,310	5,900
Professional Services	-	-	-	-
Fringe Benefits	2,949	20,317	28,900	20,519
Compensation expenditures	8,619	59,905	105,000	74,550
Travel	-	-	1,587	1,127
Supplies	4,799	5,101	2,850	2,024
Bookstore Supplies	-	62	-	-
Miscellaneous Expenditures	-	593	1,000	710
Contractual Service	3,443	16,083	25,000	17,750
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	10	46	-	-
Equipment	-	-	-	-
Other expenditures	8,252	21,885	30,437	21,611
Total expenditures	60,112	652,946	885,437	628,661
Net profit (loss)	\$ 215,282	\$ 381,102	\$ 558,063	\$ 420,764

Seminole State College
Institutional Support- Statement of Budgeted Revenues and Expenditures
For the Period Ended January 31, 2021

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
Student Service Fee	\$ 17,431	\$ 176,763	\$ 310,707	\$ 186,734.91
Infrastructure Fee	19,901	192,464	342,000	205,542
Student Fees	<u>37,332</u>	<u>369,227</u>	<u>652,707</u>	<u>392,277</u>
Other Income-Overpayment	-	9,182	20,000	12,020
Refunds / Reimbursements	912	10,247	35,000	21,035
Seminar fees	-	-	-	-
Vending matching commissions	175	890	-	-
Photocopy revenue	-	-	-	-
Repair and replacement, damaged property	-	-	-	-
Haney Center	100	100	-	-
Other income	<u>1,187</u>	<u>20,420</u>	<u>55,000</u>	<u>33,055</u>
Total Revenue	<u>38,518</u>	<u>389,647</u>	<u>707,707</u>	<u>425,332</u>
<u>EXPENDITURES</u>				
Professional Salaries, F.T.	-	250	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	-	56,772	190,000	122,170
Fringe Benefits	-	73	-	-
Personnel expenditures	<u>-</u>	<u>57,095</u>	<u>190,000</u>	<u>122,170</u>
Travel	-	8	9,000	5,787
Supplies	3,549	105,715	15,000	9,645
Bookstore Supplies	-	-	-	-
Miscellaneous Expenditures	8,835	69,542	132,200	85,005
Contractual Service	-	-	-	-
Sponsorships	-	-	-	-
Advertising	-	93	-	-
Telephone	-	-	-	-
Postage	-	-	-	-
Equipment	-	-	-	-
Housing and book scholarships	262,264	513,081	900,000	578,700
Haney Center	-	5,549	60,000	38,580
			5,000	3,215
Total Expenditures	<u>274,649</u>	<u>751,084</u>	<u>1,311,200</u>	<u>843,102</u>
Total Revenue Over (Under) Expenditures	<u>\$ (236,130)</u>	<u>\$ (361,437)</u>	<u>\$ (603,493)</u>	<u>\$ (417,770)</u>

Seminole State College
Housing - Statement of Revenue and Expenditures
For the Period Ended January 31, 2021

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Rental revenue - Dorms	\$ 53,916	\$ 474,077	\$ 820,300	456,907
Rent - Talent Search	-	-	100,000	55,700
Rent - Upward Bound	-	-	129,000	71,853
Other revenue	94,344	226,664	10,000	5,570
Total revenue	<u>148,259</u>	<u>700,741</u>	<u>1,059,300</u>	<u>590,030</u>
Professional Salaries, F.T.	-	-	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	-	-	-	-
Fringe Benefits	-	-	-	-
Personnel expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Travel	-	-	-	-
Supplies	616	9,602	20,040	12,545
Miscellaneous Expenditures	50,276	418,899	574,120	359,399
Contractual Service	-	-	20,000	12,520
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	79	549	960	601
Utilities	2,812	45,913	85,000	53,210
Postage	-	-	-	-
Equipment	-	-	-	-
Other expenditures	<u>53,783</u>	<u>474,962</u>	<u>700,120</u>	<u>438,275</u>
Total expenditures	<u>53,783</u>	<u>474,962</u>	<u>700,120</u>	<u>438,275</u>
Net profit (loss)	<u>\$ 94,476</u>	<u>\$ 225,778</u>	<u>\$ 359,180</u>	<u>\$ 151,755</u>

Seminole State College
Student Activities - Statement of Revenue and Expenditures
For the Period Ended January 31, 2021

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Student activity fee	\$ 19,631	\$ 194,333	\$ 342,000	\$ 201,780
Cultural & recreation fee	2,212	21,983	39,000	23,010
Athletic Administration	-	-	-	-
Golf-Women	-	-	-	-
Golf-Men	-	-	-	-
Womens Soccer	-	-	-	-
Men's Basketball	-	-	1,000	590
Women's Basketball	-	-	-	-
Volleyball	-	-	-	-
Baseball	-	-	250	148
Softball	-	-	250	148
Total Revenue	<u>21,843</u>	<u>216,316</u>	<u>382,500</u>	<u>225,675</u>
Athletic Administration	17,880	124,211	312,533	200,959
National Tournaments	-	-	25,000	16,075
Golf-Women	776	10,291	14,654	9,422
Golf-Men	776	12,144	14,967	9,624
Womens Soccer	36	23,776	28,500	18,326
Men's Basketball	2,859	19,004	45,098	28,998
Women's Basketball	3,023	19,974	37,022	23,805
Volleyball	1,045	16,786	37,022	23,805
Baseball	5,749	48,862	103,998	66,871
Softball	2,822	34,842	80,156	51,540
Student Government	98	1,122	10,000	6,430
Livestock Judging Team	-	55	10,000	6,430
PLC	-	1,299	10,000	6,430
SSC Aggie (AFAC)	500	500	500	322
Phi Theta Kappa (AFAC)	-	-	500	322
NASA (AFAC)	-	-	500	322
Student Nurse Association(AFAC)	-	-	500	322
Total Expenditures	<u>35,564</u>	<u>312,864</u>	<u>730,950</u>	<u>470,001</u>
Revenue Over (Under) Expenditures	<u>\$ (13,721)</u>	<u>\$ (96,548)</u>	<u>\$ (348,450)</u>	<u>\$ (244,326)</u>

Seminole State College
Restricted Funds - Statement of Revenue and Expenditures
For the Period Ended January 31, 2021

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
PELL	\$ 1,412,902	\$ 1,412,227	\$ 675
PELL Recovery	223	-	223
SEOG	34,000	34,000	-
Direct Loans	850,310	850,310	-
Student loan repayment	200	-	200
College Work Study	25,806	25,806	-
SSC Foundation	46,519	47,895	(1,376)
Private Scholarships	254,147	281,153	(27,007)
Private Loans	37,070	-	37,070
Cherokee Student Grants	14,000	14,000	-
Shawnee Tribe Student Grants	4,937	4,625	312
Citizen Pottawatomie Stud Grnt	54,688	42,974	11,714
Chickasaw Tribe Std't Grants	67,541	46,143	21,398
OHLAP	197,600	197,600	-
Misc Indial Tribal Grants	52,494	47,194	5,300
Oklahoma Tuition Aid Grant	103,122	103,500	(378)
Subtotal Financial Aid	<u>3,155,559</u>	<u>3,107,427</u>	<u>48,132</u>
Title III Engaging Students in Science	215,157	215,157	-
Ub Math/Science #2	165,980	165,315	665
Ub Math/Science #1	138,604	138,010	595
Upward Bound #2	151,999	151,999	-
Upward Bound #1	199,713	199,473	240
Talent Search West	168,609	168,609	-
Talent Search Central	234,260	234,260	-
Dream Catcher Gear Up	524,550	525,156	(606)
STEM Student Support	147,725	145,800	1,926
Student Support Serices	156,939	157,459	(520)
NASNTI Grant	207,730	207,806	(76)
Carl Perkins	15,518	13,359	2,159
Subtotal Federal Grants	<u>2,326,784</u>	<u>2,322,403</u>	<u>4,382</u>
Care Bears	8,343	4,404	3,939
Nursing Student'S	1,154	2,135	(981)
Residential Deposits	4,845	-	4,845
Professional Staff Council	1,475	827	648
Upward Bound #2 Fund Raiser	444	939	(495)
Upward Bound M/S Fund Raiser	1,405	1,601	(196)
Ub Ms #2 Fund Raiser	75	939	(864)
Upward Bound #1 Fundraiser	1,567	939	628
Subtoal Other Restricted	<u>19,307</u>	<u>11,784</u>	<u>7,523</u>
Total	<u>\$ 5,501,650</u>	<u>\$ 5,441,614</u>	<u>\$ 60,036</u>

Jason Cook
6009 SE 71st Street
Oklahoma City, OK 73135
Feb 19, 2021

Dr. Linda Goeller
Vice President of Academic Affairs
Seminole State College

Dear Dr. Linda Goeller:

It is with sadness and excitement I submit my letter of resignation. I am excited to be getting married this summer and saddened that it means I am leaving Seminole State full time at the end of the semester. My time at Seminole State College has been wonderful; I cannot thank everyone enough for the many opportunities to grow and the friends I made.

My last day at Seminole State College will be May 11th after final grades for the semester are entered. I am happy to help with the transition in any way possible and will continue to be available as an adjunct at least through the summer.

I wish you all the best, thanks again.

Sincerely,

A handwritten signature in black ink that reads "Jason Cook". The signature is written in a cursive style with a large, stylized initial "J".

Jason Cook

STEM Division Chair

Carol Parker
NASNTI-Program Director
Seminole State College
2701 Boren Blvd.
Seminole, OK 74868

February 22, 2021

Letter of Resignation:

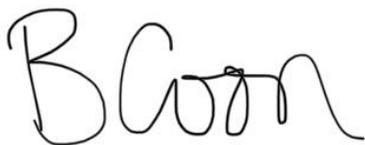
Please accept this letter as formal notification that I am resigning from my position, NASNTI-Coaching Specialist, with Seminole State College (SSC) on Friday, February 26, 2021. I understand that two weeks' notice is standard; however, personal circumstances require that I leave my position at this company by the end of this week.

I am glad to provide any assistance I can during this transition.

Thank you for the opportunities for professional and personal development that you have provided me during my time with SSC.

I have enjoyed working for SSC and appreciate the support that was provided to me during my employment.

Sincerely,

A handwritten signature in black ink that reads "B Coon". The letters are cursive and connected, with a large initial "B" and a smaller "Coon" following.

Bobbie Coon

Valarie Watts, MSN, NCM, RN
405-215-7242
Tkd3dan@msn.com

FEBRUARY 3, 2021

President Reynolds,

Seminole State College, PO Box 351, 2701 Boren BLVD, Seminole OK, 74818

Dear President Reynolds,

After learning that SSC is unable to allow me to work a flex schedule to care for my premature grandson during this pandemic and after attempting to find alternatives, much prayer and deliberation, it is with great sadness that I must resign my position as SSC to care for my family.

I love SSC and my time working with administration, faculty, other employees and especially my students. I am leaving the nursing program in great shape with increased enrollment, a wonderful new curriculum and a full 8 years of national accreditation.

I wish you all the best and I hope and pray that you are able to find a brilliant new director.

Warm regards,

A handwritten signature in black ink, appearing to read 'Valarie J. Watts', with a stylized flourish at the end.

Valarie J. Watts, MSN, NCM, RN

From: Kirsten Stevenson <k.stevenson@sscok.edu>

Sent: Friday, January 22, 2021 8:16 PM

To: Jason Cook <J.Cook@sscok.edu>

Subject: Official Resignation Email

Hi Jason,

I wanted to provide you official documentation of what we already discussed over the phone.

I will not be returning as a professor to SSC next school year. I will consider my last day of employment at SSC to be the final day of my current contract. If there is an alternative last day of employment I should know about, please let me know. Thank you for your support and advocacy. It has not gone unnoticed. I hope that in my short tenure at SSC the students whom I taught received an education that makes SSC proud. I wish SSC and the STEM department the best.

If you have any questions or need any other information, please feel free to contact me.



Kirsten Stevenson

Assistant Professor of Mathematics

405-382-9546 | k.stevenson@sscok.edu

2701 Boren Avenue, Seminole, OK 74868

February 21,2021

This is my official notification that I plan to retire as of October 1, 2021. Twenty-one years ago, today I started at Seminole State College. The plan was for me to work for a year until my husband graduated from East Central. But God had other plans and Daniel started work in Shawnee after graduation. Seminole State College was a great place for me to work and raise our daughter. I have loved working here, but it is time for me to take this opportunity to retire. I want to thank all the wonderful people I have worked with over the years. I wish to participate in the retirement incentive and the retiree insurance plans. I will help in any way I can to get a person ready to take over payroll.

Susan Shumaker
Payroll Clerk

A handwritten signature in black ink that reads "Susan Shumaker". The signature is written in a cursive style with a long, sweeping underline.

Crystal Bray, M.S., R.N.

PERSONAL: Address: 8218 Hwy 9
Wetumka, OK 74883

Telephone: 405-380-7233

EDUCATION: Southern Nazarene University, Bethany, Ok.-Masters in Nursing
Education-December 2011
Wesleyan University, Bartlesville, Ok.-Baccalaureate Degree in Nursing-
May 2008
Seminole State College, Seminole, Ok.-Associate Degree in Applied
Science in Nursing-May 1997
Wetumka High School, Wetumka, Ok.-Diploma-May 1994

EMPLOYMENT:

Self-Employed (2019-Current)

***Nursing Clinical Adjunct/Part-Time Nursing Instructor/Assistant Professor/Assistant Nursing
Program Director-Seminole State College, Seminole Ok. (2010-2019)***

Responsible for the instruction of registered nursing students in the clinical setting. Coordinated with hospital and clinical agencies to ensure productive learning environments for the student. In 2011, transferred into a part-time nursing instructor position. Assumed the role of classroom and clinical educator. Responsible for maintaining a positive learning environment in the classroom and clinical settings. In 2012, accepted full-time Assistant Professor status. In 2014, promoted to Team Leader with the added responsibilities of coordinating the efforts of the sophomore team, as well as calendar revisions and coordinating clinical schedules. From 2016 to 2019, employed as Assistant Nursing Program Director. Duties included classroom instruction, curriculum development, administrative reports, and clinical coordination.

Staff R.N.-Float pool-Henryetta Medical Center (2011)

Primarily stationed in the Medical-Surgical department. Responsible for patient assessment, nursing implementation and evaluation. Worked closely with patients, their families, and staff to ensure optimal care.

Practical Nursing Instructor/Practical Nursing Program Coordinator-Wes Watkins Technology Center, Wetumka, Ok (2004-2009)

Responsible for the instruction of practical nursing students. Monitored students in the classroom and clinical settings. Worked with area hospitals to develop rotational schedules for clinicals. Assist with development and implementation of curriculum. 2009: Promoted to Program Coordinator. Responsible for overseeing the implementation and evaluation of the Practical Nursing Program's policies and procedures. Active in guidance and mentoring students. Responsible for the data entry of local/state reports for various agencies. Held leadership and membership roles on multiple teams.

Staff R.N-Float Pool-Unity Health Center, Shawnee, Ok. (1998-2005)

Primarily stationed in ICU/CCU. Responsible for patient assessment and evaluation. Direct patient care through medication administration, monitoring critical conditions and implementing prescribed treatments. Worked closely with patients, physicians, and other staff to ensure quality care. Cross-trained in obstetrics, nursery, medical-surgical, E.R., and PACU. Comfortable with various computer software used in health care.

Charge Nurse-Wetumka General Hospital, Wetumka, Ok. (1997-1998)

Responsible for supervising LPN's and CNA's, assessing patient needs, charting and noting orders, medication administration, assisting with care and triage of patients in the emergency department.

PROFESSIONAL REFERENCES:

Natalie Kennedy, C.S.T.	Donna Chamber, MS, RN	Brenda Hudson, MS, RN
904 Fireside Estate Rd	18830 Kelli Ln	328 W 4 th St
McAlester, Ok. 74601	Shawnee, Ok. 74801	East Liverpool, Oh. 43920
918-429-5929	405-517-6910	405-205-2103

ATTENTION SSC RESIDENTIAL STUDENTS:

FREE COVID-19 VACCINE SHOTS AVAILABLE

Due to the generosity of the Citizen Potawatomi Nation, a special COVID-19 vaccine clinic will be set up in the Haney Center at SSC next Wednesday morning, March 10, 2021. Students living on campus will have first priority for these shots.

If you are 18 years of age, or older, and want to sign up for the first dose of the Pfizer vaccine, please contact the SSC President's Office ASAP by calling 405-382-9200 or emailing me at l.reynolds@sscok.edu. **Please give us your name and a cell phone number.** *(Students must be adults and able to sign their own consents.)*

Should we fill all our initial 50 slots, we will create a waiting list.



FREE COUNSELING SERVICES FOR ALL SSC STUDENTS



If you are facing emotional difficulties, struggling with anxiety, dealing with relationship problems, having adjustment issues, in need of crisis intervention, or have any other mental health concerns, we encourage you to make an appointment for a confidential counseling session today.



HEATHER ANNIS
LICENSED PROFESSIONAL
COUNSELOR

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President's Leadership Class

Women's Leadership Luncheon



Amy Britt, Chief Executive Officer of Seminole Chamber of Commerce

Amy began her career with the Seminole Chamber of Commerce in August 2008. She has been married to Kyle Britt for 22 years. She has one daughter, Kylie who is 11 years old. She holds a certificate from the Institute for Organization Management from the University of Arizona at Tucson.



Brooke Case, Co-Owner of Kinslow Group

Brooke Case is the Co-Owner and Human Resource Director of Kinslow Group, a Sonic Franchisee located in Prague, Oklahoma. Brooke is a third generation Sonic Franchisee and together with her family has grown the organization to 65 locations operating in Oklahoma, Texas, Mississippi, and Kansas. The Kinslow Group currently has over 2,000 employees. Brooke played for the SSC Belles for two years and received her Associate's degree from Seminole State College in 2004. Brooke then went to earn her Bachelor's degree in Marketing from Oklahoma State University in 2006.



Linda Capps, Vice Chair of the Citizen Potawatomi Nation

Since 1997 Linda has held the second-highest elected position in the Citizen Potawatomi Nation serving approximately 33,000 tribal members. She received a Bachelor's of Arts in Education from the University of Science and Arts of Oklahoma in 1975. She attained her Master's of Science in Education from the University of Central Oklahoma in 1986. In 2014, she was awarded an Honorary Doctorate in Humanities from Oklahoma Baptist University. Additionally, she has worked as a high school business teacher and Indian Education Director at Dover and Tecumseh Public Schools and was an adult educator at Gordon Cooper Technology Center.



Marci Donaho, President & CEO of the Jasmine Moran Children's Museum

Marci has served as Executive Director of the Jasmine Moran Children's Museum for the past 22 years. In 2002, she was named Seminole's "Citizen of the Year." Donaho serves on the Seminole School Board and was inducted into the Seminole Hall of Fame in 2015. She has been nominated three times as one of 50 "Women Making a Difference" in the State of Oklahoma, as recognized by the *Journal Record* newspaper. She received recognition in 2007 as "Tourism Professional of the Year" by the Oklahoma Travel Industry Association and the Oklahoma Tourism and Recreation Department. In 2017, she was recognized by *Leadership Oklahoma* as their Distinguished Graduate.



Dr. Jenna Geohagen, Family Medicine with SSM Health of Seminole

Dr. Geohagen obtained her undergraduate degree in biology from Oklahoma Baptist University. Dr. Geohagen received her medical degree from the University of Oklahoma College of Medicine. She completed her residency at Great Plains Family Medicine Residency Program in Oklahoma City. Dr. Geohagen grew up in the Seminole area and attended Seminole Public Schools.



Theran Hernandez, SSC Associate Professor of Life Science

Theran began working for SSC in 2011 as part of the TRiO program and transitioned to the role of coordinator for the Upward Bound Program. In 2012, she became an Educational Talent Search Advisor and also served as an adjunct instructor. She was hired as a full-time faculty member in 2015. She holds a Bachelor of Science in Biology from Langston University, a Master of Science from Grand Canyon University and a Master of Science from the University of Nebraska in Kearney. She is currently enrolled in a doctoral program at Langston University.



VIRTUAL HIGHER ED DAY 2021



Senator Zack Taylor - *Republican*

Zack Taylor was first elected to the state Senate in 2020 to represent District 28, which includes communities in Lincoln, Pottawatomie and Seminole counties. The Seminole Republican first served as a member of the Oklahoma House of Representatives from 2017-2019.



Senator Shane Jett - *Republican*

Shane Jett is a member of the Oklahoma State Senate, representing District 17. He assumed office on November 16, 2020. He serves District 17, which includes northern Pottawatomie County and eastern Oklahoma County. Previously, Shane served six years in the Oklahoma House of Representatives, becoming the first Republican to represent District 27.



Representative Danny Williams - *Republican*

Danny Williams (Republican Party) is a member of the Oklahoma House of Representatives, representing District 28. He assumed office on November 16, 2020. His current term ends on November 15, 2022. He is from Seminole and represents Pottawatomie and Seminole counties.



Representative Dell Kerbs - *Republican*

Dell Kerbs (Republican Party) is a member of the Oklahoma House of Representatives, representing District 26. He first assumed office on November 16, 2016 and was re-elected for a second term in November, 2020. He is from Shawnee and represents Pottawatomie county.



Representative Danny Sterling - *Republican*

Danny Sterling (Republican Party) is a member of the Oklahoma House of Representatives, representing District 27. He first assumed office on November 16, 2018 and was re-elected in June, 2020. He is from Tecumseh and represents Cleveland and Pottawatomie counties.





Seminole State College **President's Cabinet**

Lana Reynolds, President
Dr. Linda Goeller, Vice President for Academic Affairs
Dr. Bill Knowles, Vice President for Student Affairs
Courtney Jones, Vice President for Fiscal Affairs
Kristin Dunn, Director of Community Relations
Marc Hunter, Director of Information Technology
Mechell Downey, Executive Assistant to the President
Yasminda Choate, Faculty Senate President
Britney Honsinger, Professional Staff Association Chair
Sherri Dykes, Classified Staff Association President
Kelsey Edminsten, Student Government Association President
Tammy Kasterke – Business and Education Division Chair
Jessica Isaacs – LAH Division Chair
Dr. Steve Bolin – Social Sciences Division Chair
Jason Cook – STEM Division Chair
Dr. Noble Jobe – Health Sciences Division Chair
Crystal Bray – Nursing Director
Kelly Hankal – Medical Laboratory Technology Program Director
Shakira Stafford – Physical Therapy Assistant Program Director
Carmen Hutchins – Advisement/Recruiting Director
Mike St. John – Athletic Director
Natasha Rodgers – Bookstore Director
Melissa Nugent – Comptroller
Shane Marshall – Chief of Police
Veronica Taylor – Director of Employment Readiness
Melanie Rinehart – Director of Financial Assistance
Julie Hix – GEAR UP Director
Carol Parker – NASNTI Director
Janna Wilson-Byrd – SSS & STEM SSS Director
Mary Ann Hill – Talent Search Director
Richard Thornton – Upward Bound Director
Holly Wilson-Byrd – HR Director
Sheila Morris – Registrar
Ed Lemmings – Director for Physical Plant and Campus Safety
Mark Hudson – Director of Great Western Food Services

Wednesday, March 10, 2021
Haney Center Utterback Ballroom and Zoom

ENROLLMENT UPDATE
CARES ACT FUNDING
SNOWSTORM DAMAGE AND REPAIRS
VACCINES
GRADUATION PLANS
DIVERSITY, EQUITY AND INCLUSION
ONLINE DEGREE PROGRAMS

Seminole State College

P.O. 351 2701 Boren Boulevard Seminole, OK 74818-0351 (405) 382-9950



December 14, 2020

President Lana Reynolds
Seminole State College

President Reynolds:

I am honored to recommend Chunfu "Jeff" Cheng for tenure at Seminole State College. Jeff is currently an Assistant Professor of Business in the Business Education Division at Seminole State College. In accordance with sections II-6-4 through II-6-10 of the Seminole State College Board of Regents' Policy Manual, Jeff Cheng exceeds all tenure eligibility requirements in teaching, scholarship, and service. Through the tenure portfolio that Jeff submitted, evidence abounded to support that Jeff demonstrates excellence in teaching with a superior rating. As evidenced through the portfolio, he has met the procedures required for tenure application by the Seminole State College Board of Regents and the tenure application is complete. This letter shall serve as the written report required by the board policy.

As verified by his academic transcripts, Jeff meets the Higher Learning Commission of the North Central Association expectation that Seminole State College instructors who teach curriculum for transfer to a baccalaureate program have a master's degree in their teaching discipline or a master's degree and a minimum of 18 graduate hours in their teaching discipline.

Jeff's Tenure Portfolio provides evidence of Jeff's excellence in teaching, scholarship, and service. For teaching, Jeff provided several samples of Student Feedback from Classroom Instruction. One of the comments from his student feedback stated "... Professor Cheng is always enthusiastic and is willing to work with any student as long as they are willing to work too. He is one of my favorite professors I've experience so far, and I hope to take one of his classes again." Showing that Jeff values scholarship, he included a course certificate for an online non-credit course through Yale University. His efforts in scholarship extended to taking courses just because he was interested in the topic. As the Phi Theta Kappa Sponsor, Jeff teaches students about service by providing them the opportunity to serve in a variety of community service projects. Jeff's work and portfolio are exemplary.

In Jeff's time at SSC, he has learned to adapt to the SSC culture. He describes this culture as a family culture and recognizes the support that each person gives to the others. He enjoys sharing similarities and differences with the students as he describes the struggles he has overcome as a student. He encourages the students by getting to know them and walking them through the steps to becoming better students. Through interacting with the students and continuing his professional development, Jeff has learned to listen more intently to the students to find ways to help them.

While a big part of the tenure process is showing evidence of performance, an equally important part involves looking ahead to future efforts. Jeff has planned two projects that he intends to begin at SSC. Through his sponsorship of Phi Theta Kappa, he plans to implement a peer mentoring system where each PTK member will mentor a student outside of PTK. He also hopes to conduct

another Global Studies trip to China in the next five years. His plans for the future show that he is not content with achieving tenure but that he wants to continue making a difference at Seminole State College.

With the preponderance of evidence that Jeff has supplied, I have determined that Jeff is a faculty member who meets the Seminole State College Requirements for the privilege and honor of tenure.

Thank you for your attention and consideration. If more information is needed, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Linda S. Goeller".

Linda S. Goeller, Ph.D.
Vice President for Academic Affairs

Chunfu "Jeff" Cheng Tenure Recommendation Letter

Dear President Reynolds and Board,

I have the great pleasure of recommending Chunfu "Jeff" Cheng to you as a candidate for tenure. He has completed all the necessary requirements to apply for tenure as you can see outlined in his tenure portfolio. More importantly, Jeff is a valued member of the faculty at Seminole State College and his contributions to campus have been very important, not only to the Business and Education Division, but to the campus as a whole. Since he became employed at Seminole State College in 2011 until now, he has shown tremendous growth. He is a walking example of the idea in our mission of "lifelong learning". He continues to challenge himself and grow in his knowledge, including currently working on his Doctor of Education (Ed.D.) degree from Northeastern University. This growth is not only good for him personally, but it is also a wonderful example for our students and increases his value and abilities as an instructor.

Jeff truly enjoys working with students. Whether engaging with them in the classroom or online, through academic advisement, or through his involvement in PTK, he is always happy to go the extra mile and be of assistance to them. He wants them to be successful in whatever endeavors they choose to undertake. Some of the student feedback on instruction that he has received include comments such as: "You are awesome. The world needs more professors like you." "This class has been simply put, excellent." "I think you are a great professor and it's very clear you know so much." With feedback like this it is easy to see that he is a student favorite in the Business and Education Division. I do not know what we would do without him. He is always willing to step in and help whenever needed. He is indeed an asset to Seminole State College.

While I have only been Division Chair for a short period of time, I have had the privilege of working with Jeff for several years. He is always there to provide advice or brainstorm ideas for new and different ways to approach the challenges facing our division. Jeff can always be trusted to follow through with whatever task he is assigned. He is a team player and an essential part of our division.

It is with great pleasure that I highly recommend Jeff for tenure.

Sincerely,


Tammy Kasterke
Business and Education Division Chair
Assistant Professor of Business

Seminole State College Tenure Application

Summary of Evidence

I. Candidate's Name: Chunfu "Jeff" Cheng

Social Security Number: 440 / 293 / 054

II. SSC Employment Record: From - 07/2014 To - October 2020

Date Present Date

Part-time NA Full-time Yes

Inclusive Dates Inclusive Dates

III. Courses Taught at Seminole State College:

Course Code	Course Title	Dates Taught
(NURS 1421)	(Health Deviations I)	(Date of Hire–Dec.2006)
BA 1003	Introduction to Keyboarding	Aug. 2014-Dec. 2014
BA 1123	Introduction to Business	Aug. 2017- Dec. 2020
BA 2113	Macroeconomics	Jan. 2015- Summer 2017
BA 2123	Human Relations	Jan. 2020-May 2020
BA 2213	Microeconomics	Jan. 2015- Summer 2017
BA 2233	Business Communication	Jan. 2019- Dec. 2020
BA 2243	Personal Finance	Aug. 2017-Dec. 2020
BA 2253	Business Statistics	Aug. 2017- Dec. 2020
BA 2403	Principles of Business Management	Aug. 2020-Dec. 2020
BA 2423	Business Ethics	Jan. 2016-Dec. 2020
BA 2513	Principles of Marketing	Jan. 2016- Dec. 2020

CS 1103	Introduction to Microsoft Office	Aug. 2014- May 2017
CS 1183	Information Security	Jan. 2017- May 2017
CS 2013	Programming in C++	Jan. 2015- Dec. 2016
CS 2643	Advance Excel	Jan. 2017- May. 2017
CS 1113	Programming in Visual Basic	Aug. 2014- Dec. 2016
CS 1313	Programming in Java	Jan. 2017- May 2017
ENG 2403	Global Studies in LAH	Jan. 2017- May 2017
ENGR 1113	Introduction to Engineering	Aug. 2014- Dec. 2016

IV. Current syllabi on file for: BA 1003, BA 1123, BA 2113, BA 2123, BA 2213, BA 2233, BA 2243, BA 2253, BA 2403, BA 2423, BA 2513, CS 1103, CS 1183, CS 2015, CS 2643, CS 1113, CS 1313, ENG 2403, ENGR 1113

V. My personnel file is current and complete: Yes No

VI. Summarize Student Feedback on Instruction. (Suggestions: Discuss assets and strengths. Discuss your teaching style and elaborate on your development over time.)

During the past 6 years of teaching, I truly enjoyed every bit of being an educator in the classroom. I strive to provide the best learning experience to my students whether it's in the classroom for face to face instruction courses or virtual online courses. In addition to the campus assessment survey, I also collect student feedback myself at the end of semester and study those evaluations carefully to improve my course curriculum and teaching style.

I would like to share some of my strengths that I believe have been very beneficial to my students. First and foremost, I always try to make all my course curriculum and structure clear and easy for students to follow. I also make sure to provide detailed guidance and instructions so my students can access and navigate the campus Learning Management System without issues, particularly for online courses. Over the 6 years of teaching, I have modified and updated my courses curriculum every semester, so students feel more enjoyable to learn the course content. Secondly, I have studied and adopted the Transformative Learning Theory which emphasizes learning through active engaging and participation, as I believe this method of learning is one of the most effective way for students to gain and understand the new knowledge. Students in my classroom are always actively participating in classroom discussions and engaging in working projects with each other. Thirdly, I am a firm believer that education is the most powerful way to change a student's life. Because of my own personal background and experience, I have benefited from higher education and can testify to this truth. As such, while maintaining the house rules in the classroom, I am intentional in sharing my personal stories with my students so they see me as an approachable professor and know that I truly cares about them and have many things in common with them. Here is some feedback on instruction I have received from students over the past 6 years:

"You are awesome. The world needs more professors like you."

"Personally, I feel I learned more because of how laid back this class was. We did tend to go off topic, but that made the class interesting. Three hours is a lot of time to spend in one class but by allowing students to be hands on and participate in class discussions allowed us to feel comfortable."

“You taught this class really well. I took macro at home and I didn’t learn anything. With you, I actually learned and understand economics better. Keep the same class format, it makes the learning experience easier.”

“This class has been, simply put, excellent. I would like to thank you for both the knowledge, and the experience that you have given me this semester.”

“I enjoyed the caring attitude you brought to me and the other classmates. You definitely made it known that you care about each of our futures and normal day life. I am extremely thankful or that!”

“I think you are a great professor and it’s very clear you know so much. Never lose your humor it keeps the class fun, helps ‘us’ the students realize you’re a person too.”

“Jeff, you are a great Economics professor. Thank you for giving me a good understanding of Economics. I plan to use all of the knowledge learned throughout the two semester I had you in class to help earn my Bachelor’s degree in Business. You are a good guy! Hope Seminole treat you right because you deserve it.”

“You have a lot better humor than I thought you were going to have which ultimately made this one of my favorite classes.”

“At times it seemed like it was too much, but your words of encouragement kept me going. Thanks for the inspiration. I’ll miss having you as a professor.”

VII. Summarize your evaluations completed by Division Chairs. (Suggestions: Discuss your assets and strengths. Reflect on your evaluations and teaching growth has come about after reviewing evaluations.)

After reviewing the evaluations from my Division Chair, I believe I have the following strengths that can be an asset to the institution. First of all, I strive to create a positive relationship with everybody in my surrounding working environments, including students, colleagues, and stakeholders as I believe that it's important to cultivate an open and welcoming environment for people to feel comfortable being themselves and encouraged to pursue their educational goals. Secondly, I am a team player who is always willing to bring my best to the table and do what is the best for the students, the division, and the college. I have served as an active member of various campus committees in addition to my teaching responsibilities and really enjoyed the opportunities to gain experience and exposure to different aspects of the institution. Thirdly, I strive for continuous personal and professional improvement of myself as an educator in the classroom by seeking out development opportunities and enrolling courses from prestigious institutions. Two years ago, I decided to further my educational career by applying for a doctoral program at Northeastern University and was accepted into the program. I am willing and ready to devote the rest of my career to higher education and be a scholarly practitioner to make a difference. Here are a few quotes from the evaluation forms by my Division Chair.

“Team player: Jeff is always willing to do what is best for the students, the division, and the college including agreeing to teach an evening section of Macroeconomics on very short notice, helping his colleagues, volunteering in the DEPC.”

“Jeff is an active member of many committees and campus organizations”

“Jeff enthusiastically collaborates on division goals and projects”

“Jeff seeks out continuing education opportunities. At least once annually he completes an online course through a reputable institution for example MIT and University of California at

Berkeley. Additionally, Jeff has volunteered to attend a transformative learning conference in early 2017.”

“Builds strong relationships with students - Jeff creates a welcoming and engaging classroom environment by using students' names and asking questions about their lives. Jeff realizes the importance of rapport and works to create a positive learning environment.”

“Jeff regularly seeks out educational opportunities for himself. About once a year he completes an online course from a reputable institution, MIT for example. Jeff volunteered to attend a transformative learning conference during the evaluation period.”

“Jeff cultivates and maintains strong relationships with students. He lets students know he cares asking questions about their lives and chatting during office hours.”

“Jeff builds and maintains strong relationships with his colleagues, students, and SSC stakeholders.”

VIII. Summarize your course content and pedagogic development. (Suggestions: Discuss your assets and strengths. Discuss your growth as a teacher in content, pedagogy and use of electronic tools.)

Over the past six years of my teaching career, I have continued to develop and improve my teaching pedagogy by focusing on the Transformative Learning Theory which stresses the importance of proactive learning through active classroom engagement and participation. Every semester, I would update my courses curriculum and content, so they will be more enjoyable for students to engage in the classroom discussion and connect the course content to real-life case simulations and case studies. I intentionally develop group projects for students to work together, so they can discuss with each other and collaboratively work together to seek solutions for the

problems. Classroom participation and engagement play a key role in a student's success in school. I often develop projects, mutual discussions, and assignments that will stimulate and teach students critical thinking and problem-solving skills. These assignments also include useful real-world applications of productions, design, content, and terminology. In every course I teach, I challenge each student to participate in classroom discussions and group projects to not only help students develop critical thinking and analytical skills, but also provide opportunities for students to build peer relationships, which I consider are essential to student success. I encourage students to share opinions with each other and mentor and support each other, as I firmly believe that collaborative group studies help most students learn more effectively than self-study. In class, I encourage students to speak out and ask questions during discussions. I also seek to get to know my students on a personal level by reaching out and talking to them individually. I never give up on any student no matter what situation they are in or what grade they might have. I also encourage students to help each other. I want my students to leave the classroom feeling empowered because they are equipped with the knowledge and skillset to pursue their desired career, and are capable to perform at a high level to develop, create, and explore their own innovative and original ideas and designs.

I believe online learning is the trend and future of higher education. This pandemic has accelerated this process, so I decided to update my online teaching pedagogy in order to meet the needs of students. Students who are born in the past ~20 years tend to be "tech-savvy" and know how to utilize the technology proficiently. Therefore, I learn to develop my online content by adopting more photos, online videos, and simulations. I also use the Zoom software for online instructions and for students who cannot attend face to face courses due to various reasons during this pandemic. I have noticed that students who take online courses do not have much

interactions with their instructors, so I intend to host virtual online chat with my students once every few weeks to listen to their thoughts and answer their questions. Here I would like to list a few feedback on course content and pedagogic development from my students.

“It kept me excited about coming to class every day, to see what project or challenge we were going to be faced with next. The projects were definitely the best part. And Professor Cheng was a great teacher overall and very knowledgeable!”

“I did learn a lot from the course. This course makes me want to take more business classes and learn more.”

“I love that you engaged everyone in the class. Also love that you took the time to make sure everyone knew what was going on instead of just flying through everything. By far, one of my favorite professors because you genuinely care about helping us learn.”

“Overall, I really enjoyed the course as a whole. My favorite thing that we did was watch Shark Tank and answer questions about the episodes. You are a great professor and I really enjoyed your class.”

“I liked the way the course was designed (like we would go over things before quiz). I felt it was easy to understand as soon as you go to class. Every student in this class had enough attention, which is good.”

“I think all of the people in this class worked together to make sure everybody understood what was going on. We’ve kind of like a family in this class.”

“I learned that I can do statistics. I enjoyed this course; I made new friends and learned a lot from our teacher. I did not know what to think at first but with the help from the teacher, videos, assignments, and friends, I passed. Hope to have more classes with Professor Jeff Cheng.”

“Business Statistics was a new experience for me and I enjoyed it very much. The class was very informative because you as a Professor explained the steps in solving the problems clearly. The course was easy and difficult, but it was a good thing.”

“Coming into this class in January, I was really nervous, just because of the name. Once we got going and through a few lessons, it was so interesting and fun. I can honestly say I learned a lot in this class, and I can say that because you are a great professor. The flipped classroom style of teaching was so interesting, unique and helpful, it broke every lesson down and made me understand each one thoroughly. Overall, keep doing what you’re doing and good luck on the rest of your career and education. You’re a great professor and person and that’s hard to find.”

IX. List all current professional memberships and how each membership has impacted your teaching. (Suggestions: Discuss your assets and strengths. Explain how professional memberships have contributed to your service and scholarship as a faculty member.)

I am an alumnus of Seminole State College and Oklahoma City University. I am also a member/alumnus of Phi Theta Kappa (PTK) International Honor Society. I was an active member at Northwest Chinese Church for seven years and a current member at Southern Oklahoma Chinese Baptist Church.

The first three organizations are in the higher education area, which allows me to continue to serve higher education and contribute my time and effort to make a difference. As an alumnus of SSC, I had the opportunity to come back to be an educator in the environment I am familiar with. This platform gives me the opportunity to reconnect with my previous professor (now colleagues) and work together to shape the future of higher education and students’ lives.

Through SSC and my previous experience of being a PTK member, I had the privilege to be the faculty sponsor of PTK. For the past four years, I have provided guidance and vision to students to get involved with community services, which also makes a difference in the students' lives through their engagements with PTK. Being the alumnus of OCU, I have built and maintained a great relationship with many professors in the business school. Through my connections, I was able to bring OCU and SSC together and build a path to facilitate the transfer relationships of SSC students to OCU. Because of the strong relationships, OCU business school decided to offer PTK scholarships and transfer scholarships for SSC students. Over the years, OCU had sent advisors to SSC campus, admission's office and my classroom to recruit SSC students. I also took a group of business major students in 2018 to tour the OCU campus. Because of the close relationships, I've had SSC students transferring to OCU and graduated from OCU. Being an active member in the church gives me the opportunity to serve the Chinese people and God and give back to the Chinese community. In summary, these memberships allow me to continue my service for students outside of classroom in the higher education and meanwhile, make a difference in my small world by serving the community and society surrounding me.

X. List and discuss your scholarly achievements, development, and contributions.

(Suggestions: Discuss your assets and strengths. Discuss how your scholarly growth enhances your teaching and contributes to knowledge in your teaching field.)

I actively seek for continuous improvement which indirectly contributes to the success of my students. In today's fast-changing world, I constantly improve myself to be a better educator through professional development, such as attending conferences, webinars, and workshops. Additionally, I do research and read articles on the courses that I teach to ensure that I am

providing up-to-date course content relevant to an ever-changing society. I have enrolled six non-credit online courses that are from world prestigious institutions, such as Yale University, MIT, etc. By enrolling these courses, I not only can learn knowledge that related to my teaching files from the best institutions in the world, but also do I learn the most up-to-date course materials. For example, in order to be more knowledgeable for the Microeconomics and Macroeconomics courses I teach, I enrolled and completed a Macroeconomics online course from the University of California—Irvine.

Teaching is my passion, my purpose, and my opportunity to positively impact the lives of others. Teaching gives me opportunity to touch lives. For this reason, I strive for improving myself and making a bigger impact professionally. Two years ago, I was accepted into a doctoral program in Higher Education Administration at Northeastern University in Boston. About a month ago, I completed all the doctoral coursework with a 3.97 GPA and successfully passed my dissertation proposal. Within less than a year in July 2021, I anticipate graduating with my Doctor of Education (Ed.D.) degree from Northeastern University, which will be my fifth college degree (I currently hold two Master's degrees, one Bachelor's degree, one Associate's degree). I believe self-improvement and continuous subject-area learning to be every bit as important to student success as are teaching techniques inside the classroom.

XI. List and discuss your involvement in SSC committee work. (Suggestions: Discuss your assets and strengths. Discuss how your committee work contributes to the growth, well-being and mission of Seminole State College.)

Since I started to teach full-time at Seminole State College, I have always been actively serving on various committees. For the past six years, I have served on the following

committees: Assessment of Student Learning Committee (ASLC), Distance Education Committee (DEC), Global Study Committee (GSC), 2016 and 2018 In-Service Committee and Faculty Senate Academic Issues Committee, and four different campus hiring committees. While serving on the ASLC, I researched the definitions of extra-curriculum activities and co-curriculum activities and assisted my colleagues to distinguish the difference to better evaluate the assessment of on-campus co-curriculum activities, which was required by HLC. I have served on the DEC committee for over five years. Throughout the years, I have contributed to the discussions and planning of online course learning and LMS training during the monthly meetings. I often got involved in the discussions of improving and creating our online learning environments for everyone on campus. I started to serve on the GSC committee since the first year of my employment. As I had the working experience and connections in the tourism industry, I led a global study tour in 2017 to China. By serving on this committee, I was able to contribute my opinions and ideas to the global study policies on campus to provide students and community members a more enjoyable and safer trip. I helped to contribute the planning of the in-service meeting by serving on In-Service Committee. A few years ago, I also served as the chair of the Academic Issues Committee. I led the discussion to make campus wide procedures of administrative grades report, students' absences, and electronic grade book. I had the honor to serve on four different campus hiring committees for the past six years, for which I contributed my time and knowledge to the discussion and decision-making process to select the best candidate for Seminole State College.

In summary, serving on different committees helps me to better understand the operation of the college from different perspectives and allows me to work with my colleagues as a team and develop deeper relationships with them. More importantly, I regard the opportunities to

serve on various committees as an honor to contribute my time, knowledge, and expertise in areas that are crucial to the mission of Seminole State College - to empower people for academic success, personal development, and lifelong learning.

XII. List and discuss community/civic activities and organizations. (Suggestions: Discuss your assets and strengths. Discuss how working with community/civic activities and organizations demonstrate service and contributions to Seminole State College, the five-county College service area, and any outside service of your teaching responsibilities.)

I understand and believe that it is important to give back to the community, so I always look for opportunities to get involved with community services. Starting from 2016, I volunteered to be the faculty sponsor of Alpha Theta Nu Chapter of Phi Theta Kappa International Society. Through this platform at SSC, I have the honor to lead and advise students to give back to the community and get involved with community services every year, such as attending Trail or Treat at Halloween, involving Angel Trees for Christmas, helping with SSC Food Pantry, raising money for American Cancer Society at Relay for Life, etc. In addition, I actively get involved with other off-campus community services during my spare time, such as volunteering at the Regional Food Bank of Oklahoma, being a volunteer at the Oklahoma City Memorial Marathon in 2016, and giving a lecture to high school students, etc. I have been the treasurer and board member for Bluestem Homeowner's Association in my neighborhood since 2017. I also actively served as one of the leaders at a Chinese church for the Chinese community at OKC from 2012-2019. I have received so much help and blessings from other people over the years, so I know it is important to give back and pay it forward. All these experiences of

community involvements help me to be a well-rounded person and also give me the opportunities to make a difference to my surrounding environment.

FACULTY TENURE POLICY AND PROCEDURE (BP)

The following tenure policy revision was adopted by the Seminole State College Board of Regents in October 2004. Provisions apply to non-tenured faculty members from the date of adoption and thereafter. Faculty members who were tenured prior to the policy revision in 2004 will retain tenure, subject to future tenure review.

Definition of Tenure

“Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society [...]. After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies" (AAUP, 2001, pp. 3-4).

Tenure describes faculty members who have met the requirements of this policy. Tenure is a reciprocal state in which the faculty member commits to an on-going effort to achieve excellence and the institution commits to support the achievement of excellence and to retain the faculty member. Tenure is justified by the critical protection it affords to academic freedom.

Definition of Faculty

For the purposes of tenure, faculty is defined as those whose greatest concentration of duties are classroom teaching and who are on full-time faculty contracts at the College.

Eligibility for Tenure

Faculty are eligible to apply for tenure at the conclusion of a probationary period which is defined below. All faculty new to Seminole State College must serve a probationary period of four continuous years as a full-time faculty member and must have earned a master's degree with 18 graduate hours in the primary teaching field (i.e., life sciences, physical sciences, nursing, business administration, computer science, child development, among others) prior to applying for tenure. This four-year period provides for annual evaluation, notification of unsatisfactory work, an opportunity to address deficiencies, a determination of program viability, and for the faculty member to become involved with the institution and its five-county service area. Application for tenure may be made during the fifth year of continuous full-time service or any year thereafter.

POLICY: II-6-5

Faculty Tenure Status

A faculty member in tenure application status is a tenure-eligible faculty member, as defined above, who has chosen to enter or re-enter the tenure procedure. A non-tenured faculty member is a faculty member who is not entering or re-entering the tenure procedure.

Criteria for Judging Tenure Applications

In support of the primary functions of the College, faculty considered for tenure must show evidence of quality performance in three: teaching, scholarship, and service. Priority shall be given to faculty activities which are supportive of the philosophy and purposes of the College. Teaching is defined as instruction to impart knowledge or skill to students within the formalized academic processes and structures of the College. In considering evidence for tenure, faculty who do not demonstrate superior teaching excellence will not be tenured. Scholarship is defined as academic learning or achievement systematically advancing knowledge or skills in a field of learning. Service is defined as actions contributing to the advancement or enhancement of others beyond the scope of expected work assignments and duties. Activities of the faculty member shall be judged in terms of the impact which they have in promoting desirable educational progress within the College and within the five-county service area of the College.

Evidence submitted to support a recommendation for tenure will be judged according to the pattern of performance which it reveals. The pattern should show both recent performance as well as a history of performance over the period of employment at Seminole State College.

During the faculty member's probationary period, the faculty member shall gather and organize evidence for inclusion in a Tenure ~~Application Portfolio~~.

Criteria for Judging Faculty Performance

1. Teaching Function
 - a. The faculty member is able to produce evidence of student learning as specified in course goals and objectives. Such goals and objectives shall be consistent with program and divisional goals and objectives.
 - b. The faculty member has established positive colleague and student relationships.
 - c. The faculty member contributes to program development and program implementation in ways consistent with the philosophy of the College.
 - d. The faculty member applies methodology, concepts, processes, and principles central to the curriculum taught.
2. Scholarship
 - a. The faculty member participates in in-service, colloquia, and other professional development opportunities.
 - b. The faculty member is involved in professional organizations and activities appropriate to his/her teaching field(s).
 - c. The faculty member engages in activities and learning experiences enabling him/her to maintain current knowledge of his/her teaching field(s).
3. Service Function
 - a. The faculty member provides service to the College outside of his/her teaching responsibilities.

POLICY: II-6-6

- b. The faculty member provides service to students that are outside of his/her teaching responsibilities.
- c. The faculty member provides service to groups of his/her choice in the five-county College service area.

Tenure Density

Faculty members eligible for tenure at Seminole State College, but for whom a tenure position does not currently exist due to faculty tenure density at the College shall be protected to the fullest extent possible. In the interim, these faculty may be reappointed annually as non-tenured until such time as the tenure density at the College allows for additional tenured faculty.

No part of this policy shall be construed to imply that faculty members waiting for tenure density to decrease shall be accorded automatic tenure status without final review of the tenure recommendation file. Nor does this imply that a person awaiting tenure due to tenure density shall be denied promotion if he/she qualifies for such promotion.

At Seminole State College, the maximum tenure density is 60 percent based on 40 full-time faculty or an average number of full-time faculty from the previous five years, whichever is higher. Tenure applications exceeding the 60 percent limit may be considered by the Board upon recommendation with justification by the President.

Tenure Application Procedure

During the fifth year of continuous full-time service, or any year thereafter, faculty applying for tenure shall complete a Tenure Application Portfolio. The completed Tenure Application Portfolio shall be placed in a three-ring binder and submitted to the Division Chair by November 1. The Tenure Application instruction packet is available in the Office of Academic Affairs. Applicants are advised to confer with the Division Chair throughout the process. The packet will include helpful checklists of required documentation. In the years of teaching prior to applying for tenure, the faculty member shall gather and organize evidence for inclusion in the Tenure Application Portfolio.

POLICY: II-6-7

Steps in the Tenure Application Procedure are as follows:

1. Tenure Application Portfolio

The Portfolio should be placed in a three-ring binder and contain the following materials in sequential order:

- a. *Summary of Evidence*

The candidate shall write a self-evaluation of assets and strengths and a summary of materials in the Tenure Application Portfolio. This document should not exceed four 8 1/2 X 11, double-spaced typed pages.

- b. *Resume*

The candidate shall include a current resume. The candidate shall ensure that his/her personnel file is complete and contains a current resume.

- c. *Transcripts*

The candidate shall include copies of official, current transcripts. The candidate shall ensure that his/her personnel file contains official, current transcripts.

d. *Evidence of Meeting Criteria*

The candidate shall organize and include in the file the materials relating to the Criteria for Judging Faculty Performance” that shall have been gathered in the years of teaching prior to applying for tenure.

Suggested evidence for evaluating the Criteria for Judging Faculty Performance regarding Teaching (correlates to criteria for teaching in section on Criteria for Judging Faculty Performance) is:

- a. Course handouts
Course presentations
Course lecture notes
Laboratory investigations
Division chair evaluations of faculty
Relevant examples of student work
- b. Letters, notes, recommendations and/or awards from students
Letters, notes, recommendations and/or awards from colleagues
- c. Minutes of meetings regarding development/revision curriculum
Syllabi of courses developed/revised
Completed Oklahoma State Regents for Higher Education degree program addition/modification forms
- d. Course assessment tools and results
Student Feedback on Instruction results

POLICY NUMBER: II-6-8

Suggested evidence for evaluating the Criteria for Judging Faculty Performance regarding Scholarship (correlates to criteria for Scholarship in section on Criteria for Judging Faculty Performance) is:

- a. Programs and agendas
Certificates of completion
Notes or articles acknowledging attendance
- b. Programs, agendas, newsletters
Letters, notes or articles acknowledging participation
- c. Published or copyrighted articles or materials
Research, performance or art show documentation

Suggested evidence for evaluating the Criteria for Judging Faculty Performance regarding Service (correlates to criteria for Service in section on Criteria for Judging Faculty Performance) is:

- a., b., and c.:
- Committee appointment letters
 - Meeting minutes
 - Notes, letters acknowledging contributions
 - Reports
 - Publicity materials

Awards, honors, certificates

- e. *Syllabi*
The candidate shall include current syllabi of courses taught.
- f. *Tenure Team Classroom Performance Evaluations*
- g. *Tenure Application Committee Interview Form*

3. Tenure Application Committee

In order to complete the application, the candidate should form a Tenure Application Committee consisting of five colleagues, one of whom may be the Division Chair, and two of whom are outside the candidate's discipline. Faculty in Divisions with less than three colleagues may seek an exemption with the approval of the Division Chair and the Vice President for Academic Affairs. The majority of the committee shall be tenured faculty. The candidate should determine if each colleague has time and is willing to serve as a member of the candidate's Tenure Application Committee. The Committee shall meet with the candidate to review and take action on the Colleague Classroom Performance Evaluations and the completed Tenure Application Portfolio (see 4, 5, and 6 below), applying the criteria set forth in this policy.

POLICY NUMBER: II-6-9

4. Colleague Classroom Performance Evaluation

When the Division Chair receives the candidate's Tenure Application Portfolio, the Chair will appoint two faculty from the candidate's Tenure Application Committee who will join with the Vice President Academic Affairs in a classroom evaluation of the candidate.

The Classroom Performance Evaluators will submit written evaluation reports to the candidate's Division Chair. These reports, as well as that of the Division Chair, will become part of the candidate's Tenure Application Portfolio.

- a. *Colleague Classroom Performance Evaluation Procedure*
 - (1) Each colleague and Division Chair, hereinafter known as the evaluators, shall review the syllabi prepared by the candidate before visiting a class session. Evaluators shall each visit a different course, or if the candidate has only one preparation during the tenure application semester, different class sections.
 - (2) The evaluators may confer with the candidate and with students regarding the syllabus and the course before and after the classroom visit. Each evaluator will review the completed Colleague Classroom Performance Evaluation with the candidate before submitting the form to the Division Chair.

- (3) Evaluators may elect to visit the candidate's classroom unannounced or to confer with the candidate before visiting. Evaluators may also elect to visit the classroom up to three times before completing the evaluation form.
- (4) Evaluators should use the review of the syllabi, conferences and classroom visits in order to complete the evaluation form. Upon completion, the evaluator shall submit this form and the recommendations to the candidate's Division Chair, after having shared the evaluation with the candidate.
- (5) Colleague Recommendations: In a typewritten statement, each colleague shall address the candidate's qualifications for tenure by citing his/her assets, strengths, limitations, and contributions to the institution.

5. Tenure Application Interview

The Division Chair will interview the candidate after the classroom evaluations and colleague evaluations and will request that the colleagues participate in the interview. In order to ensure uniformity among divisions, each Division Chair will use the Tenure Application Committee Interview Form and file it in the candidate's Application Portfolio.

POLICY NUMBER: II-6-10

Division Chair Action on Tenure

The Colleague Classroom Performance Evaluation, colleague recommendations and interview must be completed and filed by December 1, at which time the Division Chair reviews the completed Tenure Application, the candidate's personnel file, and prepares a written report. The Division Chair, after reviewing all evidence, will submit to the Vice President for Academic Affairs a written recommendation to approve or deny the tenure request.

The Division Chair will then confer with the candidate, announcing his/her recommendation and providing the candidate with a copy of the Division Chair's report by December 15. If the Division Chair cannot recommend the candidate for tenure consideration, the candidate may file an appeal in accordance with institutional policy.

Vice President for Academic Affairs Action on Tenure

If the Division Chair recommends the candidate for tenure, the Division Chair submits the completed Tenure Application Portfolio to the Vice President for Academic Affairs no later than January 1.

The Vice President for Academic Affairs has until February 1 to review tenure candidates and their respective Tenure Application Portfolios, and to prepare a written report for each candidate, recommending or not recommending candidates for tenure. The Vice President for Academic Affairs will confer with each candidate and with each candidate's Division Chair jointly, reviewing his/her report with them and providing a copy of this report to them.

The Vice President for Academic Affairs submits his/her recommendation with documentation to the President by February 15. The President shall then recommend candidates for tenure at the next regular Board of Regents meeting for Board action. After Board action, a copy of the Tenure Application Portfolio and the Board decision become a part of the faculty member's personnel file. The original Tenure Application Portfolio is returned to the faculty member.

If the Vice President for Academic Affairs and/or the Division Chair do not recommend a candidate for tenure, the Vice President for Academic Affairs and/or the Division Chair will prepare a written report, specifying the reasons for not recommending tenure and will review the report with the candidate. The Vice President for Academic Affairs and/or the Division Chair may take the following actions:

- (1) Assist the candidate in establishing a specific set of goals and objectives, with timetables for the candidate's improvement to provide an opportunity for the candidate to become tenured.
- (2) Recommend that the faculty member remain in non-tenured status.

Tenure Reapplication

A continuously employed faculty member may re-enter the tenure application process after having completed at least one additional academic year on contract if the faculty member has achieved the specified goals and objectives in the timetable established. A faculty member may re-enter the tenure application process no more than twice.

REFERENCE

American Association of University Professors (2001). *AAUP policy documents and reports* (9th ed.). Washington, D.C.: American Association of University Professors.

DATE OF ADOPTION: October 21, 2004
REVISION DATE (S): February 19, 2015

LEGAL REFERENCE:

RELATED ADMINISTRATIVE RULES AND REGULATIONS: _____

Seminole State College

RESOLUTION

Opposition to Guns on Campus

BE IT RESOLVED, the members of the Seminole State College Board of Regents support maintaining the current law regarding weapons on campus, in which the President has the discretion to allow individuals to carry weapons on campus when the individual circumstances warrant it. We strongly oppose any changes to state law regarding weapons on college and university campuses.

THE Seminole State College Board of Regents respectfully requests that all necessary actions be taken by the Oklahoma Legislature to prevent the potentially tragic unforeseen circumstances that could occur as a result of any bill that would change the current law regarding open or concealed carrying of firearms on higher education campuses.

Approved this 25th day of March, 2021.

Curtis Morgan, Chair
Seminole State College

TITLE:

FINANCIAL DISCLOSURE STATEMENT (BP)

At Seminole State College, it has been determined through the following criteria that each member of the Administrative Council and the members of the Board of Regents are required to complete a Financial Disclosure Statement.

- A. The following individuals shall file, by paper form or computer diskette, or electronically transmit a statement of financial interests:
 - 1. a state officer except for those excluded from the definition of a public member;
 - 2. the chief administrative officer and the first assistant administrative officer of a governmental entity;
 - 3. a state employee who determines state policy or who makes final spending decisions for the state or any governmental entity;
 - 4. an individual who is a candidate to become an elective officer; and
 - 5. a public member.

- B. A person who makes final spending decisions shall include a person who:
 - 1. participates in the review and analysis of bid specifications;
 - 2. assists in the review and analysis of bids;
 - 3. recommends for selection bidders;
 - 4. prepares or approves requisitions for purchases against previously bid statewide or agency issued contracts;
 - 5. are in the claim preparation or approval process who can exercise discretion and who can cause previously made purchasing decisions to be reviewed before payment is made.

- C. A person who makes final spending decisions shall not include a person who:
 - 1. performs clerical duties related to purchasing and claim processing; or
 - 2. is involved in substantive purchasing duties but is restricted to individual purchases of less than twenty-five hundred dollars (\$2,500).

- C. A full-time or adjunct faculty member of the Oklahoma State System of Higher Education, who neither determines state policy nor makes final spending decisions for the state or any governmental entity, shall be not required to file a statement of financial interests.

DATE OF ADOPTION: December 14, 2000
REVISION DATES:

LEGAL REFERENCE:
74 O.S. Supp. 2000, Ch. 62,
App.

RELATED ADMINISTRATIVE RULES AND REGULATIONS: _____

Memorandum

To: Lana Reynolds, President
From: Courtney Jones, Vice President for Fiscal Affairs
Date: March 10, 2021
Re: Raymond Harber Field House HVAC Unit Replacement

Seminole State College has followed policy set forth for purchases in the amount of more than \$25,000.00 for the Raymond Harber Field House HVAC Unit Replacement:

Dense Mechanical- \$135,400.00

Given the above sole bid, I would recommend that we accept the bid. Notification of awards will be made upon approval of this request. Project timeline will be established upon completion of the roof, if approved.

Memorandum

To: Lana Reynolds, President
From: Courtney Jones, Vice President for Fiscal Affairs
Date: March 10, 2021
Re: Master Lease Projects

Seminole State College is requesting to enter a master lease subject to Legislative Approval for two projects listed below in the estimated amount of \$875,000.00 to account for the potential increase in material cost.

Seminole State College Parking Lots and Natatorium Renovation		
A-Tech	\$	558,694.18
Turning Point	\$	614,400.00
Schiralli Construction	\$	735,023.00
Silver Star Construction Co., Inc.	\$	820,550.75
Tri City Seal	\$	1,098,783.94
		Pool Included-\$93,684.00
		Pool Included-\$195,585.38
Lowest Bid-Parking Lots		
A-Tech	\$	558,694.18
Lowest Bid- Natatorium		
Silver Star Construction Co., Inc.		\$93,684.00
Raymond Harber Fieldhouse Roof Replacement		
Central Sheet Metal LLC	\$	154,340.00
Morehead Construction	\$	169,825.00
Goodman Construction	\$	295,118.33
Heritage Hills	\$	198,950.00
Lowest Bid		
Central Sheet Metal LLC	\$	154,340.00

Given the above bids, I would recommend that we accept the lowest/best bid for the following projects. Notification of awards will be made upon approval of this request and contingent on funding.



OFFICE OF ATTORNEY GENERAL
STATE OF OKLAHOMA

March 9, 2021

The Oklahoma Development Finance Authority
9220 North Kelley
Oklahoma City, OK 73131

Ladies and Gentlemen:

This opinion is provided to you on behalf of Seminole State College (the "Institution") as Schedule Lessee on a Lease Schedule dated the date hereof executed pursuant to and to be attached to the Master Real Property Lease Purchase Agreement (the "Agreement") with The Oklahoma Development Finance Authority (the "Authority").

All references in this opinion to instruments and other defined terms shall mean the instruments and other terms as defined in the Agreement. The opinions expressed below are qualified to the extent that the enforceability of any provisions of the Agreement or of any rights granted to the Authority pursuant thereto may be subject to any applicable bankruptcy, insolvency, reorganization, moratorium or similar laws affecting the rights of creditors generally and to principles restricting the availability of injunctions, specific performance and other equitable remedies.

I have reviewed the instruments referred to in this opinion and the proceedings of the Institution in connection with this transaction. I have also examined such public records and other documents and materials as I have deemed necessary under the circumstances in connection with this opinion. In expressing my opinions herein, I have relied upon representations made to me by the Institution staff with respect to the factual matters included in this letter. On the basis of the foregoing, I am of the opinion that:

1. The Agreement has been duly authorized, executed and delivered by the Institution and constitutes a legal, valid, binding and enforceable agreement of the Institution in accordance with its terms;

2. To the best of my knowledge after reasonable inquiry, there is no action, suit, proceeding or investigation at law or in equity before or by any court, public board or body, pending or threatened, against or affecting in any material way the Institution or its property, or to which the Institution is or may be a party or to which the property of the Institution is or may be subject, wherein an unfavorable decision, ruling or finding would adversely affect the transactions contemplated by the Agreement;



OFFICE OF ATTORNEY GENERAL
STATE OF OKLAHOMA

3. To the best of my knowledge after reasonable inquiry, the execution and delivery of the Agreement and compliance with the provisions thereof, under the circumstances contemplated thereby, do not and will not in any material respect conflict with or constitute on the part of the Institution a breach of or default under any other agreement or instrument to which the Institution is a party, or any existing law, regulation, administrative or court order or decree or consent decree to which the Institution is subject.

Very truly yours,

A handwritten signature in blue ink, which appears to read "Matthew Stangl", is written over a horizontal line.

Matthew Stangl, Assistant Attorney General

**LEASE PURCHASE REQUEST FOR APPROVAL
COUNCIL OF BOND OVERSIGHT**

The undersigned applicant ("Applicant") hereby requests the Council of Bond Oversight to grant approval of the following described proposed lease purchase obligation of the Applicant. References: 62 O.S., Section 695.1 *et seq.*, 74 O.S., Section 85.4 and the Administrative Rules of the Council of Bond Oversight.

I hereby certify that the following information is true and correct to the best of my knowledge and belief.

Signature of Authorized Official: _____

Date: March 9, 2021

Printed Name and Title: Lana Reynolds, President

Note: For lease purchase financings totaling \$1 million or more, the State Bond Advisor must review the transaction and determine the most cost-effective method of sale (competitive, negotiated or private placement). The State Bond Advisor should be contacted at least two weeks prior to the application deadline.

Description of the Lessee, Lessor and Issuer

Lessee name: Seminole State College

Lessee address, telephone, point of contact: _____

Lessor name: The Oklahoma Development Finance Authority

Lessor address, telephone, point of contact: _____

Name of Issuer of Obligations, if not the same as Lessor: _____

Issuer address, telephone, point of contact: _____

Anticipated amount of obligations to be issued: \$875,000.00

How and date authorized (include any legislative approval and governing board approval): _____

SSC Board of Regents, March 25, 2021- Approval of Series 2021A Real Property

Anticipated sale date: _____

Anticipated closing or delivery date: _____

Expected term to maturity of the proposed issue: _____

Source(s) of lease payments: Education & General Fund

Professionals Hired and Quoted Fees and Expenses:

UNDERWRITER: _____

Takedown	\$ _____	\$ _____/\$1,000
Management	\$ _____	\$ _____/\$1,000
Risk	\$ _____	\$ _____/\$1,000
Expenses	\$ _____	\$ _____/\$1,000
TOTAL	\$ _____	\$ _____/\$1,000

BOND COUNSEL: _____

Fee \$ _____ Expenses \$ _____ TOTAL \$ _____

SPECIAL TAX COUNSEL: _____

Fee \$ _____ Expenses \$ _____ TOTAL \$ _____

TRUSTEE: _____

Commitment Fee \$ _____ Expenses \$ _____
Annual Fee: \$ _____ or as % of outstanding principal balance: _____

FINANCIAL ADVISOR: _____

Fee \$ _____ Expenses \$ _____ TOTAL \$ _____

OTHER (Provide name of firm): _____

Service Provided: _____ Fee: \$ _____ Expenses: _____

OTHER (Provide name of firm): _____

Service Provided: _____ Fee: \$ _____ Expenses: _____

OTHER (Provide name of firm): _____

Service Provided: _____ Fee: \$ _____ Expenses: _____

Project Information

Provide a detailed description of the project(s). Address whether capital facilities are to be constructed or acquired; services to be provided; or products to be developed, produced, manufactured. Include estimated total cost and the estimated useful life of the project. Explain the nature, need and purpose of the project(s).

Seminole State College is requesting to enter in master lease to replace and repair the metal roofing on structure on the Raymond Harbor Field House and the to refurbish the parking lots in areas around the campus to include the pool to offer a safer environment for the campus community.

Was this project submitted to the Long-Range Capital Planning Commission? If so, please provide the project number. If not submitted to LRCPC, explain why.

Yes, Infrastructure Repair and Maintenance & Roof Replacement and Repair

Attachments

Please attach all applicable items and indicate below.

- [] Letter from body approving the lease purchase agreement (Board, Commission, Regents, etc.). Institutions of higher education must submit a letter (or extract of minutes) signifying approval by governing Regents and a letter indicating review by the Chancellor for Higher Education.
- [] Letter from legal counsel stating that there is no litigation pending or threatened relating to outstanding or proposed obligations or to the lessee's authority to enter into any agreement necessary to complete the proposed transaction
- [] Draw schedule: a listing of month-by-month amounts anticipated to be drawn down to meet construction/project schedule.
- [] If College or University, complete and attach Form BO-7 (Outstanding Lease Purchase Debt Information).
- [] If applicable, a completed copy of Central Purchasing or Construction & Properties Requisition, Justification, etc.
- [] If proposing to acquire computer or telecommunications equipment by lease purchase, submit a letter from the Office of Management and Enterprise Services – Information Services Division stating compliance with budget work program and 62 O.S., Sections 34.21 and 34.23. This requirement shall not include institutions within The Oklahoma State System of Higher Education, the Oklahoma State Regents for Higher Education and the telecommunications network known as OneNet.

Request for Program Modification

Oklahoma State Regents for Higher Education

Institution submitting request: **Seminole State College**

Contact person: Linda Goeller

Title: VPAA

Phone number and email address: l.goeller@sscok.edu 405-382-9513

Current title of degree program (Level II): Associate in Arts

Current title of degree program (Level III): Associate in Arts in Art

State Regent's three-digit program code: 201

Degree Granting Academic Unit: Language Arts and Humanities Division

- With approved options in:
- A. Click here to enter text.
 - B. Click here to enter text.
 - C. Click here to enter text.
 - D. Click here to enter text.
 - E. Click here to enter text.

TYPE OF REQUEST: Check all appropriate types of changes and complete ONLY the appropriate page(s). *Excluding program deletions and suspensions, for modifications to be considered for State Regents' approval, the program must be current in the 5-year program review cycle.* The Degree Program Review schedule can be found at <http://www.osrhe.edu/oeis/ProductivityReport/RevParams.aspx>

Date of last review for the program 2021

- (1) Program Deletion
- (2) Program Suspension
- (3) Change of Program Name and/or Degree Designation
- (4) Option Addition
- (5) Option Deletion
- (6) Option Name Change
- (7) Program Requirement Change
- (8) Other Degree Program Modification
- (9) This modification affects a Cooperative Agreement Program

Complete and return ONLY this cover sheet AND the appropriate page(s) specifying the requested modification!

NOTE: Information not included in the requested modification may cause a delay in processing.

Signature of President: _____ Date: _____

Date of Governing Board Approval: Click here to enter a date.

**REQUEST FOR PROGRAM MODIFICATION
(continued)**

Institution submitting request: **Seminole State College**

Name of program and State Regents' three-digit program code to be suspended:

Associate in Arts in Art (201)

(2) PROGRAM SUSPENSION

NOTE: Information not included on the requested action may cause a delay in processing.

Reason for requested action (attach no more than one page if space provided is inadequate):

Low enrollment and graduation rates in the stated program We can serve these students through our Liberal Studies Degree Program using an Emphasis on Art and our intrusive advising. About every other year, we have had low graduation rates. Our Art instructor resigned before the beginning of the 2020-21 year, and we went a semester with only adjuncts. The curriculum will still be offered, and we hope to be able to focus on other ART forms such as digital photography since we won't be focused on needing a certain number of students in each focus area course.

Program will be reinstated or deleted in:

- One year
- Two years
- Three years

Date program suspension effective:

- Immediate (beginning with the current academic year)
- Beginning with the next academic year.

Request for Program Modification

Oklahoma State Regents for Higher Education

Institution submitting request: **Seminole State College**

Contact person: Linda Goeller

Title: Interim VPAA

Phone number and email address: 405-382-9513

Current title of degree program (Level II): Associate in Science

Current title of degree program (Level III): Associate in Science in Agriculture

State Regent's three-digit program code: 234

Degree Granting Academic Unit: Science, Technology, Engineering, and Mathematics Division

With approved options in:

TYPE OF REQUEST: Check all appropriate types of changes and complete *ONLY* the appropriate page(s). *Excluding program deletions and suspensions, for modifications to be considered for State Regents' approval, the program must be current in the 5-year program review cycle.* The Degree Program Review schedule can be found at <http://www.osrhe.edu/oeis/ProductivityReport/RevParams.aspx>

Date of last review for the program

- (1) Program Deletion
- (2) Program Suspension
- (3) Change of Program Name and/or Degree Designation
- (4) Option Addition
- (5) Option Deletion
- (6) Option Name Change
- (7) Program Requirement Change
- (8) Other Degree Program Modification
- (9) This modification affects a Cooperative Agreement Program

Complete and return ONLY this cover sheet AND the appropriate page(s) specifying the requested modification!

NOTE: Information not included in the requested modification may cause a delay in processing.

Signature of President: _____ **Date:** _____

Date of Governing Board Approval: [Click here to enter a date.](#)

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: **Seminole State College**

Program name and State Regents' three-digit program code to be modified:
Associate in Science in Agriculture (234)

(7) PROGRAM REQUIREMENT CHANGES

NOTE: Information not included on the requested action may cause a delay in processing.

Select all that apply:

- Course requirement change (change in number of core courses, electives, general education, etc. Changes in course prefixes that do not effect content should be reported, but do not require approval.)
- Degree program requirement change (i.e. prerequisites, minimum GPA for admission or other admission criteria changes, graduation criteria change, etc.)
- Total credit hours for the degree will **NOT** change.

Total credit hours for the degree **WILL** change from to
Explain:

Summary of changes (attach no more than one page if space provided is inadequate, as well as the form showing the current and proposed curriculum):

[Click here to enter text.](#)

Number of new courses being added to course inventory: 1
List new courses being added to the course inventory: MATH 1513 Pre-Calc for Engineering,
Physics, Computer Science

Number of courses being deleted from course inventory: [Click here to enter text.](#)
List courses being deleted from the course inventory:

Reason for requested action (attach no more than one page if space provided is inadequate):
Narrowing of course choices will provide a more seamless transfer from SSC to one of the 4-year
Agriculture programs in the state.

Will requested change require additional funds from the State Regents? No Yes
*If yes, please specify the number of the additional costs, the source of the funds, and how they will be
expended (attach no more than one page if space provided is inadequate).*
[Click here to enter text.](#)

Will requested change impact an embedded certificate? No Yes

If yes, please specify the certificate name and State Regents' three-digit program code. A modification to the impacted embedded certificate(s) must accompany the modification request to the main program.

Click here to enter text.

Will requested change affect a Cooperative Agreement? No Yes
(if yes, must complete a Cooperative Agreement Program Modification Form.)

For undergraduate degree programs only

As part of the broader work of the Mathematics Success Initiative, the Math Pathways Task Force has identified four gateway mathematics courses that are suitable general education mathematics course options. These courses, *College Algebra/Pre-Calculus*, *Introduction to Statistics, Functions and Modeling*, and *Quantitative Reasoning*, are included on the Course Equivalency Project transfer matrix and provide rigorous mathematical content that is more relevant and appropriate for specific academic majors.

Please respond to the following questions:

1. Which mathematics course is required as part of the general education requirements? If the program allows for multiple gateway mathematics course options, provide a rationale for each.
MATH 1503 Elementary Statistics or MATH 1523 PreCalculus for Business and Biology and we are asking for Math 1513 for the Pre-vet emphasis. These two pathways provide the opportunity for students to choose between Agricultural Leadership, Agricultural Business, and Pre-veterinarian.
2. Describe how the mathematics course was selected and how it best meets the needs of the program's students.
Alignment with receiving transfer institutions
3. How does this mathematics course articulate with your partner institutions?
Aligns with receiving transfer institutions

(For more information regarding the gateway mathematics courses, please contact Dr. Rachel Bates (405) 225-9168)

Attach current and proposed degree program requirements and degree program objectives (on no more than three pages). **Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.**

Please list the current curriculum requirements in the left column and the proposed curriculum requirements in the right column.

General Education Requirements 31			Proposed Curriculum		
GOV	1113	American National Government	GOV	1113	American National Government
HIST	1483	American History to 1877 or	HIST	1483	American History to 1877 or
HIST	1493	American History since 1877	HIST	1493	American History since 1877
ENG	1113	Composition I	ENG	1113	Composition I
ENG	1213	Composition II	ENG	1213	Composition II
SPCH	1143	Speech	SPCH	1143	Speech
HUM		Any class designated as Humanities	HUM		Any class designated as Humanities
MATH	1503	Elementary Statistics or	MATH	1503	Elementary Statistics or
MATH	1523	Pre-Calc for Bus-Biol.	MATH	1523	Pre-Calc for Bus-Biol. or
SCIENCE		<i>met by program</i>	MATH	1513	Pre-Calc for EPCS
CAP	1103	Introduction to Microsoft Office	SCIENCE		<i>met by program</i>
HPER	1012	Wellness and Human Development or	CAP	1103	Introduction to Microsoft Office
		Two HPER Activity Courses	HPER	1012	Wellness and Human Development or
STSC	1002	Learning Strategies			Two HPER Activity Courses
ELECTIVE		<i>met by program</i>	STSC	1002	Learning Strategies <i>met by program</i>

Request for Program Modification

Oklahoma State Regents for Higher Education

Institution submitting request: **Seminole State College**

Contact person: Linda Goeller

Title: VPAA

Phone number and email address: 405-382-9513

Current title of degree program (Level II): Associate in Science

Current title of degree program (Level III): Associate in Science in Elementary Education

State Regent's three-digit program code: 204

Degree Granting Academic Unit: Business and Education Division

With approved options in: A. ECU Option

B. Click here to enter text.

C. Click here to enter text.

D. Click here to enter text.

E. Click here to enter text.

TYPE OF REQUEST: Check all appropriate types of changes and complete ***ONLY*** the appropriate page(s). ***Excluding program deletions and suspensions, for modifications to be considered for State Regents' approval, the program must be current in the 5-year program review cycle.*** The Degree Program Review schedule can be found at <http://www.osrhe.edu/oeis/ProductivityReport/RevParams.aspx>

Date of last review for the program 2016

- (1) Program Deletion
- (2) Program Suspension
- (3) Change of Program Name and/or Degree Designation
- (4) Option Addition
- (5) Option Deletion
- (6) Option Name Change
- (7) Program Requirement Change
- (8) Other Degree Program Modification
- (9) This modification affects a Cooperative Agreement Program

Complete and return ONLY this cover sheet AND the appropriate page(s) specifying the requested modification!

NOTE: Information not included in the requested modification may cause a delay in processing.

Signature of President: _____ **Date:** _____

Date of Governing Board Approval: Click here to enter a date.

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

**(7) Program
Requirement Change**

Institution submitting request: **Seminole State College**

Program name and State Regents' three-digit program code to be modified:
Associate in Science in Elementary Education 204

(7) PROGRAM REQUIREMENT CHANGES

NOTE: Information not included on the requested action may cause a delay in processing.

Select all that apply:

- Course requirement change (change in number of core courses, electives, general education, etc. Changes in course prefixes that do not effect content should be reported, but do not require approval.)
- Degree program requirement change (i.e. prerequisites, minimum GPA for admission or other admission criteria changes, graduation criteria change, etc.)
- Total credit hours for the degree will **NOT** change.
- Total credit hours for the degree **WILL** change from to
Explain: [Click here to enter text.](#)

Summary of changes (attach no more than one page if space provided is inadequate, as well as the form showing the current and proposed curriculum):

This change will not affect the ECU Option. We have found that we can offer any of our literature courses and a variety of our Language Arts courses to meet the Major Field Requirements for the Elementary Education major and the Major Field Electives. We would like the students to be able to focus on the course most suited to them. We are also changing the Humanities General Education Requirement to be met by the program.

Number of new courses being added to course inventory: 16
List new courses being added to the course inventory: Biol 1234 General Zoology, Eng 1803 Native American Literature, Eng 2413 Introduction to Literature, Eng. 2433 World Literature I, Eng 2543 British Literature I, Eng 2653 British Literature II, Eng 2753 American Literature I, Eng 2883 American Literature II, Phys 1314 Astronomy, Phys 1414 Physical Geology, Phys 2114 General Physics I, Phys 2224 General Physics II, BIOL 1214 Principles of Biology, Biol 1224 General Botany, Biol 2114 Human Anatomy, Biol 2214 Human Physiology, Biol 2224 Microbiology

Number of courses being deleted from course inventory: [Click here to enter text.](#)
List courses being deleted from the course inventory: [Click here to enter text.](#)

Reason for requested action (attach no more than one page if space provided is inadequate):
We would like to challenge the students to take courses that fit their unique situations. The current degree program is very restrictive and we seem to have many substitutions for the

students. SSC also has a course rotation. With the current requirements, students are substituting courses or delaying graduation in an effort to take the courses on the current degree program.

Will requested change require additional funds from the State Regents? No Yes

If yes, please specify the number of the additional costs, the source of the funds, and how they will be expended (attach no more than one page if space provided is inadequate).

[Click here to enter text.](#)

Will requested change impact an embedded certificate? No Yes

If yes, please specify the certificate name and State Regents' three-digit program code. A modification to the impacted embedded certificate(s) must accompany the modification request to the main program. [Click here to enter text.](#)

Will requested change affect a Cooperative Agreement? No Yes

(If yes, a Cooperative Agreement Program Modification Form must be completed).

ECU option falls with the parameters of this change.

For undergraduate degree programs only

As part of the broader work of the Mathematics Success Initiative, the Math Pathways Task Force has identified four gateway mathematics courses that are suitable general education mathematics course options. These courses, *College Algebra/Pre-Calculus*, *Introduction to Statistics, Functions and Modeling*, and *Quantitative Reasoning*, are included on the Course Equivalency Project transfer matrix and provide rigorous mathematical content that is more relevant and appropriate for specific academic majors.

Please respond to the following questions:

1. Which mathematics course is required as part of the general education requirements? If the program allows for multiple gateway mathematics course options, provide a rationale for each.
Math 1413 Quantitative Reasoning
2. Describe how the mathematics course was selected and how it best meets the needs of the program's students.
Consensus choice statewide for elementary education.
3. How does this mathematics course articulate with your partner institutions?
Well.

(For more information regarding the gateway mathematics courses, please contact Dr. Rachel Bates (405) 225-9168)

CURRICULAR REQUIREMENTS

Attach *current and proposed degree program requirements and degree program objectives (on no more than three pages)*. *Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.*

Please list the current requirements in the left column and the proposed requirements in the right column (see appendix A for example).

Current Curriculum

PREFIX AND COURSE #	COURSE TITLE	CR. HRS.
	General Education	
Gov 1113	American National Government	3
HIST 1483	American History to 1877 <u>or</u> Hist 1493 American History since 1877	3
ENG 1113	Composition I	3
ENG 1213	Composition II	3
SPCH 1143	Speech	3
ENG 2433	World Literature or Intro to Literature	3
HIST 2223	Early Western Civilization to 1660 <u>or</u> Hist 2233 Modern Western Civilization since 1660	3
MATH 1413	Quantitative Reasoning	3
CAP 1103	Introduction to Microsoft Office	3
HPER 1012	Wellness and Human Development	2
STSC 1002	Learning Strategies	2
Humanities, Science, Electives	Met by program	
	Total General Education Requirements	31
	Major Field Requirements	
BIOL 1114	General Biology	4
GEOG 1123	World Regional Geography	3
MATH 2113	Mathematics Concepts for Educators I	3
MATH 2123	Mathematics Concepts for Educators II	3
MATH 2133	Mathematics Concepts for Educators III	3
PHYS 1114	General Physical Science with lab	4
PHYS 1214	Earth Science	4
PSY 1113	General Psychology	3
	Total Major Field Requirements	27
	Major Field Electives	
ASL 2343	Sign Language I	3
ASL 2353	Sign Language II	3
CD 1123	Early Childhood Education	3
FREN 1125	French I	3
PSY 2023	Developmental Psychology	3
PSY 2103	Child and Adolescent Psychology	3
SPAN 1125	Spanish I	3
SPCH 2243	Oral Interpretation	3
SPCH 2203	Small Group Communication	3
	Total Major Field Electives	3

Total Hours in Degree: 61

Proposed Curriculum

PREFIX AND COURSE #	COURSE TITLE	CR. HRS.
	General Education	
HIST 1483	American History to 1877 <u>or</u>	3
HIST 1493	American History since 1877	3
ENG 1113	Composition I	3
ENG 1213	Composition II	3
SPCH 1143	Speech	3
HIST 2223	Early Western Civilization to 1660 <u>or</u>	3
HIST 2233	Modern Western Civilization since 1660	3
MATH 1413	Quantitative Reasoning	3
CAP 1103	Introduction to Microsoft Office	3
HPER 1012	Wellness and Human Development	2
STSC 1002	Learning Strategies	2
Humanities, Science, Electives	Met by program	
	Total General Education Requirements	28
	Major Field Requirements	
BIOL 1114	General Biology <u>or</u> BIOL 1234 General Zoology	4
ENG xxx3	Any English Literature Class	3
GEOG 1123	World Regional Geography	3
MATH 2113	Mathematics Concepts for Educators I	3
MATH 2123	Mathematics Concepts for Educators II	3
MATH 2133	Mathematics Concepts for Educators III	3
PHYS xxx4	Any Physical Science with lab	4
PHYS xxx4	Any Physical Science with lab <u>or</u> BIOL xxx4 Life Science with lab	4
PSY 1113	General Psychology	3
	Total Major Field Requirements	30
	Major Field Electives	
ART 1203	Art Appreciation	3
ART 1103	Fundamentals of Art I	3
ART 1133	Fundamentals of Art II	3
ASL 2343	Sign Language I	3
ASL 2353	Sign Language II	3
CD 1123	Early Childhood Education	3
ENG 1313	Technical Report Writing	3
ENG 2103	Fiction Writing	3
ENG 2113	Creative Writing	3
ENG 2123	Introduction to Poetry	3
FREN 1125	French I	3
PSY 2023	Developmental Psychology	3
PSY 2103	Child and Adolescent Psychology	3
SPAN 1125	Spanish I	3
SPCH 2243	Oral Interpretation	3

SPCH 2203	Small Group Communication	3
SPCH 1523	Introduction to Theatre	3
	Total Major Field Electives	3

Total Hours in Degree: 61

ADMISSION AND/OR GRADUATION REQUIREMENTS

*Attach current and proposed program admission and/or graduation requirements. **Indicate the changes clearly. It is only necessary to complete this section if changes to the program's admission or graduation criteria are being proposed.***

Please list the current requirements in the left column and the proposed requirements in the right column (see appendix B for example).

Current Program Admission and/or Graduation Requirements	Proposed Program Admission and/or Graduation Requirements
none	none

Appendix A

MAJOR REQUIREMENTS		
MATH 3013	Linear Algebra	3
ECEN 3314	Electronic Devises and Applications ³	4
ECEN 3513	Signal Analysis ³	3
ECEN 3714	Network Analysis ³	4
ECEN 4013	Design of Engineering Systems ³	3
ECEN 4024	Capstone Design ³	4
ECEN 4503	Random Signals and Noise ³	3
IEM 3503	Engineering Economic Analysis ³	3
ECEN 3613	Two of the following: Electromagnetic Fields ³	6
ECEN 3723	Systems I ³	
ECEN 3913	Solid State Electronic Devices ³	
	ECEN Electives ³	15
ELECTIVES		
ENSC 2123	One of the following: Elementary Dynamics	3
ENSC 2143	Strength of Materials	
ENSC 2213	Thermodynamics	
EXXX	Engineering courses 3000 level or above	
	Other approved MATH, CS, STAT	
Total major requirements		51
Total credit hours required for the degree		121⁴

MAJOR REQUIREMENTS		
MATH 3013	Linear Algebra	3
ECEN 3314	Electronic Devises and Applications ³	4
ECEN 3513	Signal Analysis ³	3
ECEN 3714 3713	Network Analysis ³	4 3
ECEN 4013	Design of Engineering Systems ³	3
ECEN 4024	Capstone Design³ (REMOVE)	4
ECEN 4903	Internship	4
ECEN 4503	Random Signals and Noise ³	3
ECEN 3723	Systems I ³	3
IEM 3503	Engineering Economic Analysis³ (DELETE)	3
ECEN 3613	Two Three of the following: Electromagnetic Fields ³	6
ECEN 3723	Systems I ³	
*ENGR 3433	Radar Systems (NEW)	
ECEN 3913	Solid State Electronic Devices ³	9
ECEN 4513	Signal Analysis II (ADD)	
	ECEN Electives ³	15 12
ELECTIVES		
ENSC 2123	One of the following: Elementary Dynamics	3
ENSC 2143	Strength of Materials	
ENSC 2213	Thermodynamics	
EXXX	Engineering courses 3000 level or above	
	Other approved MATH, CS, STAT	
Total major requirements		51 54
Total credit hours required for the degree		121⁴ 124

Appendix B

Current Program Admission and/or Graduation Requirements	Proposed Program Admission and/or Graduation Requirements
<p>Admission</p> <ul style="list-style-type: none"> • Bachelor of Science in Accounting, with an overall GPA of 3.0 or higher and a GPA of 3.25 in the required prerequisite ACCT courses. • A GMAT score of 600. GMAT waivers are available for an overall GPA of 3.5 and upper-division accounting coursework GPA of 3.5. • Completion of the following prerequisite courses: ACCT 2003, ACCT 3003, ACCT 3013, ACCT 3103, ACCT 3113, ACCT 3203, ACCT 3603, ACCT 4033, ACCT 4133, ACCT 4503, ACCT 4553, MSIS 3123, ECON 2103, ECON 2203, LSB 3213, LSB 4323, MKTG 3213, and MGMT 3013 • Admission interview. • Applicants must submit a completed Graduate College application, resume, one letter of recommendation and a personal statement. • The application deadline is January 31. 	<p>Admission</p> <ul style="list-style-type: none"> • An undergraduate degree, with an overall GPA of 3.0 or higher and a GPA of 3.25 in the required prerequisite accounting courses. • A GMAT score of 550. GMAT waivers are available for an overall GPA of 3.5 and upper-division accounting coursework GPA of 3.5. • Completion of the following prerequisite courses or course equivalents: <ul style="list-style-type: none"> ○ Foundational Accounting Skills ○ Federal Income Taxation ○ Intermediate Accounting, I and II ○ Cost Accounting ○ Accounting Information Systems ○ Audit • Admission interview may be conducted at admission committee's discretion. • Applicants must submit a completed Graduate College application, resume, two letters of recommendation and a personal statement. • The application deadline is March 1.