OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

Improving our future by degrees

Agenda

March 23, 2023

NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 23, 2023 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to **www.okhighered.org** State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on March 23, 2023.

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

A G E N D A

Thursday, March 23, 2023 at 9 a.m.
655 Research Parkway, Suite 200
Oklahoma City, OK
Chair Michael C. Turpen, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

2. **Call to order.** Roll call and announcement of quorum.

3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.

4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)

5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)

6. **Item Deleted**. Page 1.

ACADEMIC

7. **New Programs.**

   a. Oklahoma State University. Approval to offer the Bachelor of Business Administration in Data Analytics and the Certificate in Fashion Design: Digital Product Creation. Page 3.

   b. University of Oklahoma. Approval to offer the Bachelor of Education in Early Childhood Education: Birth through Third Grade. Page 13.

   c. Langston University. Approval to offer the Master of Science in Sustainable Food and Agriculture Systems, Bachelor of Science in Plant Systems and Resource Sustainability, the Bachelor of Science in Animal Science and Management, and the Bachelor of Science in Agribusiness Management and Allied Economics. Page 21.

   d. Northeastern State University. Approval to offer the Master of Science in Applied Geographic Information Systems. Page 45.

   e. Item Deleted. Page 51.

   f. Tulsa Community College. Approval to offer the Associate in Science in Engineering Technology. Page 59.

8. **Program Deletion.** Approval of institutional request. Page 67.

CONSENT DOCKET

20.   **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

    a.   Program Modifications. Approval of institutional requests. Page 111.

    b.   Certificates of 15 or Fewer Credit Hours. Ratification of institutional requests.

        (1)   Northeastern State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours. Page 125.

        (2)   Southeastern Oklahoma State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours. Page 131.

        (3)   Southwestern Oklahoma State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours. Page 133.

    c.   Micro-credentials. Ratification of institutional requests. Page 135.

    d.   Cooperative Agreements. Ratification of an institutional request from Oklahoma State University Institute of Technology regarding cooperative agreement programs with Oklahoma Technology Centers. Page 137.

    e.   State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 143.

    f.   Electronic Delivery.

        (1)   Oklahoma State University. Approval to offer the following existing program via electronic delivery. Bachelor of Science in Business Administration in Entrepreneurship. Page 145.

        (2)   University of Oklahoma. Approval to offer the following existing program via electronic delivery. Graduate Certificate in Social Work with American Indians. Page 147.

        (3)   Southeastern Oklahoma State University. Approval to offer the following existing p45rogram via electronic delivery: Bachelor of Business Administration in Finance. Page 149.

        (4)   Tulsa Community College. Approval to offer the Associate in Arts in Paralegal Studies, the Associate in Applied Science in Health Information Technology, and the Certificate in Paralegal Studies via electronic delivery. Page 151.

    g.   High School Courses for College Admission. Ratification of a request from the Oklahoma Department of Career and Technology Education. Page 153.

    h.   Operations.

REPORTS

and (4) Larry Love University, Muskogee, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

    b.   Enter into executive session.

    c.   Exit executive session and vote to re-enter open session.

    d.   Possible discussion and vote on items discussed in executive session.

24.   **Announcement of Next Regular Meeting – The next regular meetings are scheduled to be held on Thursday, April 20, 2023 at 10:30 a.m. at Shangri La Hotel and Conference Center in Afton, Oklahoma and Friday, April 21, 2023 at 10:30 a.m. at Rogers State University's Dr. Carolyn Taylor Center in Claremore, Oklahoma. A Tuition Hearing will be held at 10:00 a.m. on Friday, April 21, 2023 at Rogers State University's Dr. Carolyn Taylor Center in Claremore, OK and via Zoom.**

25.   **Adjournment.**

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

AGENDA ITEM #6:

> **Item Deleted.**

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AGENDA ITEM #7-a:

> **New Programs.**

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Business Administration in Data Analytics and the Certificate in Fashion Design: Digital Product Creation.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Business Administration in Data Analytics, in Stillwater and Tulsa, via traditional and electronic delivery, and the Certificate in Fashion Design: Digital Product Creation, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Bachelor of Science in Business Administration in Data Analytics.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 60 students in Fall 2027; and
>   Graduates: a minimum of 13 students in 2027-2028.
>
> - **Certificate in Fashion Design: Digital Product Creation.** Continuation beyond Fall 2026 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 4 students in Fall 2025; and
>   Graduates: a minimum of 3 students in 2025-2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2022-2023 Academic Plan is available at: https://okhighered.org/complete-college-america/degree-completion-plans.shtml

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

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

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

Program Review

OSU offers 345 degree and/or certificate programs as follows:

92	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
115	Baccalaureate Degrees
86	Master's Degrees
52	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU's faculty developed the proposals, which were reviewed and approved by institutional officials. OSU's governing board approved delivery of the Bachelor of Science in Business Administration in Data Analytics and the Certificate in Fashion Design: Digital Product Creation at their January 20, 2023 meeting. OSU is currently approved to offer 123 degree and certificate programs through electronic delivery. OSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Business Administration in Data Analytics

Program purpose. The proposed program builds upon the existing Bachelor of Science in Business Administration in MIS (452) with an option in Data Science by increasing the focus on the important data analytics skills needed by graduates, in addition to further emphasizing the necessary visualization skills and predictive and prescriptive analytic tools needed in today's datacentric business world.

Program rationale and background. Upon completion of the proposed program, students will 1) have skills in data base management and data organization; 2) be skilled in creating visualizations of descriptive data and tell relevant business stories with the data; 3) implement predictive analytic models that provide new insights to an organization; 4) implement prescriptive models that optimize decision and operations within an organization; and 5) manage projects related to analytics while also understanding the bigger picture of how they fit into an organization's strategic initiatives.

Employment opportunities. Data Analytics positions appeared as one of the top 5 most sought-after jobs in 2022, and one of the fastest growing areas in the Science, Technology, Engineering, and Math (STEM) areas. Money Magazine 2022 rankings show a data scientist position is ranked at the 6th best job overall.

The projected growth in this field is between 6 and 15 percent over the next 5 years. The MSIS Curricular Advisor Panel have provided personal testimonies to the need for graduates all along the data spectrum, from database managers through data analysts, and data engineers to data scientists. Enrollment in data science and data analytics courses continues to increase at the undergraduate level. Many companies have contacted OSU looking for data analytic savvy graduates. Some companies are interested in providing financial support in the future to increase OSU's graduate pipeline.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	60	Fall 2027
Minimum graduates from the program	13	2027-2028

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

Institution	Existing Program
East Central University	Bachelor of Science in Information Technology Management in Data Analytics (061)
University of Central Oklahoma	Bachelor of Science in Data Science (235)

A system wide letter of intent was communicated by email on May 24, 2022. The University of Oklahoma (OU) and the University of Central Oklahoma (UCO) requested a copy of the proposal, which were sent on January 27, 2023. Neither OU, UCO, nor any other State System institution notified State Regents' staff of a protest to the proposed program. Due to uniqueness of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Business Administration in Data Analytics will consist of 120 total credit hours, as shown in the following table. Two new courses will be developed and the curriculum is detailed in the attachments (Attachment A).

Content Area	Credit Hours
General Education	40
College/Departmental Requirements	3
Major Requirements	64
Guided Electives	13
Total	**120**

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

Delivery method and support services. The proposed program will be offered in the traditional and electronic format utilizing Canvas, Zoom, and face-to face course options. Faculty teach both synchronous and half synchronous courses using Zoom for synchronous coursework and Canvas for asynchronous modules. The library, facilities, and equipment are adequate for the proposed program.

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

Financing. The Center of Data Analytics (CODA), which is administered within the department, will provide some funding for scholarships and software to facilitate new lab space required at OSU-Tulsa. The proposed program will rely on existing infrastructure that supports the existing MSIS Department programs as much as possible. When possible, the proposed program will move to a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Business Administration in Data Analytics are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$410,000	$275,000	$0	$0	$0
Explanation: This is the addition of 1 tenure track faculty in year 1 and 2 (total compensation $275,000 at 1.0 FTE) and 1 professor of practice in year 1 (total compensation $135,000 at 1.0 FTE). Thus, a total of 3 new faculty.					
Student Tuition	$54,918	$447,732	$750,160	$840,546	$895,464
Narrative/Explanation: Tuition calculated based upon 12 credit hours per semester with a mix of in-state and out-of-state tuition and fees ($10,984 per year for in-state; $22,806 per year for out-of-state). In-state: $205.30 (tuition) + $127.55 (fees) + $124.80 (SSB fees) = $457.65 per credit hour. Out-of-state: $697.90 (tuition) + $127.55 (fees) + $124.80 (SSB fees) = $950.25 per credit hour. Y1 = 5 in-state students, Y2 = 20 in-state & 10 out-of-state, Y3 = 33 in-state & 17 out-of-state, Y4 = 35 in-state & 20 out-of-state, and Y5 = 40 in-state & 20 out-of-state.					
TOTAL	**$464,918**	**$722,732**	**$750,160**	**$840,546**	**$895,464**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$12,780	$51,120	$51,120
Explanation: Starting in year 3, a new advisor/administrator will be necessary to serve the students. 0.25 FTE in Year 3, 1.0 FTE in years 4 & 5. This includes fringe benefits.					
Faculty	$410,000	$685,000	$691,850	$705,687	$719,800.70
Explanation: New faculty supporting program – tenure track (2) at $275,000 and professor of practice (1) at $135,000. Approximately 1-2 percent annual growth in salary added in year 3 and beyond. (1 tenure track at 1.0 FTE and 1 POP at 1.0 FTE Year 1, and 2 tenure track at 1.0 FTE each and 1 POP at 1.0 FTE Years 2-5).					

Graduate Assistants	$10,000	$10,000	$15,000	$15,000	$25,000

Explanation: Graduate Assistants (GA) needed to support the faculty – Year 5 is 20 hours each per tenure track and 10 hours for professor of practice. ($20,000 = 1 FTE, so 0.5 FTE = $10,000 per GA and 0.25 FTE = $5,000 per GA).

Student Employees	$0	$0	$3,044	$12,800	$12,800

Explanation: Student employees to support lab, faculty, and program. ($12,800 = FTE, so 0.24 FTE = $3,044 per student employee for year 3 and 4 student employees at 0.25 FTE for years 4 & 5.)

Equipment and Instructional Materials	$10,000	$240	$10,000	$10,000	$10,000

Explanation: Start up costs for software, hardware, instructional support, and keeping technology up to date with replacements.

Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$20,000	$10,500	$0	$26,000	$56,560

Explanation: Year 1 and Year 2 recruiting and moving costs. Year 4-5 replacement of CODA funding for external activities.

Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$14,918	$16,992	$17,486	$19,939	$20,000

Explanation: Support faculty travel to conferences, membership fees, industry interaction/presentations, etc.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$464,918**	**$722,732**	**$750,160**	**$840,546**	**$895,280.70**

Certificate in Fashion Design: Digital Product Creation

Program purpose. The proposed certificate will provide students with industry essential skills including DM 3023 Computer-Aided Flat Pattern Design that will assist students with basic knowledge of 2D pattern making.

Program rationale and background. The proposed Certificate in Fashion Design: Digital Product Creation is needed due to a lack of training for current digital design jobs. While the fashion industry has been moving toward digital product creation before COVID-19, the process was accelerated due to the pandemic and companies' dire need to train individuals. This certificate was created with direct input from industry powerhouses whose entire product development processes have moved to a digital format. The department head sits on an industry committee that specifically looked at the requirements needed for four different positions in the product development chain (artist, designer, technical designer, and materials) and determined the required skills and knowledge needed for each position. Based on this information, OSU developed a series of four courses to cover the artist, designer, and technical designer roles.

Employment opportunities. The Product Innovation industry committee meetings have shown a great need for this type of education. The sub-committee on education has developed an industry perspective on the demonstrable skills required for professionals who are executing 3D design and development work. The OSU Department of Design and Merchandising department head has served on this committee for 5 years and has been intimately involved with the decisions made by this committee of industry experts which

include VF Corporation, Kohls, Target, Walmart, and Under Armour among others. These courses have been developed with industry approval that they would hire certificate completers from this program.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	4	Fall 2025
Minimum graduates from the program	3	2025-2026

Duplication and impact on existing programs. There are no Certificate in Fashion Design: Digital Product Creation programs in Oklahoma. A system wide letter of intent was communicated by email on January 5, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to uniqueness of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The Certificate in Fashion Design: Digital Product Creation will consist of 16 total credit hours, as shown in the following table. Four new courses will be developed and the curriculum is detailed in the attachments (Attachment B).

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

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

Delivery method and support services. The proposed certificate will be offered electronically through Canvas, Zoom, and face-to face course options. Faculty teach both synchronous and half synchronous courses using Zoom for synchronous coursework and Canvas for asynchronous modules. The library, facilities, and equipment are adequate for the proposed program.

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

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

Program resource requirements. Program resource requirements for the Certificate in Fashion Design: Digital Product Creation are shown in the following table.

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

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$6,499.80	$6,499.80	$8,666.40	$10,833	$12,999.60
Narrative/Explanation: The amounts above were calculated based on undergraduate tuition of $180.55 per credit hour. OSU anticipates students will complete 12 credit hours per year with an enrollment of 3, 3, 4, 5, and 6 students in years 1 through 5.					
TOTAL	**$6,499.80**	**$6,499.80**	**$8,666.40**	**$10,833**	**$12,999.60**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$6,402.72	$6,402.72	$8,003.40	$8,003.40	$8,003.40
Explanation: 0.08 FTE years 1 & 2, 0.10 FTE years 3 through 5, of $60,000 annual salary at 1 FTE per year plus benefits of 33.39 percent.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$6,402.72**	**$6,402.72**	**$8,003.40**	**$8,003.40**	**$8,003.40**

Attachments

OKLAHOMA STATE UNIVERSITY
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION IN DATA ANALYTICS

Degree Requirements		Credit Hours
General Education Courses		**40**
ENGL 1113 or ENGL 1313	Composition I or Critical Analysis & Writing I	3
ENGL 1213 or ENGL 1413	Composition II or Critical Analysis & Writing II	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History or American History to 1865 or American History Since 1865	3
POLS 1113	American Government	3
MATH or STAT	Select 3 credit hours of MATH or STAT designated (A)	3
HUMANITIES	Select 6 credit hours of courses designated as (H)	6
SCIENCE	Select 7 credit hours of science courses designated as (N) and one course with a lab (L)	7
SOCIAL SCIENCES	Select 3 credit hours of social & behavioral sciences designated as (S)	3
BADM 2233	Business Analytics Fundamentals	3
MGMT 3013	Fundamentals of Management	3
MKTG 3213	Marketing	3
College/Departmental Requirements		**3**
BADM 1111	Business First Year Seminar	1
BADM 2111	Career Planning for Business Success	1
BADM 3111	Professional Development for Business Success	1
Major Requirements		**64**
ACCT 2003 or ACCT 2103 or ACCT 2203	Survey of Accounting or Financial Accounting or Managerial Accounting	3
BADM 3113	Practical Business & Interpersonal Skills	3
ECON 2003	Microeconomic Principles for Business	3
EEE 2023	Introduction to Entrepreneurship	3
FIN 3113	Finance	3
LSB 3213	Legal & Regulatory Environment of Business	3
MGMT 4513	Strategic Management	3
MSIS 2103	Business Data Science Technologies	3
MSIS 3223	Principles of Data Analytics	3

MSIS 3233	Management Science – Prescriptive Analytics	3
MSIS 3243	Descriptive Analytics	3
*MSIS 3293	Business Analytics Programming	3
MSIS 3333	Database Systems Development	3
MSIS 4010	Applied Analytics & Information System Studies	3
MSIS 4111	Technology Success Skills Application	1
MSIS 4263	Business Intelligence & Predictive Analytics	3
*MSIS 4333	Data Wrangling	3
MSIS 4673	Data Visualization	3

<table>
<tr><td colspan="2" align="center">Select 6 credit hours from the following:</td></tr>
<tr><td>MKTG 3653, MKTG 4333, ECON 4213, ECON 4233, MGMT 4543, upper division MSIS, upper division MATH, or upper division STATS.</td><td>6</td></tr>
<tr><td colspan="2" align="center">Select 6 credit hours from the following:</td></tr>
<tr><td>Any upper division ACCT, ECON, FIN, EEE, MKTG, MGMT, MSIS, HTM, MATH, & STAT. Any CS courses except CS 111, CS 4113, & CS 4883.</td><td>6</td></tr>
</table>

Guided Electives	**13**
Select 13 credit hours from any upper or lower division area except activity courses in LEIS & PE & lower division AERO & MLSC. Twelve credit hours earned in advanced AERO & MLSC, exclusive of credit earned for summer camp, may be included in the 120 credit hours.	
Total	**120**

*Denotes a new course

OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN FASHION DESIGN: DIGITAL PRODUCT CREATION

Degree Requirements		Credit Hours
Required Courses		**16**
DM 3023	Computer-Aided Flat Pattern Design	3
*DM 3043	Digital Product Creation	3
*DM 4033	Digital Product Creation II	3
*DM 4043	Advanced Digital Product Creation	3
*DM 4053	Capstone in Technical Design	3
DM 4810	Problems in Design and Merchandising	1
Total		**16**

*Denotes a new course

AGENDA ITEM #7-b:

> **New Programs.**

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Education in Early Childhood Education: Birth through Third Grade.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma's request to offer the Bachelor of Education in Early Childhood Education: Birth through Third Grade, in Tulsa, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Bachelor of Education in Early Childhood Education: Birth through Third Grade.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 38 students in Fall 2027; and
>   Graduates: a minimum of 20 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2022-2023 Academic Plan is available at: https://okhighered.org/complete-college-america/degree-completion-plans.shtml.

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

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

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

8	Degree and/or certificate programs deleted
16	Degree and/or certificate programs added

Program Review

OU offers 345 degree and/or certificate programs as follows:

61	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
126	Baccalaureate Degrees
101	Master's Degrees
57	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process
OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Education in Early Childhood Education: Birth through Third Grade at their January 20, 2023 meeting. OU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Education in Early Childhood Education: Birth through Third Grade

Program purpose. The proposed program leads to certification with the successful completion of state certification exams. Graduates of the proposed program will be prepared to teach children from birth through third grade.

Program rationale and background. The proposed Bachelor of Science (B.S.) in Early Childhood Education: Birth through Third Grade program will prepare early childhood educators to engage in effective partnerships, link theory to practice in Early Childhood Education care and learning, prepare students for teacher licensure and state certification, and to demonstrate depth and breadth of knowledge needed to facilitate the learning of the subject for students of Birth through Third Grade. The proposed program is unique in that it is a two-year completion program with the majority of the students transferring in with an associate degree from TCC. The proposed program will only be offered on the OU-Tulsa campus. This program is considered to be new because the current B.S. in Early Childhood Education (046) with an option in Birth through Third Grade offered on the Tulsa campus is linked to the B.S. in Early Childhood Education (046) program in Norman. Currently both programs use the same program code and have to be

submitted for accreditation as one program, but there are distinct differences between the two degree programs. It has been determined by the faculty and administration in the Jeannine Rainbolt College of Education that OU Tulsa needs to have its own program which will allow OU to submit it separately for accreditation.

Employment opportunities. There is extensive employer demand for graduates of the proposed program. There is a teacher shortage in the state of Oklahoma and much of the U.S. which is particularly acute in Early Childhood settings. It was reported at the end of June 2022 there were 3,500 teacher vacancies across the state. Nationally, The Washington Times reported a teacher shortage crisis in 2022. Between January 2020 and January 2022, around 120,000 childcare workers left the industry. At the same time, it has become increasingly difficult to attract new workers into early childhood education.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	38	Fall 2027
Minimum Graduates from the program	20	2027-2028

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

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Early Childhood Education: Birth through Third Grade [Norman campus] (046)
Oklahoma State University	Bachelor of Science in Human Development and Family Science: Early Childhood Education (094)
Cameron University	Bachelor of Science in Early Childhood Education (355)
East Central University	Bachelor of Science in Early Childhood Education (054)
Langston University	Bachelor of Science in Family and Consumer Sciences: Early Childhood Education (021)
Northeastern State University	Bachelor of Science in Education in Early Childhood Education (023)
Northwestern Oklahoma State University	Bachelor of Science in Education in Early Childhood Education (057)
Southeastern Oklahoma State University	Bachelor of Science in Elementary Education: Early Childhood PreK-3 (016)
Southwestern Oklahoma State University	Bachelor of Science in Education in Elementary Education: Early Childhood Education (017)
University of Central Oklahoma	Bachelor of Science in Education in Early Childhood Education (094)
University of Science and Arts of Oklahoma	Bachelor of Science in Early Childhood Education (032)

A system wide letter of intent was communicated by email on November 16, 2022. Northeastern State University (NSU) requested a copy of the proposal, which was sent on January 27, 2023. Neither NSU or any other State System institution notified State Regents' staff of a protest to the proposed program. Due

to the demand for early childhood educators, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Education in Early Childhood Education: Birth through Third Grade program will consist of 120 total credit hours as shown in the following table. No new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	48-58
Professional Education	18
Specialized Education	54
Total	**120-130**

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

Delivery method and support services. All courses will be delivered in a traditional format. All campus classrooms are equipped with computers, projectors and/or televisions and wireless capabilities. Campus computer labs are equipped with software necessary for students to work on course assignments. The library and corresponding resources are adequate for the proposed program.

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

Program resource requirements. Program resource requirements for the Bachelor of Education in Early Childhood Education: Birth through Third Grade are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$203,800	$407,600	$433,075	$458,550	$484,025
Explanation/Calculations: Tuition is calculated based on enrollment projections of 16, 32, 34, 36, and 38 for Years 1 through 5. Tuition rates include $4,655.85 per semester flat-rate tuition and mandatory fees plus $122.35 per credit hour for college program and technology academic service fees and an estimate of 28 credit hours taken per academic year. All enrollees are assumed to be residents, consistent with current enrollment patterns.					
TOTAL	**$203,800**	**$407,600**	**$433,075**	**$458,550**	**$484,025**

Year of Program

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$13,783	$14,196	$14,622	$15,061	$15,513
Explanation: Amounts represent the proportion of a staff member's time allocable to this program.					
Faculty	$132,952	$136,941	$141,049	$145,280	$149,639
Explanation: Amounts represent the proportion of a faculty member's time allocable to this program.					
Graduate Assistants	$11,679	$12,030	$12,391	$12,762	$13,145
Explanation: Amounts represent the proportion of a graduate assistant's time allocable to this program.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$796	$820	$845	$870	$896
Explanation: Amounts represent estimated costs spent on materials and equipment for classroom instruction.					
Library	$133	$137	$141	$145	$149
Explanation: Amounts represent estimated costs spent for library books, periodicals, and other licenses for instructional support.					
Contractual Services	$265	$273	$282	$290	$299
Explanation: Amounts represent the proportion of department funds spent for contractual services (e.g., memberships, service contracts, etc.) allocable to this program.					
Other Support Services	$106	$109	$113	$116	$120
Explanation: Amounts represent the proportion of the department funds spent for other support services (e.g., IT support, maintenance, etc.) allocable to this program.					
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$20	$21	$21	$22	$22
Explanation: Amounts represent estimated proportion of telecommunications spent (e.g., phone, copier, internet) allocable to the program.					
Travel	$265	$273	$282	$290	$299
Explanation: Amounts represent estimated proportion of travel spent allocable to the program.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$159,999**	**$164,800**	**$169,746**	**$174,836**	**$180,082**

Attachment

UNIVERSITY OF OKLAHOMA
BACHELOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION: BIRTH THROUGH THIRD GRADE

Degree Requirements		Credit Hours
General Education Courses		**48-58**
ENGL 1113	Principles of English Composition I	3
ENGL 1213 or EXPO 1213	Principles of English Composition II or Expository Writing	3
COMM 1113 or COMM 2613	Principles of Communication or Public Speaking	3
LANGUAGE	Choose 2 college-level courses in a single language; may be satisfied by successful completion of 2 years in a single language in high school	0-10
MATH	Choose 1 MATH 1000-level course	3
MATH 2213	Mathematical Systems	3
MATH 2223	Data Analysis & Geometric Systems	3
BIOLOGICAL SCIENCEs	Choose 1 course in biological sciences (BIOL, HES, MBIO, or PBIO) – 1 science course must include a lab	4-5
PHYSICAL SCIENCES	Choose 1 course in physical sciences (AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, METR, or PHYS) – 1 science course must include a lab	4-5
P SC 1113	American Federal Government	3
SOCIAL SCIENCE	Choose 1 course from ANTH, PSY, or SOC	3
HIST 1483 or HIST 1493	United States to 1865 or United States, 1865 to Present	3
ARTISTIC FORMS	Choose 1 course from ENGL 2000-level or higher	3
PHIL	Choose 1 course from PHIL	3
WORLD CULTURE	Choose 1 course from the University-Wide General Education Approved Course List	3
FIRST YEAR EXPERIENCE	Choose 1 course from FYE	3
Professional Education Courses		**18**
EDEC 3413	Early Childhood Development	3
EDS 4003	Schools in American Cultures	3
EDSP 3053	Understanding & Accommodating Exceptional Learners	3
EIPT 3043	Learning with Educational Technologies	3

EIPT 3473	Learning, Development, & Assessment for Teachers	3
EIPT 3483	Motivation & Classroom Management for Teachers	3
Specialized Education Courses		**54**
EDEC 2203	Creative Expression in Early Childhood	3
EDEC 3513	Integrated Curriculum (Birth-5)	3
EDEC 3523	Field Experience with Seminar (Infants/Toddlers)	3
EDEC 3533	Infant-Toddler Development & Care	3
EDEC 3543	Teaching & Learning in Early Childhood Education	3
EDEC 3553	Field Experience with Seminar (3-5s)	3
EDEC 3563	Family & Community Connections	3
EDEC 3573	Diverse Learners	3
EDEC 4513	Integrated Curriculum (K-3rd)	3
EDEC 4523	Field Experience with Seminar (K-3rd)	3
EDSC 4093	Inquiry Based Science Teaching	3
EDEC 4543	Senior Seminar in Early Childhood Education (Capstone)	3
EDLT 3143	Language & Literacy Development Birth through 5	3
EDLT 4123	Language & Literacy Development in Kindergarten through 3rd Grade	3
EDMA 3353	PK-3 Mathematics Concepts	3
EDUC 4050	Teaching Experiences in the Elementary School	9
Total		**120-130**

AGENDA ITEM #7-c:

New Programs.

SUBJECT: Langston University. Approval to offer the Master of Science in Sustainable Food and Agriculture Systems, Bachelor of Science in Plant Systems and Resource Sustainability, the Bachelor of Science in Animal Science and Management, and the Bachelor of Science in Agribusiness Management and Allied Economics.

RECOMMENDATION:

It is recommended that the State Regents approve Langston University's requests to offer, via traditional and electronic delivery, the Master of Science in Sustainable Agriculture and Food Security, with options in Sustainable Livestock System, Sustainable Agribusiness and Resource Economics, and Sustainable Horticulture and Allied Plant Biosciences, the Bachelor of Science in Plant Systems and Resource Sustainability, the Bachelor of Science in Animal Science and Management, and the Bachelor of Science in Agribusiness and Applied Economics with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Sustainable Agriculture and Food Security.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 12 students in Fall 2027; and
    Graduates: a minimum of 6 students in 2027-2028.

- **Bachelor of Science in Plant Systems and Resource Sustainability.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 15 students in Fall 2026; and
    Graduates: a minimum of 5 students in 2026-2027.

- **Bachelor of Science in Animal Science and Management.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 12 students in Fall 2026; and
    Graduates: a minimum of 5 students in 2026-2027.

- **Bachelor of Science in Agribusiness and Applied Economics.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 30 students in Fall 2026; and
    Graduates: a minimum of 15 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Langston University's (LU) 2022-2023 Academic Plan is available at: https://okhighered.org/complete-college-america/degree-completion-plans.shtml

APRA Implementation

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

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

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

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

Program Review

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

0	Certificates
6	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
25	Baccalaureate Degrees
4	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process

LU's faculty developed the proposals, which were reviewed and approved by institutional officials. LU's governing board approved delivery of the Master of Science in Sustainable Agriculture and Food Security, the Bachelor of Science in Plant Systems and Resource Sustainability, the Bachelor of Science in Animal Science and Management, and the Bachelor of Science in Agribusiness and Applied Economics at their January 20, 2023 meeting. LU is currently approved to offer 2 degree and certificate programs through

electronic delivery. LU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Sustainable Agriculture and Food Security

Program purpose. The proposed program will provide advanced knowledge that will enhance the career path of professionals, practitioners, and educators by improving their ability to apply new and emerging science and technologies to leadership and support of sustainability in agriculture, food policy, and allied fields.

Program rationale and background. Agriculture is one of the nation's largest and most vital industries. It is a vast and diverse industry that impacts the lives of all people. Agriculture provides access to over 500 job classifications and career opportunities for people to make a difference in people's lives, communities, and the world. With population growth, rapid changes in agriculture, and the evolution of science and technology, the need to increase the diversity of food and agriculture with highly trained future agriculture practitioners and leaders in Oklahoma and the nation is highly important. For the 125-year history of LU's School of Agriculture and Applied Sciences (SL/SAAS), there has never been an advanced degree training program in vital agricultural disciplines such as Agribusiness, Animal Science, and Horticultural Biotechnology. Alumni and the public have widely questioned this void, leaving graduates to travel out of state to pursue a graduate program. Many investments have been made in expanding resources in teaching, research, extension, and community service activities in SL/SAAS. The Department of Agriculture and Natural Resources, which is housed within the SL/SAAS, is fully ready to establish an advanced degree program to fill the longstanding void in Agriculture.

Employment opportunities. The Bureau of Labor Statistics reported in 2021 that the job demand for graduate level Agriculture graduates will significantly increase between 2022 and 2032. In Oklahoma, job growth in Agriculture and Bioscience will grow by 4 percent through 2026. The definition of agriculture has been expanded to incorporate more science, mathematics, and technology. As a result, the type and quality of trained practitioners that employers demand will also change, increasing the demand for workers with high-level training and skills. A report by the U.S. Department of Agriculture and Purdue University indicated that an average of nearly 60,000 high-skilled agriculture and related job openings are expected annually in the U.S. over the next 5 years, with only about 35,000 graduates in food, agriculture, renewable resources, or the environment graduating each year.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	12	Fall 2027
Minimum graduates from the program	6	2027-2028

Duplication and impact on existing programs. There are no Master of Science in Sustainable Agriculture and Food Security programs in Oklahoma; however, the proposed program may share some similar content to the following program:

Institution	Existing Program
Oklahoma State University	Master of Science in Agriculture Economics (005)

A system wide letter of intent was communicated by email on February 22, 2022. No State System institutions notified State Regents' staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The Master of Science in Sustainable Agriculture and Food Security will consist of 30-33 total credit hours, as shown in the following table. No new courses will be developed and the curriculum is detailed in the below attachments (Attachments A – C).

Content Area	Credit Hours
Program Core	12
Required Courses	6-9
Thesis	6
Electives	6-12
Total	**30**

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

Delivery method and support services. The proposed Master of Science in Sustainable Agriculture and Food Security will be offered via traditional and electronic delivery. LU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment are adequate for the proposed program.

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

Financing. Existing resources available from federal sources, such as the National Institute of Food and Agriculture (USDA-NIFA) and other agencies, will provide support to the proposed program. Research and Extension Program income from LU's extensive small ruminant farm and product development operations will be allocated to graduate research endeavors, project operations, and thesis preparation. In addition, direct tuition and fees based on the current tuition and fee structure will be supplemental to support the proposed program.

Program resource requirements. Program resource requirements for the Master of Science in Sustainable Agriculture and Food Security are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$150,000	$160,000	$175,000	$180,000	$200,000
Explanation: Through USDA-NIFA and other agencies, competitive grants and annually appropriated USDA funds will be devoted toward supporting graduate students and programs.					
Total Resources Available from Other Non-State Sources	$50,000	$50,000	$60,000	$70,000	$75,000
Explanation: Program Income from LU's extensive small ruminant farm operations will be allocated to the graduate research program operations.					
Existing State Resources	$50,000	$50,000	$50,000	$50,000	$50,000
Explanation: These resources represent funds already appropriated to support the SL/SAAS Academic programs.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$47,200	$103,840	$113,280	$113,280	$113,280
Explanation & Calculations: Using the published tuition and fees, LU is to receive a total of $490,880 over 5 years. Approximately one-half of the graduate students will be non-residents. Direct tuition and fees are calculated as (6,069 + 12,812)/2 = $9,440 per graduate student per year.					
TOTAL	**$297,200**	**$363,840**	**$398,280**	**$413,280**	**$438,280**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$15,000	$15,000	$17,000	$17,000	$20,000
Explanation: 0.20 FTE of staff-assistant time and effort will support recruitment and program support.					
Faculty	$60,000	$60,000	$63,000	$63,000	$65,000
Explanation: No additional faculty members will be hired to support the new graduate program. 0.20 FTE time and effort will support each graduate course offered each year. It is estimated that 5-6 graduate courses will be taught each year.					
Graduate Assistants	$40,500	$121,500	$162,000	$162,000	$162,000
Explanation: Graduate students will be hired as graduate assistants and will be paid from research grants. Fifty percent FTE for thesis graduate assistants at $18,000 per year, while 0.25 FTE for non-thesis graduate assistants at $9,000 per year, assuming 50 percent follow the thesis route and 50 percent the non-thesis route.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$1,500	$1,500	$1,500	$1,500	$1,500
Explanation: This includes expenditure for additional journals and other resource materials.					
Contractual Services	$1,000	$1,000	$1,000	$1,000	$1,000

Explanation: Software licenses to support the program.					
Other Support Services	$1,200	$1,200	$1,200	$1,200	$1,200
Explanation: Student events, instructional support.					
Commodities	$0	$0	$0	$0	$0
Printing	$500	$500	$500	$500	$500
Explanation: Printing and supplies needed for graduate program support.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$10,000	$10,000	$10,000	$10,000	$10,000
Explanation: Travel for student recruitment, student travel to professional and related research outreach, conferences.					
Awards and Grants	$30,000	$30,000	$30,000	$30,000	$30,000
Explanation: Graduate research stipend and support for qualified graduate students from research grants.					
TOTAL	**$159,700**	**$240,700**	**$286,200**	**$286,200**	**$291,200**

Bachelor of Science in Plant Systems and Resource Sustainability

Program purpose. The proposed new Bachelor of Science in Plant Systems and Resource Sustainability will provide students with a favorable learning environment and fundamental agricultural knowledge, skills, and experiences that reflect their understanding and mastery of modern agriculture in the changing world.

Program rationale and background. The proposed new program is structured to provide students with broad fundamental and advanced knowledge, skills, and experiences necessary to be competitively successful in graduate schools and professions while contributing to advancing U.S. agriculture and food goals and priorities around the world. Graduates from this program will be able to work for Federal, State, and local agencies, public and private research and production institutions, environmental consultancies, and education institutions. A degree in Plant Systems and Resource Sustainability can also serve as a springboard to graduate degrees and certifications in many career fields of interest.

Employment opportunities. According to the Bureau of Labor Statistics in 2020, the job demand for the field of sustainability will be significant between 2021 and 2030. The demand for jobs in food, agriculture environment, and related areas is projected to exceed 8 percent in the years ahead. The Oklahoma Short-term Occupational Outlook (2021-2023) projects growth in Oklahoma to be 3 to 6 percent. Because of increasing world populations, the demand for modern agricultural and biological skills and training that can lead to engineering new more yielding varieties resistant to abiotic and biotic agents will also increase. The Oklahoma State Regents for Higher Education reports the annual number of people employed in this field has grown by more than 10 percent since 2015 and is projected to keep growing until 2024. Despite this, the number of degrees awarded in Oklahoma has fallen by nearly 4 percent since 2018. Hence, the supply of new graduates is falling despite multiple indicators that available jobs are increasing.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	15	Fall 2026
Minimum graduates from the program	5	2026-2027

Duplication and impact on existing programs. There are no Bachelor of Science in Plant Systems and Resource Sustainability programs in Oklahoma. A system wide letter of intent was communicated by email on February 22, 2022. No State System institutions notified State Regents' staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Plant Systems and Resource Sustainability will consist of 121 total credit hours, as shown in the following table. Nine new courses will be developed and the curriculum is detailed in the attachments (Attachment D).

Content Area	Credit Hours
General Education	43
Program Core	78
Total	**121**

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

Delivery method and support services. The proposed Bachelor of Science in Plant Systems and Resource Sustainability will be offered via traditional and electronic delivery. LU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment are adequate for the proposed program.

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

Financing. The proposed program will utilize federal resources primarily from the USDA-NIFA and other agencies. Competitive grants and annually appropriate (pre-mandated) USDA funds will be secured for the program as well. Research, Extension, and Educational activities programs will be instrumental in supporting student and teachers' research and academic activities year-round. Direct tuition and fees will be supplemental to support the proposed program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Plant Systems and Resource Sustainability are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$292,000	$307,000	$312,000	$317,000	$322,000
Explanation: In addition to the 2020 1890 university scholarship program, these funds will be generated from the USDA/NIFA and other competitive grants. Funds from SL/SAAS research and extension programs will support student research programs.					
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$60,000	$60,000	$60,000	$60,000	$60,000
Explanation: These resources represent funds already appropriated to support the SL/SAAS Academic programs.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$50,915	$101,830	$152,745	$203,660	$254,575
Explanation & Calculations: Using the estimated tuition and fees, LU is to receive a total of $763,725 over 5 years. Approximately 25 percent of students will be non-residents.					
TOTAL	**$402,915**	**$468,830**	**$524,745**	**$580,660**	**$636,575**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$30,000	$30,000	$35,000	$35,000	$35,000
Explanation: 0.40 FTE of staff-assistant time and effort will support recruitment and program support.					
Faculty	$45,000	$45,000	$50,000	$50,000	$55,000
Explanation: 0.20 FTE time and effort will support each course offered each year. It is estimated that 6-9 undergraduate courses will be taught each year.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$55,296	$55,296	$69,120	$69,120	$69,120
Explanation: 10 students will be hired on research projects for both the fall and spring semesters.					
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$1,500	$1,500	$1,500	$1,500	$1,500
Explanation: This includes expenditures for additional journals and other resource materials.					
Contractual Services	$1,000	$1,000	$1,000	$1,000	$1,000
Explanation: Software licenses to support the program.					
Other Support Services	$1,200	$1,200	$1,200	$1,200	$1,200
Explanation: Student events, instructional support.					
Commodities	$0	$0	$0	$0	$0
Printing	$500	$500	$500	$500	$500

Explanation: Printing and supplies needed for student program support.

Telecommunications	$0	$0	$0	$0	$0
Travel	$10,000	$10,000	$10,000	$10,000	$10,000

Explanation: Travel for student recruitment, student travel to professional and related research outreach, and conferences.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$144,496**	**$144,496**	**$168,320**	**$168,320**	**$173,320**

Bachelor of Science in Animal Science and Management

Program purpose. The proposed new Bachelor of Science in Animal Science and Management will provide students with a favorable learning environment and fundamental knowledge, skills, and experiences working with livestock that reflect their understanding and mastery of modern agriculture in the changing world.

Program rationale and background. Coursework in the proposed program will span the breadth of the animal sciences, and include the fundamentals underlying feed production, the management and breeding of healthy ruminant livestock, the technology involved in the manufacture of dairy products, and the marketing of agricultural products in general. Students will also be introduced to the principles of agribusiness economics and government policies pertaining to food, agriculture, and natural resources.

Employment opportunities. Graduates of the proposed program will be able to work for state and local agencies, corporate laboratories, wildlife sanctuaries, universities, or zoos. Federal, state, and local government agencies hire animal-sciences majors to fill a variety of jobs. Federal and state departments of agriculture, health, environmental protection, and food and drug safety recruit Animal Science and Management majors to inspect livestock operations and meat and dairy operations. Private and government-run laboratories and universities that do research in animal nutrition, health, and disease control find Animal Science and Management graduates to be an integral part of their workforce. The proposed program can also be a springboard to advanced degrees in veterinary medicine and related fields.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	12	Fall 2026
Minimum graduates from the program	5	2026-2027

Duplication and impact on existing programs. There are no Bachelor of Science in Animal Science and Management programs in Oklahoma; however, the proposed program may share some similar content to the following programs:

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Agricultural Sciences and Natural Resources in Animal Science (018)
Oklahoma Panhandle State University	Bachelor of Science in Animal Science (133)

	Bachelor of Science in Agriculture with an option in
Cameron University	Animal Science (400)

A system wide letter of intent was communicated by email on February 22, 2022. No State System institutions notified State Regents' staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Animal Science and Management will consist of 120 total credit hours, as shown in the following table. Four new courses will be developed and the curriculum is detailed in the attachments (Attachment E).

Content Area	Credit Hours
General Education	43
Program Core	65
Electives	12
Total	**120**

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

Delivery method and support services. The proposed Bachelor of Science in Animal Science and Management will be offered via traditional and electronic delivery. LU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment are adequate for the proposed program.

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

Financing. The proposed program will utilize federal resources primarily from the USDA-NIFA and other agencies. Competitive grants and annually appropriate (pre-mandated) USDA funds will be secured for the program as well. Research, Extension Program income from LU's extensive small ruminant farm operations will be allocated to the students' research, experiential learning, practicum endeavors, project operations, and course preparation. Direct tuition and fees will be supplemental to support the proposed program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Animal Science and Management are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources	$292,000	$307,000	$312,000	$317,000	$322,000

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Available from Federal Sources					
Explanation: These funds will be generated from the USDA/NIFA and other competitive grants and also the 2020 1890 university scholarship program. Funds from SL/SAAS research and extension programs will support students' research programs.					
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$65,000	$65,000	$65,000	$65,000	$65,000
Explanation: These resources represent funds already appropriated to support the SL/SAAS Academic programs.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$50,915	$112,013	$173,111	$183,294	$193,477
Explanation & Calculations: Using the estimated tuition and fees, LU is to receive a total of $712,810 over 5 years. Approximately 25 percent of students will be non-residents.					
TOTAL	**$407,915**	**$484,013**	**$550,111**	**$565,294**	**$580,477**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$30,000	$30,000	$35,000	$35,000	$35,000
Explanation: 40 FTE of staff-assistant time and effort will support recruitment and program support.					
Faculty	$45,000	$45,000	$50,000	$50,000	$50,000
Explanation: 0.20 FTE time and efforts will support each course offered each year. It is estimated that 6-9 ASM undergraduate courses will be taught each year.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$60,500	$60,500	$69,120	$69,120	$69,120
Explanation: 12 students per year will be hired on research projects for both the fall and spring semesters.					
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$1,500	$1,500	$1,500	$1,500	$1,500
Explanation: This includes expenditure for additional journals and other resource materials.					
Contractual Services	$1,000	$1,000	$1,000	$1,000	$1,000
Explanation: Software licenses to support the program.					
Other Support Services	$1,200	$1,200	$1,200	$1,200	$1,200
Explanation: Student events and instructional support.					

Commodities	$0	$0	$0	$0	$0
Printing	$500	$500	$500	$500	$500

Explanation: Printing and supplies needed for student program support.

Telecommunications	$0	$0	$0	$0	$0
Travel	$10,000	$10,000	$10,000	$10,000	$10,000

Explanation: Travel for student recruitment, travel to professional and related research, outreach, and conferences.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$149,700**	**$149,700**	**$168,320**	**$168,320**	**$168,320**

Bachelor of Science in Agribusiness and Applied Economics

Program purpose. The proposed new Bachelor of Science in Agribusiness and Applied Economics will address and study the production feasibility, management, marketing, and financial sides of the food and agriculture-related industries.

Program rationale and background. Agriculture is one of the nation's largest and most vital industries. It is a vast and diverse industry that impacts the lives of all people. It meets the needs of our growing population sustainably by simultaneously delivering food security, environmental sustainability, and economic opportunity. Specifically, agribusiness is one of the major sectors of the U.S. economy. Besides providing food and fiber from the farm gate to the final consumer, the agribusiness sector contributes 5.2 percent to the U.S. Gross Domestic Product. It was the nation's largest employer for several decades, and in 2019, it accounted for 10.9 percent of total U.S. employment. With population growth, rapid changes in agriculture, and the evolution of science and technology, the need to increase the diversity of food and agriculture with highly trained future agriculture practitioners and leaders in the state of Oklahoma and the nation is highly important. By pursuing the Bachelor of Science in Agribusiness and Applied Economics, students will gain the necessary skills and tools to make the student marketable in the labor force and guarantee job and career stability. The agriculture sector is continually growing and evolving incorporating new technology, methods, analytical tools, and approaches. The proposed program will specifically address the development of new products, working with quantitative data and analytical tools, planning and investing, and solving management and feasibility issues related to food and agriculture.

Employment opportunities. Employers will seek skilled, knowledgeable, and reliable graduates to lead the business decision-making process. Oklahoma Works reports that job growth in Agriculture and Bioscience will grow by 4 percent through 2026. The USDA shows that between 2020 and 2025, employment opportunities are expected to remain strong for new college graduates interested in food, agriculture, renewable natural resources, and the environment, with an average of approximately 59,400 openings annually. Finally, the Bureau of Labor Statistics reported the projected employment growth of economists, including agriculture economists, would increase by 14 percent between 2019 and 2029. This further supports the USDA's study which projects that agribusiness and management will constitute approximately 42 percent of the annual job openings in agriculture.

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

Productivity Category	Criteria	Deadline
Minimum enrollment of majors in the program	30	Fall 2026
Minimum graduates from the program	15	2026-2027

Duplication and impact on existing programs. There are no Bachelor of Science in Agribusiness and Applied Economics programs in Oklahoma; however, the proposed program may share some similar content to the following programs:

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Agricultural Sciences and Natural Resources in Agribusiness (263)
Oklahoma Panhandle State University	Bachelor of Science in Agribusiness (133)

A system wide letter of intent was communicated by email on February 22, 2022. No State System institutions notified State Regents' staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Agribusiness and Applied Economics will consist of 120 total credit hours, as shown in the following table. Eight new courses will be added and the curriculum is detailed in the attachments (Attachment F).

Content Area	Credit Hours
General Education	41
Major Courses	46
Non-Departmental Requirements	15
Controlled Electives	6
Electives	12
Total	**120**

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

Delivery method and support services. The proposed Bachelor of Science in Agribusiness and Applied Economics will be offered via traditional and electronic delivery. LU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment are adequate for the proposed program.

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

Financing. The proposed program will utilize federal resources primarily from the USDA-NIFA and other agencies. Competitive grants and annually appropriate (pre-mandated) USDA funds will be secured for the program as well. Direct tuition and fees will be supplemental to support the proposed program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Agribusiness and Applied Economics are shown in the following table.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$292,000	$307,000	$312,000	$317,000	$322,000
Explanation: These funds will be generated from the USDA/NIFA and other competitive grants and the 2020 1890 university scholarship program. Funds from SL/SAAS research and extension programs will support students' research programs.					
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$60,000	$60,000	$60,000	$60,000	$60,000
Explanation: These resources represent funds already appropriated to support the SL/SAAS teaching faculty and Academic programs.					
State Resources Available through Internal Allocation and Reallocation	$0	$0	$0	$0	$0
Student Tuition	$152,850	$203,660	$254,575	$305,490	$356,405
Explanation & Calculations: Using the estimated tuition and fees, LU is to receive a total of $1,272,980 over 5 years. Approximately 25 percent of students will be non-residents.					
TOTAL	**$504,850**	**$570,660**	**$626,575**	**$682,490**	**$738,405**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$30,000	$30,000	$35,000	$35,000	$35,000
Explanation: 0.40 FTE of staff-assistant time and effort will support recruitment and program support.					
Faculty	$45,000	$45,000	$50,000	$50,000	$55,000
Explanation: 0.20 FTE time and effort will support each course offered each year. It is estimated that 6-9 AAE undergraduate courses will be taught each year.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$55,296	$55,296	$69,120	$69,120	$69,120
Explanation: 10 AAE students will be hired on research projects for both the fall and spring semesters.					
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$1,500	$1,500	$1,500	$1,500	$1,500
Explanation: This includes expenditures for additional journals and other resource materials.					
Contractual Services	$1,000	$1,000	$1,000	$1,000	$1,000

Explanation: Software licenses to support the program.

Other Support Services	$1,200	$1,200	$1,200	$1,200	$1,200

Explanation: Student events and instructional support.

Commodities	$0	$0	$0	$0	$0
Printing	$500	$500	$500	$500	$500

Explanation: Printing and supplies needed for student program support.

Telecommunications	$0	$0	$0	$0	$0
Travel	$10,000	$10,000	$10,000	$10,000	$10,000

Explanation: Travel for student recruitment, student travel to professional and related research outreach and conferences.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$144,496**	**$144,496**	**$168,320**	**$168,320**	**$173,320**

Attachments

LANGSTON UNIVERSITY
MASTER OF SCIENCE IN SUSTAINABLE AGRICULTURE AND FOOD SECURITY
SUSTAINABLE LIVESTOCK SYSTEM OPTION

Program Requirements		Credit Hours
Program Core		**12**
SLS 5203	Sustainable/Organic Animal Production	3
SARE 5213	Advanced Marketing & Agricultural Product Distribution	3
SLS 5333	Applied Statistical Analysis & Experimental Design	3
SLS 5513	Smart Agriculture & Food Production	3
Required Courses		**6-9**
	9 credit hours for Non-Thesis Plan	
SLS 5303	Value-Added Animal Products Processing & Technology	3
SHAPB 5513	Regenerative Agriculture	3
SLS 5603	Animal Physiology	3
	6 credit hours for Thesis Plan	
SLS 6103	Thesis I	3
SLS 6203	Thesis II	3
Elective Courses		**6-12**
	Select 6-12 credit hours so that the number of credit hours completed for the degree totals 30	
SLS 5533	Applied Animal Genomics	3
SHAPB 5643	Applied Sustainable Agriculture	3
SHAPB 5533	Pest Management for Sustainable Production	3
SHAPB 5443	Principles of Cell & Tissue Culture	3
SHAPB 5123	Applied Smart Technologies for Genetic Characterization, Alteration, and Improvement	3
SARE 5523	Entrepreneurship in Agriculture	3
SARE 5213	Advanced Food & Related Product Marketing & Distribution	3
SLS 5313	Ruminant Nutrition & Laboratory Methods	3
SARE 5323	Resource Development & Economic Constraints	3
SARE 5433	Rural Economic & Community Development	3
SARE 5333	Economics of Agricultural Development & Trade Policies	3
SLS 6301	Seminar	1
SLS 6403	Internship (Non-Thesis Plan Only)	3
Total		**30**

LANGSTON UNIVERSITY
MASTER OF SCIENCE IN SUSTAINABLE AGRICULTURE AND FOOD SECURITY
SUSTAINABLE AGRIBUSINESS AND RESOURCE ECONOMICS OPTION

Program Requirements		Credit Hours
Program Core		**12**
SARE 5113	Advanced Farm Organization & Management	3
SARE 5213	Advanced Marketing & Agricultural Product Distribution	3
SLS 5333	Applied Statistical Analysis & Experimental Design	3
SARE 5423	Survey of Topics in Applied Economics	3
Required Courses		**6-9**
	9 credit hours for Non-Thesis Plan	
SARE 5323	Resource Development & Economic Constraints	3
SARE 5413	Agricultural Finance & Risk Management	3
SARE 5333	Economics of Agricultural Development & Trade Policy	3
	6 credit hours for Thesis Plan	
SARE 6103	Thesis I	3
SARE 6203	Thesis II	3
Elective Courses		**6-12**
	Select 6-12 credit hours so that the number of credit hours completed for the degree total 30	
IS 4583	E-Commerce with Lab	3
FN 4303	Advanced Financial Management	3
SLS 5303	Value-Added Animal Products Processing & Technology	3
SARE 5343	Regression Analysis & Research Methods in Applied Economics	3
SHAPB 5123	Applied Smart Technologies for Genetic Characterization, Alteration, & Improvement	3
SARE 6301	Seminar	1
SHAPB 5543	Regenerative Agriculture	3
SARE 5433	Rural Economic & Community Development	3
SLS 5513	Smart Agriculture & Food Production	3
SARE 5523	Entrepreneurship in Agriculture	3
SHAPB 5453	Greenhouse & Nursery Management	3
SLS 5203	Sustainable/Organic Animal Production	3
SARE 5533	Economics of Fisheries & Allied Aquaculture	3
SARE 6303	Internship (Non-Thesis Plan Only)	3
Total		**30**

LANGSTON UNIVERSITY
MASTER OF SCIENCE IN SUSTAINABLE AGRICULTURE AND FOOD SECURITY
SUSTAINABLE HORTICULTURE AND ALLIED PLANT BIOSCIENCES OPTION

Program Requirements		Credit Hours
Program Core		**12**
SHAPB 5623	Urban Horticulture	3
SARE 5213	Advanced Marketing & Agricultural Product Distribution	3
SLS 5333	Applied Statistical Analysis & Experimental Design	3
SHAPB 5123	Applied Smart Technologies for Genetic Characterization, Alteration, & Improvement	3
Required Courses		**6-9**
	9 credit hours for Non-Thesis Plan	
SHAPB 5453	Greenhouse & Nursery Management	3
SHAPB 5443	Principles of Cell & Tissue Culture	3
SHAPB 5223	Field Crop Production	3
	6 credit hours for Thesis Plan	
SHAPB 6103	Thesis I	3
SHAPB 6203	Thesis II	3
Elective Courses		**6-12**
	Select 6-12 credit hours so that the number of credit hours completed for the degree total 30	
SHAPB 5543	Regenerative Agriculture	3
SHAPB 5423	Sustainable Horticulture Production	3
SHAPB 5343	Plant Breeding & Genetics	3
SARE 5523	Entrepreneurship in Agriculture	3
SARE 5433	Rural Economic & Community Development	3
SARE 5333	Economics of Agricultural Development & Trade Policies	3
SLS 5303	Value-Added Animal Products Processing & Technology	3
SLS 5533	Applied Animal Genomics	3
SHAPB 5644	Precision Agriculture	3
SHAPB 5755	Environmental Soil Management	3
SHAPB 6301	Seminar	1
SHAPB 6303	Internship (Non-Thesis Plan Only)	3
Total		**30**

LANGSTON UNIVERSITY
BACHELOR OF SCIENCE IN PLANT SYSTEMS AND RESOURCE SUSTAINABILITY

Degree Requirements		Credit Hours
General Education Courses		**43**
EG 1113	English Composition I	3
EG 1213	English Composition II	3
EG 2053	Technical Writing	3
MT 1513	College Algebra	3
MT 1613	Trigonometry	3
CS 1103	Information Processing	3
NB 1114	Natural Science – Biology	4
NB 1100	Natural Science – Biology Lab	0
CH 1315	General Chemistry I	5
HT 1483 or HT 1493	U.S. History	3
PS 1113	U.S. Government	3
PY 1111	Personal & Social Development	1
HU 2103	Western Humanities I	3
HU 2003	Western Humanities II	3
SP 2713	Introduction to Speech	3
Program Core		**78**
AAE III	Fundamentals of Agriculture	1
*PSRS 2223	Principles of Horticulture	3
PSRS 1214	Elements of Crops	4
*PSRS 2333	Horticulture Insects & Their Management	3
*PSRS 4414	Plant Tissue Culture & Transformation	4
* PSRS 3123	Sustainable & Urban Horticulture	3
PSRS 3223	Field Crop Production	3
PSRS 3313	Principles of Weed Control	3
BI 4224	Genetics	4
*PSRS 4213	Regenerative Agriculture	3
PSRS 4343	Plant Breeding	3
*PSRS 4513	Greenhouse & Nursery Management	3

AAE 4333	Applied Statistics	3
PSRS 2153	Natural Resource Management	3
PSRS 3413	Elements of Forestry	3
PSRS 3333	Water Resource Management	3
*PSRS 4443	Biodiversity Conservation	3
PSRS 4433	Fisheries Management	3
PSRS 4223	Wildlife Management	3
PSRS 4233	Limnology	3
*PSRS 4413	Vertebrate Natural History	3
PSRS 4143	Food, Agriculture, & Natural Resource Policy	3
*PSRS 4113	Aquaculture	3
PSRS 4323	Soil Fertility & Management	3
ASM 4313	Range & Pasture Management	3
Electives	Guided Electives	2
Total		**121**

*Denotes a new course.

LANGSTON UNIVERSITY
BACHELOR OF SCIENCE IN ANIMAL SCIENCE AND MANAGEMENT

Degree Requirements		Credit Hours
General Education Courses		**43**
EG 1113	English Composition I	3
EG 1213	English Composition II	3
EG 2053	Technical Writing	3
MT 1513	College Algebra	3
MT 1613	Trigonometry	3
CS 1103	Information Processing	3
NB 1114	Natural Science – Biology	4
NB 1110	Biology I Lab	0
CH 1315	General Chemistry I	5
HT 1483 or HT 1493	U.S. History	3
PS 1113	U.S. Government	3
PY 1111	Personal & Social Development	1
FCS 2123	Introduction to Nutrition	3
HU 2103	Western Humanities	3
SP 2713	Introduction to Speech	3
Program Core		**65**
AAE 1111	Fundamentals of Agriculture	1
*AAE 1113	Principles of Agribusiness Economics	3
ASM 1124	Introduction to Animal Science	4
PSRS 1214	Elements of Crops	4
PSRS 2313	Elements of Soil	3
ASM 3123	Animal Nutrition	3
*ASM 3133	Anatomy & Physiology	3
AAE 3143	Agricultural Marketing	3
*ASM 3233	Dairy Technology	3
ASM 3433	Feeds & Feeding	3
ASM 4123	Small Ruminant Management	3
ASM 4133	Animal Breeding	3
*AAE 4143	Food, Agriculture, & Natural Resource Policy	3

PSRS 4153	Natural Resources Management	3
ASM 4313	Range & Pasture Management	3
AAE 4333	Applied Statistics	3
ASM 4513	Beef Cattle Production	3
ASM 4621	Topical Seminar	1
CH 1515	General Chemistry II	5
NB 1124	Natural Science Biology II	4
BI 2114	General Zoology	4
Electives		**12**
	Select 12 credit hours so that the number of credit hours completed for the degree total 120	
Total		**120**

*Denotes a new course.

LANGSTON UNIVERSITY
BACHELOR OF SCIENCE IN AGRIBUSINESS AND APPLIED ECONOMICS

Degree Requirements		Credit Hours
General Education Courses		**41**
CS 1103	Information Processing	3
PY 111	Personal & Social Development	1
NB 1113	Natural Science – Biology	3
NB 1101	Natural Science – Biology Lab	1
NP 1113	Physical Science	3
PS 1113	U.S. Government	3
EG 1113	English Composition I	3
EG 1213	English Composition II	3
HT 1483 or HT 1493	U.S. History	3
MT 1513	College Algebra	3
MT 1613	Trigonometry	3
HU 2003	Humanities II	3
EG 2053	Technical Writing	3
HU 2103	Western Humanities	3
SP 2713	Introduction to Speech	3
Major Courses		**46**
*AAE 1111	Fundamentals of Agriculture	1
*AAE 1113	Principles of Agribusiness & Applied Economics	3
ASM 1124	Introduction to Animal Science	4
PSRS 1214	Elements of Crops	4
PSRS 2313	Elements of Soil	3
AAE 3113	Agricultural Finance	3
AAE 3143	Agricultural Marketing	3
PSRS 3323	Introduction to GIS & GPS	3
*AAE 3613	International Agricultural Trade & Policy	3
*AAE 3633	Intermediate Microeconomics of Agriculture	3
AAE 4113	Agricultural Prices	3
*AAE 4143	Food, Agriculture & Natural Resource Policy	3
*AAE 4153	Natural Resource Economics	3

*AAE 4313	Quantitative Methods		3
AAE 4333	Applied Statistics		3
AAE 4621	Topical Seminar		1
Non-Departmental Requirements			**15**
AC 2103	Accounting I		3
AC 2203	Accounting II		3
EC 2013	Principles of Macroeconomics		3
IS 3503	Microcomputers in Business		3
FN 3313	Financial Management		3
Controlled Elective Courses			**6**
*AAE 4233	Research Methods		3
AAE 4653	Internship		3
Electives			**12**
Select 12 credit hours so that the number of credit hours completed for the degree total 120			
Total			**120**

*Denotes a new course.

AGENDA ITEM #7-d:

> **New Programs.**

SUBJECT: Northeastern State University. Approval to offer the Master of Science in Applied Geographic Information Systems.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the Master of Science in Applied Geographic Information Systems with options in Sustainability and Professional Enhancement, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Master of Science in Applied Geographic Information Systems.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 10 students in Fall 2027; and
>   Graduates: a minimum of 5 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Northeastern State University's (NSU) 2022-2023 Academic Plan is available at: https://okhighered.org/complete-college-america/degree-completion-plans.shtml.

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

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

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

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

Program Review

NSU offers 134 degree and/or certificate programs as follows:

44	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
62	Baccalaureate Degrees
27	Master's Degrees
0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process
NSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Master of Science in Applied Geographic Information Systems at their January 27, 2023 meeting. NSU is currently approved to offer 81 degree and certificate programs through electronic delivery. NSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:
Master of Science in Applied Geographic Information Systems

Program purpose. The proposed program will provide students with opportunities to apply geographic knowledge and further develop geospatial skills necessary to utilize Geographic Information Systems (GIS) software and related geospatial technologies to develop and communicate potential solutions to existing and emerging local and regional issues.

Program rationale and background. The proposed program is a high quality, rigorous online program tailored to the GIS job market, and designed to be completed within two years. It is intended for professionals who are seeking skills to prepare for geospatial technology leadership roles in government, healthcare, business, and other settings. The program includes coursework in scripting, advanced techniques, and associated technologies including GPS and remote sensing.

Employment opportunities. GIS has been identified as one of the fastest-growing job sectors in the U.S. economy. GIS has become an essential tool in government and business (U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook for Geographers). As software and hardware become more cost effective and the benefits and applications of GIS technology become better understood, use of

GIS has expanded into many disciplines. Career options for geography majors are increasingly requiring competency in GIS and associated geo-techniques. Market research conducted by the Prescient and Strategic Intelligence firm forecasts the GIS market to grow at an annual rate of 11.6 percent between 2020 and 2030. They project that health organizations, government agencies, and industry will continue to expand their use of GIS technology. Emerging markets such as self-driving cars, smart home technology and the widespread availability of drone technology will contribute to the continued growth of GIS.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2027
Minimum Graduates from the program	5	2027-2028

Duplication and impact on existing programs. There are no Master of Science in Applied Geographic Information Systems programs in Oklahoma. A system wide letter of intent was communicated by email on January 5, 2023. No State System institutions notified State Regents' staff of a protest to the proposed program. Due to the unique focus of the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Applied Geographic Information Systems program will consist of 30 total credit hours as shown in the following table. Thirteen new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core	15
Option Courses	9
GIS Practicum/Capstone or Thesis	6
Total	**30**

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

Delivery method and support services. The proposed Master of Science in Geographic Information Systems will be offered via traditional and electronic delivery. NSU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Students will have access to GIS software or it can be purchased for their personal computers. The library, classrooms, and equipment are adequate for the proposed program.

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

Financing. The proposed program will be financed on a self-supporting basis. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Science in Geographic Information Systems are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$36,000	$36,000	$36,000	$36,000	$36,000
Explanation: Adjunct backfill salary for undergraduate courses up to 15 courses per year; $2,400 per course.					
State Resources Available through Internal Allocation and Reallocation	$4,500	$4,500	$4,500	$4,500	$4,500
Explanation: College is committing a combination of Academic Service Fees, Travel, and Administrative Expenditures up to $4,500. This amount will not adversely affect support for other programs.					
Student Tuition	$20,937	$26,171	$31,406	$41,874	$52,342
Explanation/Calculations: Grad student tuition, COLA enhancement fee, Electronic Media fee = $348.95 /cr. hr. x 15 x # headcount of students from enrollment demand projection.					
TOTAL	**$61,437**	**$66,671**	**$71,906**	**$82,374**	**$92,842**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$2,400	$2,400	$2,400	$2,400	$2,400
Explanation: Current staff are expected to spend approximate 10 percent of time on small tasks related to program.					
Faculty	$36,000	$36,000	$36,000	$36,000	$36,000
Explanation: Adjunct backfill salary for undergraduate courses up to 15 courses per year; $2,400 per course.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$2,000	$2,000	$2,000	$2,000	$2,000
Explanation: Funds primarily used to cover specific GIS related software and equipment.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0

Printing	$500	$500	$500	$500	$500

Explanation: Funds used for hard copy promotional materials such as brochures and posters.

Telecommunications	$0	$0	$0	$0	$0
Travel	$1,000	$1,000	$1,000	$1,000	$1,000

Explanation: Funds used for program recruitment travel.

Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$41,900**	**$41,900**	**$41,900**	**$41,900**	**$41,900**

Attachment

NORTHEASTERN STATE UNIVERSITY
MASTER OF SCIENCE IN GEOGRAPHIC INFORMATION SYSTEMS

Degree Requirements		Credit Hours
Program Core		**15**
*GEOG 5833	Advanced GIS & Spatial Analysis	3
*GEOG 5053	Advanced Computer Cartography	3
*GEOG 5853	Advanced Automation & Scripting	3
*GEOG 5803	Advanced Geospatial Technologies	3
*GEOG 5453	Field Techniques in GIS	3
Option Requirements		**9**
Sustainability Option		
(select 9 credit hours)		
*GEOG 5193	Sustainability in Urban Settings	3
*GEOG 5223	Advanced Natural Hazards	3
*GEOG 5763	Humans & Environmental Change	3
*GEOG 5623	Sustainability Theory & Practices	3
*GEOG 5743	Climate Variability & Change	3
Professional Enhancement Option		
Students will choose 3 courses (9 credit hours) with the guidance & approval of the graduate director/advisor.		
GIS Practicum/Capstone or Thesis		**6**
GIS Practicum/Capstone		
*GEOG 5853	GIS Practicum	3
*GEOG 5863	GIS Practicum Capstone	3
Thesis		
*GEOG 5990	Thesis	6
Total		**30**

*Denotes a new course

AGENDA ITEM #7-e:

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AGENDA ITEM #7-f:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Associate in Science in Engineering Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to offer the Associate in Science in Engineering Technology, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in Engineering Technology.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
    Majors enrolled: a minimum of 30 students in Fall 2026; and
    Graduates: a minimum of 10 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Tulsa Community College's (TCC) 2022-2023 Academic Plan is available at: https://okhighered.org/complete-college-america/degree-completion-plans.shtml.

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

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

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

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

Program Review

TCC offers 95 degree and/or certificate programs as follows:

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

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

Program Development Process

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Associate in Science in Engineering Technology at their November 17, 2022 meeting. TCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:
Associate in Science in Engineering Technology

Program purpose. The proposed program will prepare students for transfer and future careers in engineering by providing general education and applied engineering knowledge and skills in combinations of courses that will articulate with existing university engineering technology programs.

Program rationale and background. The proposed program will replace the current Electrical Engineering Technology option that is housed within the Associate in Science in Engineering (007) program. The intent is to create a general engineering technology program that provides more flexibility in transfer than the existing option. The existing Electrical Engineering Technology option will be suspended due to it not meeting OSRHE minimum shared core hours for an option. Thus, the more flexible proposed Associate in Science in Engineering Technology program will fill the gap created with the current Electrical Engineering Technology option suspension.

Employment opportunities. A recent Lightcast occupational overview report shows the Tulsa area is aggressively recruiting for Engineering Technologists in Mechanical, Electrical, Industrial, and Civil (Construction) with an average salary of $59,000 for entry level positions. The state of Oklahoma shows a projected 2 percent increase in these positions over the next 5 years. Additionally, the Bureau of Labor Statistics estimates 27,000 new degreed professionals are needed in the field of engineering and engineering technology to meet state needs over the next 10 years.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	30	Fall 2026
Minimum Graduates from the program	10	2026-2027

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

Institution	Existing Program
Murray State College	Associate in Applied Science in Applied Technology with an option in Electrical Engineering Technology (875)
Oklahoma State University-Oklahoma City	Associate in Applied Science in General Engineering Technology (010)
Oklahoma State University Institute of Technology	Associate in Applied Science in Engineering Technologies (080)
Seminole State College	Associate in Applied Science in Engineering Technology (236)
Rose State College	Associate in Applied Science in Engineering Technology (132)
Oklahoma City Community College	Associate in Applied Science in Engineering Technology (246)

A system wide letter of intent was communicated by email on July 25, 2022. Rose State College (RSC) requested a copy of the proposal, which was sent on February 8, 2023. Neither RSC nor any other state system institution notify State Regent's staff of a protest to the proposed program. Due to the transferability and industry demands for this program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Engineering Technology program will consist of 60-67 total credit hours as shown in the following table. No new courses will be developed and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	21
Program Core	6-8
Major Requirements	9-10
Engineering Technology	5-7
Guided Electives	19-21
Total	**60-67**

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

Delivery method and support services. The proposed Associate in Science in Engineering Technology will be offered via traditional delivery. The library, classrooms, and equipment are adequate for the proposed program.

Financing.   The proposed program will be financed on a self-supporting basis. No additional funding is requested from the State Regents to support the program.

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

	Year of Program				
A. Funding Sources	**1ˢᵗ Year**	**2ⁿᵈ Year**	**3ʳᵈ Year**	**4ᵗʰ Year**	**5ᵗʰ Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$0	$0	$0	$0	$0
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$0	$55,000	$35,000	$17,500	$0
Explanation: The amount above reflects current funds within the School of Mathematics and Engineering.					
Student Tuition	$52,425	$69,930	$87,413	$104,895	$122,378
Explanation/Calculations: Multiply the cost of tuition ($116.55) by the number of expected enrolled students each year then multiply that by 30 credit hours per year. Enrollment is expected to be 15, 20, 25, 30, and 35 for Years 1 through 5 respectively.					
TOTAL	**$52,425**	**$124,930**	**$122,413**	**$122,395**	**$122,378**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$55,000	$110,000	$110,000	$110,000	$110,000
Explanation: TCC average salary is $55,000 per year. There will be 2 full time faculty doing half their load for the proposed program and half their load on other programs.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$12,000	$12,000	$12,000	$12,000	$12,000
Explanation: Equipment costs are related to fabrication lab materials and maintenance.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$67,000**	**$122,000**	**$122,000**	**$122,000**	**$122,000**

Attachment

TULSA COMMUNITY COLLEGE
ASSOCIATE IN SCIENCE IN ENGINEERING TECHNOLOGY

Degree Requirements		Credit Hours
General Education		**35-38**
ENGL 1113	Composition I	3
ENGL 1213	Composition II	3
HIST 1483 or HIST 1493	US History 1492 to Civil War Era or US History Civil War Era to Present	3
POLS 1113	American Federal Government	3
HUMANITIES	Select 6 credit hours of Humanities Courses	6
COMM 1113	Public Speaking	3
MATH 1513 & 2523 or MATH 2114 & 2124	Precalculus I and Calculus for Business, Life, & Social Sciences Or Analytic Geometry & Calculus I and Analytic Geometry & Calculus II	6-8
PHYS 1114 or PHYS 2034	General Physics I or Physics I with Calculus	4
SCIENCE	Select one: CHEM 1365: Chemistry for Engineers CHEM 1315: General Chemistry I (L) PHYS 1214: General Physics II PHYS 2124: Physics II with Calculus (L) BIOL 1114: General Biology for Non-Majors (L)	4-5
Major Requirements		**6-8**
ENGR 1111	Introduction to Engineering	1
Engineering Technology		5-7
	Choose 5-7 credit hours from the following:	
ELET 1212	Introduction to Electricity	2
ELET 1303	DC Circuits Analysis	3
ELET 1313	AC Circuits Analysis	3
DRFT 1324	Engineering Drawing with CAD	4
ELET 2215	Digital Circuits	5
ELET 2244	Amplifiers I	4
ELET 2333	Amplifiers II	3
ENGR 1242	Introduction to Engineering Computer Programming	2
ENGR 2103	Engineering Statistics	3
ENGR 2143	Engineering Strength of Materials	3

Guided Electives		19-21
	Choose from the following:	
ACCT 2213	Financial Accounting	3
BIOL 1113	Introduction to Environmental Science	3
BIOL 1114	General Biology for Non-Majors (L)	4
BIOL 1404	General Botany	4
CSCI 1203	Computer Concepts & Applications	3
CSCI 2473	C Language	3
CSCI 2843	C++ Programming Language	3
CSYS 1203	Introduction to Computer Programming	3
DRFT 1324	Engineering Drawing with CAD	4
ELET 1212	Introduction to Electricity	2
ELET 1303	DC Circuits Analysis	3
ELET 1313	AC Circuits Analysis	3
ELET 1503	Programmable Control	3
ELET 2215	Digital Circuits	5
ELET 2244	Amplifiers I	4
ELET 2333	Amplifiers II	3
ELET 2533	Automation Control	3
ENGR 1132	Engineering Design with Computer Aided Design	2
ENGR 1242	Introduction to Engineering Computer Programming	2
ENGR 2103	Engineering Statics	3
ENGR 2143	Engineering Strength of Materials	3
ENGT 1223	Industry Print Reading	3
MATH 2193	Elementary Statistics	3
PHYS 1214	General Physics II	4
PHYS 2124	Physics II with Calculus (L)	4
MATH 2114	Analytic Geometry & Calculus I (A)	4
MATH 2124	Analytic Geometry & Calculus II (A)	4
Total		**60-67**

AGENDA ITEM #8:

Program Deletion.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requests authorization to delete the program below:
- Bachelor of Arts in World Cultural Studies (390)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Bachelor of Arts in World Cultural Studies (390), effective immediately. This program was approved at the June 21, 2012 State Regents Meeting. OU reports:
- The program was approved for suspension at the January 31, 2019 State Regents' meeting due to low student demand.
- OU's College of Professional Studies determined the program is no longer viable and has no plans to reactivate it due to shifting priorities based on the institution's recently adopted strategic plan.
- There are currently no students enrolled in the program.
- Sixteen courses will be deleted.
- No funds are available for reallocation.

AGENDA ITEM #9-a:

Policy.

SUBJECT: Approval of revisions to the Institutional Admission and Retention policy.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Institutional Admission and Retention policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education first approved systemwide admission requirements in 1962. Since that time, the State Regents have updated admission and retention requirements at State System institutions more than 60 times to reflect changes in the higher education landscape and best serve Oklahoma's college students. The Institutional Admission and Retention policy sets forth curricular and performance requirements for admission of first-time students to State System institutions and establishes minimum standards for retention after admission. As with the majority of Academic Affairs policy revisions, revisions to the Institutional Admission and Retention policy typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revision amends the Institutional Admission and Retention policy.

POLICY ANALYSIS:

The proposed revision is the result of requests from State System institutions to add additional English language assessments to the approved list of acceptable measures of English language acquisition for admission into State System institutions. Qualified evaluators representing State System institutions conducted the review and their recommendation is outlined in the table below.

3.9.5 International Student Admission and Admission of Non-native Speakers of English	Include the addition of the iTEP Academic and PTE Academic as approved assessments for admissions of first-time undergraduate and graduate students for whom English is a second language.

It is recommended the State Regents approve the proposed revisions to the Institutional Admission and Retention policy. An excerpt of the Institutional Admission and Retention policy with the proposed revision is attached. The Institutional Admission and Retention policy in its entirety may be accessed online at https://www.okhighered.org/state-system/policy-procedures

Attachment

3.9   Institutional Admission and Retention <EXCERPT>

3.9.5   International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

A.   First-Time Undergraduate and Graduate Students

1.   Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS) Examination, the PTE Academic, or the iTEP Academic.

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

2.   Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center, or on the IELTS Examination, the PTE Academic, or the iTEP Academic. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.

3.   High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the *High School Curricular Requirements policy*.

4.   Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.

5.   Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL, and IELTS, PTE Academic, and iTEP Academic for both undergraduate and graduate students.

AGENDA ITEM #9-b:

Policy.

SUBJECT: Approval of a policy exception request from the University of Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

On May 26, 2017, the State Regents approved revisions that moved the concurrent enrollment policy language from the Institutional Admission and Retention policy to a new stand-alone Concurrent Enrollment policy. Revisions were made to the admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

On June 29, 2017, the State Regents approved a pilot program that enabled the University of Oklahoma (OU) to use alternative admission and College Algebra course placement measures for Norman Public Schools (NPS) concurrent seniors to increase college preparation and learning opportunities for NPS high school students.

The pilot employed a two-semester framework to help NPS high school students strengthen math skills and subsequently complete College Algebra during their senior year. Students participating in the pilot took: 1)

a fall high school College Algebra Prep course taught by an NPS high school math teacher and 2) a subsequent three credit hour Spring College Algebra course taught by an OU math professor. On April 25, 2019, the State Regents approved an expansion of this pilot to include Crooked Oak High School (COHS) students.

On April 28, 2022, the State Regents approved exceptions to the Oklahoma State Regents for Higher Education's (OSRHE) Concurrent Enrollment policy to allow OU to continue the concurrent enrollment pilot program for NPS students to enroll concurrently in college-level math and English composition courses, for COHS students to enroll concurrently in college-level American Federal Government, Sociology, and Introduction to Biology for non-majors courses, and for students participating in the Sooner Discovery program. Sooner Discovery is a 4-week on-campus college immersion program which serves as a recruiting opportunity for students across the state and out of state, while increasing college preparedness with extra support.

POLICY ISSUES:

The proposed action is an exception to the Oklahoma State Regents for Higher Education's (OSRHE) Concurrent Enrollment policy.

ANALYSIS:

OU is requesting approval to extend exceptions to the Concurrent Enrollment policy for admission of students in NPS and the Sooner Discovery program for the 2023-2024 academic year as shown in the following tables:

NPS English Program

OSRHE Policy	Proposed Exception
Admission: • 24 ACT or 1160 SAT OR high school GPA 3.0 and class rank top 33.3 percent English Course Placement: • 19 English ACT	Admission: • 20 ACT or 1020 SAT and HS GPA of 3.0 English Course Placement: • 19 ACT English subtest score or 510 SAT Reading and Writing subtest score.

NPS Math Program

OSRHE Policy	Proposed Exception
Admission: • 24 ACT or 1160 SAT OR high school GPA 3.0 and class rank top 33.3 percent Math Course Placement: • 19 Math ACT	Admission: • HS GPA of 3.0 Math Course Placement: • 19 ACT Math subtest score or 510 SAT Math subtest score OR Admission and Math Course Placement: • Seniors who have passed Algebra II

Sooner Discovery

OSRHE Policy	Proposed Exception
Admission: • 24 ACT/1160 SAT OR High school GPA 3.0 and class rank-top 33.3 percent	Admission: • 20 ACT or 1020 SAT and High School GPA 3.0

Due to faculty conflicts, OU is not requesting to continue the concurrent enrollment pilot for students at COHS that was originally approved at the April 25, 2019 meeting.

To ensure there is a commitment to review these concurrent pilots, OU will collect and submit student data outcomes, which will be detailed in a prescribed format, by August 1, 2024. Based on staff analysis, it is recommended the State Regents approve OU's requests as described above.

AGENDA ITEM #10:

Course Equivalency Project.

SUBJECT: Approval of the Course Equivalency Project for the 2023-2024 academic year.

RECOMMENDATION:

It is recommended that the State Regents approve the system faculty's 2023-2024 Course Equivalency Project.

BACKGROUND:

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

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

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

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

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

POLICY ISSUES:

The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of course work between and among State System institutions, as well as standards for transfer from non-State System institutions. The CEP provides information that facilitates State System institutions' compliance with policy guidelines.

ANALYSIS:

Positive features of the CEP are listed below:

- It establishes content standards and expected learner outcomes through faculty-developed common course descriptions in most general education courses as well as more specialized coursework.

- It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.

- A tracking system permits registrars to recognize the course changes, deletions, and additions made to the CEP from year to year.

- A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.

- The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.

- Faculty members have the opportunity to share their course syllabi, evaluate learning materials, and discuss emerging trends in their discipline during course articulation meetings.

- The State Regents' Undergraduate Transfer and Articulation policy provides standards for the articulation of liberal arts and sciences course work between and among State System institutions. In the same policy, there is a separate and distinctly different process and standards for articulation of technical course work, especially technical course work originating at an Oklahoma technology center. Information on these programs are available on the ShowWhatYouKnowOK.org website.

The 2023-2024 faculty CEP document is provided as a supplement to this item. The COI approved the 2023-2024 CEP document February 16, 2023. It is recommended that the State Regents approve the 2023-2024 CEP.

Supplement available upon request.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #11:

State Authorization Reciprocity Agreement.

SUBJECT: Approval to continue Oklahoma's membership in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

> **It is recommended that the State Regents approve to continue Oklahoma's membership in the State Authorization Reciprocity Agreement.**

BACKGROUND:

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

State membership in SARA is administered by the four regional higher education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, the Southern Regional Education Board and the Western Interstate Commission for Higher Education). Oklahoma is a member of the Southern Regional Education Board (SREB).

As Oklahoma's State Portal Entity, the Oklahoma State Regents for Higher Education is responsible for approval and ongoing oversight of SARA activities conducted by Oklahoma institutions. On May 29, 2015, the State Regents first approved Oklahoma's membership in SARA, after which the SREB approved Oklahoma as a SARA state on June 29, 2015. The SREB last approved renewal of Oklahoma's membership on June 9, 2021.

POLICY ISSUES:

This action is consistent with the Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

Since Oklahoma first joined SARA in 2015, institutional participation has been high among both Oklahoma public and private institutions. Currently 36 Oklahoma institutions are participating, including 24 of the 25 State System institutions, all of which together enrolled 7,298 out-of-state students during the Fall of 2021 (the most recent data available).

SARA requires states to renew membership biennially. The SREB last approved renewal of Oklahoma's SARA membership in June 2021; therefore, Oklahoma must submit a state renewal application to the SREB S-SARA Regional Steering Committee (RSC) at its June 2023 meeting to be approved for membership through June 2025.

State Regents' approval will allow the Chancellor, on behalf of the state system and independent degree-granting institutions in Oklahoma, to submit a state renewal application to the SREB RSC.

Provided that this request is approved, it is anticipated that the SREB RSC will review and approve Oklahoma's SARA renewal application at its June 6, 2023 meeting.

AGENDA ITEM #12:

> **E&G Budget.**

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $355,126.06 to Oklahoma State University Center for Health Sciences (OSU CHS) and $355,126.06 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $710,252.12 This amount is sufficient for a transfer of $355,126.06 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to $104,868,660.34.

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

5-Year History of Allocations	Amount to Each Entity
FY 2019 Total	$5,170,195.74
FY 2020 Total	$5,455,784.70
FY 2021 Total	$5,062,359.40
FY 2022 Total	$5,357,330.35
FY 2023 Y-T-D	$3,347,328.09

AGENDA ITEM #13-a:

> **Tuition.**

SUBJECT: Posting of requested Academic Services Fee Changes and Peer Limits for Tuition and Mandatory Fees, 2024.

RECOMMENDATION:

> **It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2024; and 2) institutional requests for changes to academic services fees for Fiscal Year 2024, as reported on the attached schedules.**

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists "Not to Exceed" amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2024, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2024 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2024. Institutions assess special fees for instruction and academic services as a condition of enrollment and

as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2024 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held April 21, 2023 for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 29, 2023. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

This item is consistent with the State Regents' Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY24 Legislative Peer Limits for Tuition and Mandatory Fees* schedule attached. Peer institutions outside the state also increased their tuition and mandatory fees in FY23. This resulted in Oklahoma's resident rates, relative to those of their respective peers, increasing for research, regional, and community colleges. Research universities' current average tuition and mandatory fee rates are 70.7 percent of the Big 12 Conference average, an increase of 2.4 percentage points from last year; the average for regional universities' resident tuition and mandatory fees increased 3.8 percentage points to 84 percent of the peer average; and the average for community colleges increased 1.9 percentage points to 67.9 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions in The State System, fifteen requested changes in academic services fees for Fiscal Year 2024 and six had no requests for changes in these fees. The institutions requested 56 changes in Special Instruction Fees, 11 changes in Facility/Equipment Utilization Fees, 112 changes in Testing/Clinical Services Fees, 39 changes in Classroom/Laboratory Supply and Material Fees, and 60 changes in various Other Special Fees. A total of 278 changes have been requested to academic services fees for Fiscal Year 2023, a decrease of 1,224 requests when compared to FY23 requests. The fee requests consist of 88 new fees, 77 modifications to existing fees, and 113 deletions of current fees. The complete listing of requests for posting is attached.

This information is being posted for State Regents' review and public comment.

Oklahoma State Regents for Higher Education

FY24 Legislative Peer Limits for Tuition and Mandatory Fees

Undergraduate (30 Credit Hours)	FY24 Peer Limit for Resident Tuition and Mandatory Fees	FY24 Per Credit Hour Rate	FY24 Peer Limit for Nonresident Tuition and Mandatory Fees	FY24 Per Credit Hour Rate
Research Universities *(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$13,128	$437.60	$35,357	$1,178.57
Regional Universities	$8,785	$292.83	$18,636	$621.20
University of Central Oklahoma	$9,084	$302.80	$22,137	$737.90
Univ of Science & Arts of Okla	$12,081	$402.70	$25,795	$859.83
Community Colleges	$6,948	$231.60	$11,837	$394.57

Graduate (24 Credit Hours)	FY24 Peer Limit for Resident Tuition and Mandatory Fees	FY24 Per Credit Hour Rate	FY24 Peer Limit for Nonresident Tuition and Mandatory Fees	FY24 Per Credit Hour Rate
Research Universities *(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$11,751	$489.63	$27,219	$1,134.13
Regional Universities	$9,094	$378.92	$15,900	$662.50
University of Central Oklahoma	$10,578	$440.75	$21,322	$888.42

70 O.S. Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.

Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.

70 O. S Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.

<u>TIER</u>	
Research Universities	**Big 12 Public Institutions**
Regional Universities	**Like-type public institutions in surrounding and other states**
Community Colleges	**Like-type public institutions in surrounding and other states**

At their meeting in June 2023, State Regents will consider FY24 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.

Oklahoma State Regents for Higher Education

FY24 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY24 Peer Limit for Resident Tuition and Mandatory Fees	FY24 Peer Limit for Nonresident Tuition and Mandatory Fees
University of Oklahoma		
College of Law	$29,599	$42,495
OU Health Sciences Center		
Doctor of Medicine	$37,998	$66,813
Doctor of Dental Science	$40,619	$77,337
Physician's Associate	$20,802	$36,424
PharmD	$25,293	$47,824
Occupational Therapy	$18,366	$34,564
Physical Therapy -- Doctoral	$17,814	$34,542
Doctor of Audiology	$16,254	$33,939
Public Health	$14,453	$28,228
Nursing -- Doctor of Nursing Practice	$14,043	$27,269
Master of Science in Nursing	$13,194	$26,620
Oklahoma State University		
Center for Health Sciences	$40,373	$70,333
College of Veterinary Medicine	$29,800	$58,815
Northeastern State University		
College of Optometry	$31,354	$44,360
Northwestern Oklahoma State University		
Nursing -- Doctor of Nursing Practice	$17,251	$25,027
Southwestern Oklahoma State University		
Master of Science in Nursing	$14,447	$17,362
PharmD	$26,075	$40,562
Langston University		
Physical Therapy -- Doctoral	$17,814	$34,542
70 O.S., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.		
At their meeting in June 2023, State Regents will consider FY24 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.		

PUBLIC HEARING NOTICE
TUITION PEER LIMITS AND ACADEMIC SERVICES FEES
Effective Academic Year 2023-2024

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in-person at 10 a.m. on Friday, April 21, 2023 at Rogers State University, Dr. Carolyn Taylor Center, 1701 W. Will Rogers Blvd., Claremore, Oklahoma or via Zoom.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 14, 2023 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.

Instructions to connect via Zoom are:

Topic: Tuition Peer Limits and Academic Service Fees Effective Academic Year 2023-24
When: April 21, 2023, 10 a.m. Central Time (U.S. and Canada)
https://onenet.zoom.us/j/94003752921?pwd=N1B2L1hGczUwTTI1dTg1K1MyU1k0dz09

Meeting ID: 940 0375 2921
Passcode: 215954
One tap mobile
+16694449171,,94003752921# US
+16699006833,,94003752921# US (San Jose)

Dial by your location
    +1 669 444 9171 US
    +1 669 900 6833 US (San Jose)
    +1 719 359 4580 US
    +1 253 205 0468 US
    +1 253 215 8782 US (Tacoma)
    +1 346 248 7799 US (Houston)
    +1 689 278 1000 US
    +1 301 715 8592 US (Washington DC)
    +1 305 224 1968 US
    +1 309 205 3325 US
    +1 312 626 6799 US (Chicago)
    +1 360 209 5623 US
    +1 386 347 5053 US
    +1 507 473 4847 US
    +1 564 217 2000 US
    +1 646 558 8656 US (New York)
    +1 646 931 3860 US
Meeting ID: 940 0375 2921
Find your local number: https://onenet.zoom.us/u/aeeWo6vfRJ

Join by SIP
94003752921@zoomcrc.com

Join by H.323

162.255.37.11 (US West)
162.255.36.11 (US East)
115.114.131.7 (India Mumbai)
115.114.115.7 (India Hyderabad)
213.19.144.110 (Amsterdam Netherlands)
213.244.140.110 (Germany)
103.122.166.55 (Australia Sydney)
103.122.167.55 (Australia Melbourne)
149.137.40.110 (Singapore)
64.211.144.160 (Brazil)
149.137.68.253 (Mexico)
69.174.57.160 (Canada Toronto)
65.39.152.160 (Canada Vancouver)
207.226.132.110 (Japan Tokyo)
149.137.24.110 (Japan Osaka)
Meeting ID: 940 0375 2921
Passcode: 215954

The following will be presented for comment:

➢ Tuition and mandatory fee limits for undergraduate and graduate programs;
➢ Tuition and mandatory fee limits for professional programs;
➢ Academic Service Fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 14, 2023 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 23, 2023

AGENDA ITEM #14-a:

Master Lease Program.

SUBJECT: Approval of listing of projects for submission to the Council of Bond Oversight of the 2023 Master Lease Equipment projects.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2023A Equipment Master Lease Series. The total projects from one institution totaling $6,650,000.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all equipment purchases submitted under this program.

POLICY ISSUES:

Recommendation is consistent with current State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring new capital equipment by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The first equipment issuance for 2023 includes the University of Oklahoma with an estimated total of $6,650,000 in purchases of airplanes. The following tables summarize this series by institution.

Institution	Total Amount to be Financed
University of Oklahoma	$6,650,000
Total	$6,650,000

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2023

Name of Institution:

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1		12 Piper Pilot 100i Aircraft and 2 Piper Seminole	$6,650,000	15.00	Dec-23	15	15-25	No	Stewart Berkinshaw 325-1271	OU's School of Aviation is expanding and refreshing it's existing aircraft fleet as part of a previously announced expansion plan.
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
		Total (Subtotal if multiple sheets)	$6,650,000							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

AGENDA ITEM #14-b:

> **Master Lease Program.**

SUBJECT: Approval of listing of projects for submission to the Council of Bond Oversight of the 2023 Master Lease Real Property projects.

RECOMMENDATION:

> **It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2023 Real Property Master Lease Series. The total projects from four entities amount to approximately $11.2 million.**

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute on February 8, 2023.

In May 2013, the Oklahoma Development Finance Authority requested a validation of the program from the Oklahoma Supreme Court. An initial hearing was held before the Court on June 27, 2013, and the Court rendered a validation that upholds the program as constitutional on September 24, 2013.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued.

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2023 series for real property includes four system entities with an estimated total of approximately $11.2 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was submitted for legislative review as required by statute and were considered approved due to no specific action taken. No bonds for refunding projects will be issued if the minimum threshold for savings is not achieved.

Institution	Total Amount to be Financed
Eastern Oklahoma State College	$3,000,000
Murray State College	7,000,000
Northern Oklahoma College	170,000
Redlands Community College	1,000,000
Total	$11,170,000

Eastern Oklahoma State College - Student Housing	$3,000,000

This project will consist of the construction of a new dorm with 20 rooms to accommodate 40 students. The college is currently at capacity for on-campus housing and in need of expanded housing options for students. Student housing revenue and Section 13 Offset funds would be utilized for debt service requirements.

Murray State College – Renovation/Expansion of Park Student Union	$7,000,000

The project would consist of renovating the current student union in addition to expanding the facility. The expansion of the Park Student Union would allow for the College to provide a centralized student hub for student groups and organizations, as well as, expand capabilities of hosting events for campus and community events. The project would include student lounge and meeting rooms, office space for student life staff, expansion of the current ballroom and renovation of the student cafeteria and kitchen. Student fees and Student Union revenues will be utilized for debt service requirements.

Northern Oklahoma College – Greenhouse Classroom Construction	$170,000

The project is construction of a 2,400 sq. ft. Greenhouse Classroom to develop new classroom/laboratory space to support instructional pilots for the Precision Agriculture program. The debt service requirement would be provided through the Native American-Serving Nontribal Institutions-Connecting Students to Promising Pathways (NASNTI-CSPP) grant funding.

Redlands Community College - Land Purchase	$1,000,000

This project would fund the purchase of 8 acres of land directly adjacent to the west of the main campus. This land will be used for athletics and future expansion. Debt service will be covered by utilization of Section 13 Offset funding.

AGENDA ITEM #15:

> **Revenue Bonds.**

SUBJECT: Review and approval for transmittal to Attorney General the Oklahoma State University's Statement of Essential Facts for a 2023 A General Revenue Bonds.

RECOMMENDATION:

> **It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for the Oklahoma State University's General Obligation Bonds, Series 2023A in an amount of approximately $44,000,000 (tax-exempt) is substantially accurate.**

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., Supp. 2005, Sections 3305(n) and 3980.1 *et seq.*, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers and requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. This series represents the twentieth series to be issued under the "General Obligation" legislation for Oklahoma State University.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2023A will be used (1) to construct, renovate and/or equip certain facilities on the Stillwater Campus, and (2) to pay costs of issuance.

The bonds to be issued as fully registered bonds will be payable each March 1 and September 1 each of the years 2024 through 2053, with interest payments commencing on September 1, 2023, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued on parity with the following general obligation bond issuances: 2010B, 2013A, 2016A, 2017A, 2018A, 2018B, 2019A, 2019B, 2020A, 2020B, 2020C, 2021A, 2021B and 2022. These bonds are the twentieth series issued under the University's General Bond Obligation authorization.

The University has pledged, as security for the bonds, the General Revenues of the University Financing System. The pledged revenues exclude appropriated revenues from tax receipts and restricted revenues that are inconsistent with the purpose of paying debt service on bonds. No reserve requirement will be established with respect to these series of bonds. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements. Oklahoma State University maintains compliance with their Board of Regents' "Debt Policy," and will support the bonds by an achievable financial plan that will include servicing the debt, meeting new or increased operating costs, and maintaining an acceptable debt service coverage ratio.

Projects that will be included in the Series 2023A financing as new money General Revenue Bond projects include the following for $44.00 million, par value:

1. New Frontiers Building, Phase III for the Division of Agricultural Sciences and Natural Resources, on the Stillwater Campus, $15.2 million
2. Boone Pickens Stadium upgrades, on the Stillwater Campus, $20 million
3. Central Market Place, on the Stillwater Campus, $5 million

A copy of the Preliminary Official Statement is available for review. Final approval is contingent upon the approval by the legislature also anticipated on March 23, 2023. The Board of Regents for Oklahoma A&M Colleges approved this issuance on February 24, 2023.

Financial data was provided by Oklahoma State University and reviewed by Mr. Mike Newman, Financial Consultant to the University and Mitchell Emig, Director of Administration and Finance Business Operations, and internally reviewed by Mark Tygret, Vice Chancellor for Budget and Finance.

AGENDA ITEM #16:

Contracts and Purchases.

SUBJECT: Approval of contracts over $100,000 for FY2023.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2023 purchases for amounts that are in excess of $100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet

Netfabric in the amount of $400,000 for Juniper Network equipment to upgrade OneNet Core and Hub site Networks. Cost recovered through OneNet user fees. (funded from 718-OneNet)

Various Funds

OMES Risk Management in the amount of $135,977.92 for FY23 property insurance premium. (Funded from 718-OneNet, 701-OCAP and 210-CORE).

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #17:

> **Investments.**

SUBJECT: Approval of Investment Managers.

RECOMMENDATION:

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

BACKGROUND:

Mercer Hammond, investment consultants for the fund, has suggested a new manager recommendation for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. The funding will be provided by re-allocation of current assets within the portfolio and cash assets on hand.

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

ANALYSIS:

Mercer is recommending the following manager for the portfolio:

Intermediate Capital Group Strategic Equity Fund V -- $10,000,000. This firm is a well-established alternative investment firm primarily engaged in subordinated debt related investments in Europe and Asia Pacific. Fund V will continue to specialize in General Partner (GP) – led secondary transactions. This represents a rapidly evolving opportunity set that consists of fund restructurings, asset continuation vehicles and GP-spinouts. The fund will target 12-16 investments with the average size between $250 million and $1 billion, including co-investment vehicles. The fund has a global mandate with approximately 80% of the exposure will be developed in Europe and the United States.

AGENDA ITEM #18:

       Degrees Conferred.

SUBJECT: Presentation of the Annual Degrees Conferred Report.

RECOMMENDATION:

       It is recommended that the State Regents acknowledge receipt of the 2021-22 Degrees Conferred in Oklahoma Higher Education Report.

BACKGROUND:

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

POLICY ISSUES:

None.

ANALYSIS:

During the 2021-22 academic year, the Oklahoma state system of higher education conferred 36,977 degrees and certificates, which represents a 0.5% (172) decrease in degree and certificate production over the previous academic year and a 3.0% (1,084) increase over the last five years. Given enrollment declines since 2020 resulting from the COVID-19 pandemic, this five-year growth in degrees and certificates conferred is considerable. With regard to high-demand fields of study aligned with critical occupations, over the last decade, state system institutions increased degree and certificate production in STEM fields by 24.0% and in the health professions by 15.2%. Oklahoma's state system of higher education continues to be a key partner in producing the graduates needed to meet Oklahoma's current and future workforce demands. Information regarding degree and certificate production by award level, demographics, field of study, and critical occupations is provided as follows.
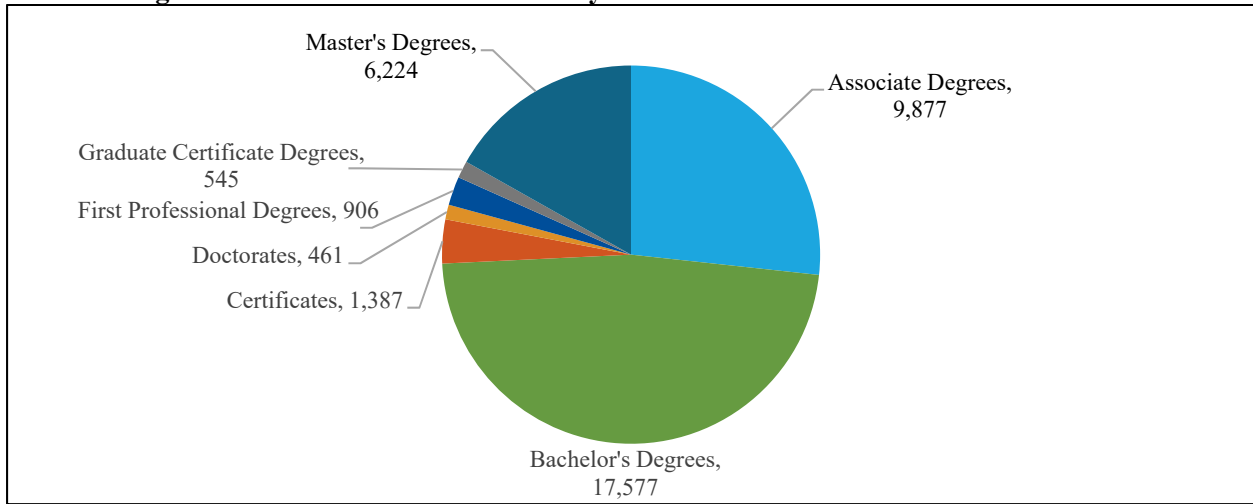
Degrees and Certificates Conferred by Award Level
The number of degrees and certificates conferred by award level in the 2021-22 academic year is below:
- 1,387 certificates
- 9,877 associate's degrees
- 17,577 bachelor's degrees
- 545 graduate certificates
- 6,224 master's degrees
- 906 first professional degrees
- 461 doctoral degrees

Chart 1 provides a visual representation of degrees and certificates conferred by Oklahoma state system institutions during the 2021-22 academic year.

**Chart 1: Degrees and Certificates Conferred by Award Level**

Certificates and associate's degrees accounted for 30.5% of total degrees and certificates conferred, while bachelor's degrees accounted for 48.0% of total degrees and certificates conferred. Graduate degrees and certificates made up 20.0% of total degrees and certificates conferred, while master's degrees accounted for 76.5% of total graduate degrees and certificates conferred.

Degrees and Certificates Conferred by Demographics

Chart 2 provides the demographic breakdown of degrees and certificates conferred by race/ethnicity. These percentages are comparable to 2021-22 enrollments in state system institutions by race/ethnicity.
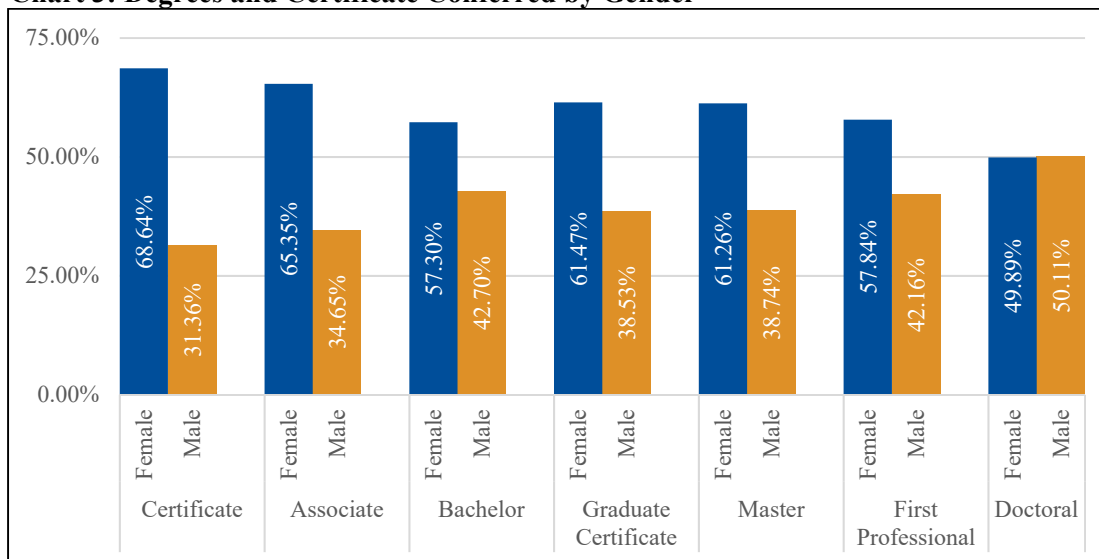
Chart 2: Degrees and Certificates Conferred by Race/Ethnicity
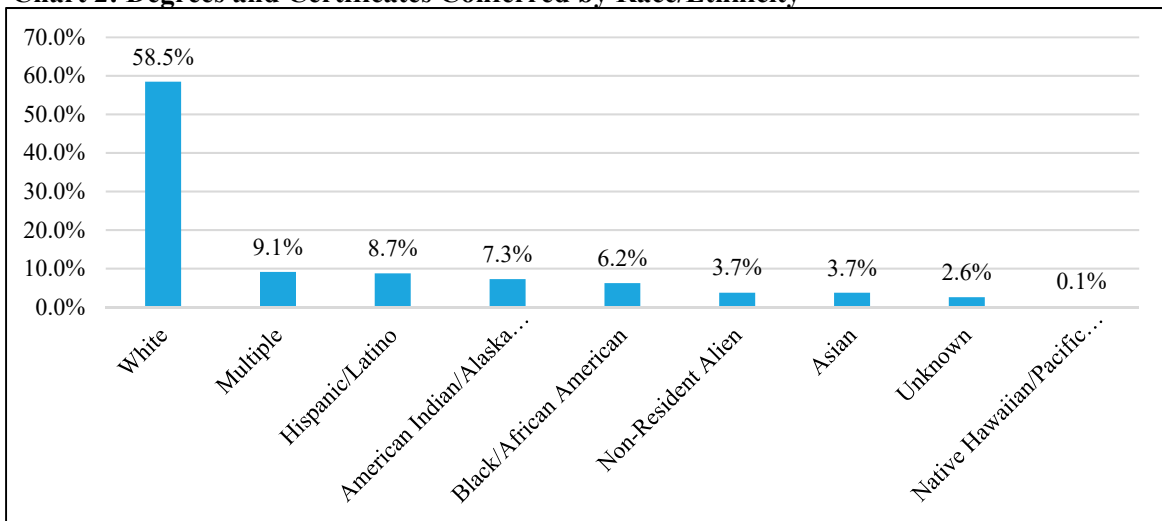
Outside of White, the largest race/ethnicity category of graduates was Multiple. Over the last five years, the number of graduates with Multiple races/ethnicities increased by 31.4%, from 7.2% (2,568) in 2017-18 to 9.1% (3,374) in 2021-22. Similarly, the number of graduates identifying as Hispanic/Latino increased by 36.0%, from 7.0% (2,378) in 2017-18 to 8.7% (3,232) in 2021-22.

In regard to gender, 60.5% of degrees and certificates conferred in 2021-22 went to women, while 39.5% of degrees and certificates conferred were awarded to men. Chart 3 provides the gender breakdown for degrees and certificates awarded to men and women by academic level.

Chart 3: Degrees and Certificate Conferred by Gender

Compared to the 2020-21 academic year, degrees and certificates conferred to men decreased slightly, while degrees and certificates conferred to women increased slightly. Over the last five years, graduate degrees and certificates awarded to women increased by 23.5% (933), whereas graduate degrees and certificates awarded to men increased by 6.3% (193). The distribution of doctoral degrees awarded to men and women was near equal at 231 to men and 230 to women.

Historical Trends

Oklahoma's public colleges and universities have been consistent in the total number of degrees and certificates awarded annually. Table 1 provides data on degree and certificate production by award level over the last five years.

Table 1. Degrees and Certificates Conferred, 5-Year Average

Award Level	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Average
Certificates	1,192	1,322	1,253	1,270	1,387	1,284.8
Associate's Degrees	10,277	10,790	10,368	10,398	9,877	10,342.0
Bachelor's Degrees	17,414	17,647	17,765	17,942	17,577	17,669.0
Graduate Certificates	349	458	370	402	545	424.8
Master's Degrees	5,242	5,145	5,507	5,763	6,224	5,576.2
First Professional Degrees	897	908	915	898	906	904.8
Doctoral Degrees	522	500	481	476	461	488.0
Total	**35,893**	**36,770**	**36,659**	**37,149**	**36,977**	**36,689.6**

Table 2 shows 5-year and 10-year changes in degree and certificate production in Oklahoma state system institutions. Since 2017-18, graduate certificates and master's degrees had the largest growth (56.2% and 18.7% respectively), while associate's degrees and doctoral degrees declined in production during that time. Since 2012-13, undergraduate certificates and graduate certificates had the largest growth (35.7% and

153.5% respectively), while associate's degrees, first professional degrees, and doctoral degrees declined in production during that time.

Table 2. 5-Year and 10-Year Changes in Degrees and Certificates Conferred

Award Level	2012-13	2017-18	2021-22	5-Year Change	10-Year Change
Certificates	1,022	1,192	1,387	16.4%	35.7%
Associate's Degrees	10,697	10,277	9,877	-3.9%	-7.7%
Bachelor's Degrees	15,942	17,414	17,577	0.9%	10.3%
Graduate Certificates	215	349	545	56.2%	153.5%
Master's Degrees	4,910	5,242	6,224	18.7%	26.8%
First Professional Degrees	943	897	906	1.0%	-3.9%
Doctoral Degrees	478	522	461	-11.7%	-3.6%
Total	**34,207**	**35,893**	**36,977**	**3.0%**	**8.1%**

Degrees and Certificates Conferred by Field of Study

Among all degrees and certificates conferred in 2021-22, the top three fields of study were Business and Management, Health Professions, and Interdisciplinary Studies. Top fields of study by degree level are as follows:

- Certificates – Health Professions (25.2%)
- Associate's Degrees – Interdisciplinary Studies (26.5%)
- Bachelor's Degrees – Business and Management (20.4%)
- Graduate Certificates – Business and Management (30.0%)
- Master's Degrees – Education (23.3%)
- First Professional Degrees – Health Professions (70.0%)
- Doctoral Degrees – Physical Science (12.4%)

Most of the associate's degrees conferred were in Interdisciplinary Studies, while the highest field of study for bachelor's degrees conferred was Business and Management. The field of study for most of the master's degrees conferred was Education. Chart 4 provides a visual representation of degrees and certificates conferred by state system institutions during the 2021-22 academic year by field of study and award level.

Chart 4: Degrees and Certificates Conferred by Field of Study and Award Level
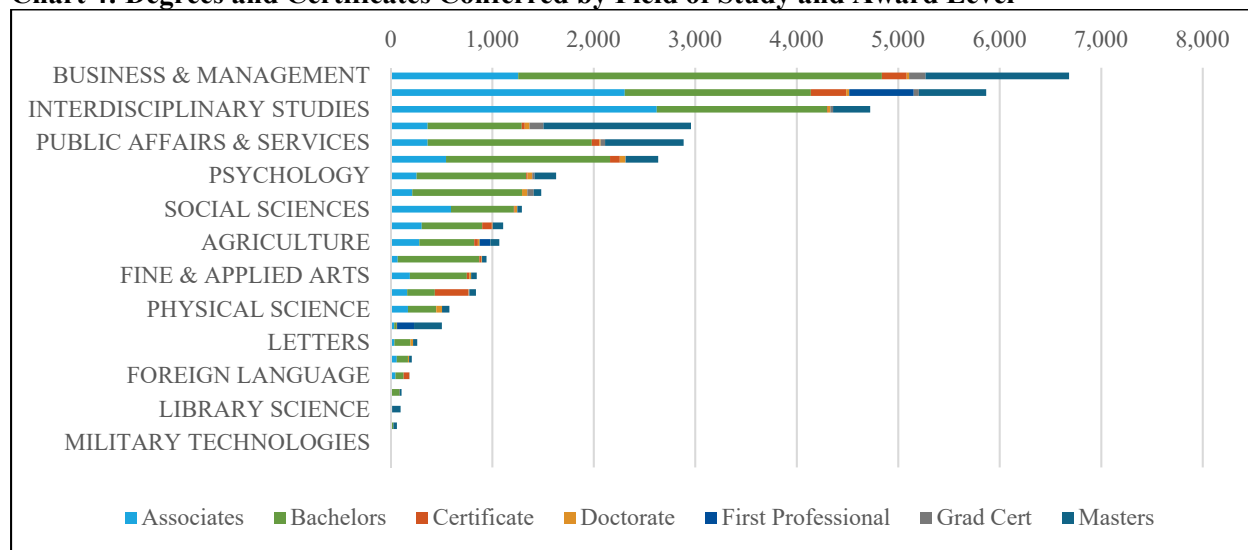
Degrees and Certificates Conferred in Critical Ocupations

Education. State system institutions awarded 2,958 degrees and certificates in education during the 2021-22 academic year. As shown in Table 3, this represnts a 7.6% increase compared to the 2017-18 academic year and a 14.9% decline compared to 2012-13. Despite this overall decline in the total number of degrees and certificates conferred in education, production of graduate certificates and master's degrees in this field has increased over the last decade by 661.1% and 30.3% respectively.

Table 3. Degrees and Certificates Conferred by Award Level – Education

Award Level	2012-13	2017-18	2021-22	5-Year Change	10-Year Change
Certificates			29	--	--
Associate's Degrees	883	528	364	-31.1%	-58.8%
Bachelor's Degrees	1,404	1,065	927	-13.0%	-34.0%
Graduate Certificates	18	39	137	251.3%	661.1%
Master's Degrees	1,115	1,033	1,453	40.7%	30.3%
Doctoral Degrees	57	83	48	-42.2%	-15.8%
Total	**3,477**	**2,748**	**2,958**	**7.6%**	**-14.9%**

With regard to approved educator preparation programs at state system institutions, annual production of bachelor's degrees leading to eligibility to sit for teacher licensure declined by 22.3% over the last decade and 5.1% over the last five years, as shown in Table 4.

Table 4. Bachelor's Degrees Conferred in Educator Preparation Programs

Award Level	2012-13	2017-18	2021-22	5-Year Change	10-Year Change
Bachelor's Degrees	1,541	1,263	1,198	-5.1%	-22.3%

Science, Technology, Engineering, and Mathematics (STEM). State system institutions conferred 7,348 STEM degrees and certificates during the 2021-22 academic year, representing a 24.0% increase over the last decade. More specifically, the number of bachelor's degrees produced in STEM fields has increased 42.4% over the last 10 years. Table 5 provides the 5-year and 10-year change in degree and certificate production in STEM fields by award level.

Table 5. Degrees and Certificates Conferred by Award Level – STEM

Award Level	2012-13	2017-18	2021-22	5-Year Change	10-Year Change
Certificates	101	131	171	30.5%	69.3%
Associate's Degrees	1,461	1,393	1,372	-1.5%	-6.1%
Bachelor's Degrees	3,229	4,465	4,599	3.0%	42.4%
Graduate Certificates	4	88	124	40.9%	3,000.0%
Master's Degrees	919	990	870	-12.1%	-5.3%
Doctoral Degrees	210	223	212	-4.9%	1.0%
Total	**5,924**	**7,290**	**7,348**	**0.8%**	**24.0%**

Looking at specific STEM fields, Table 6 shows that degree and certificate production over the last five years incrceased in computer and information sciences by 19.4% and biological sciences by 14.0%.

Table 6. Degrees and Certificates Conferred by STEM Field

STEM Field	2017-18	2021-22	5-Year Change
Agriculture	297	295	-0.7%
Biological Sciences	948	1,081	14.0%
Computer & Information Sciences	499	596	19.4%
Engineering	1,344	1,281	-4.7%
Engineering Technologies	488	335	-31.4%
Remaining STEM Fields	889	1,011	13.7%
Total	**4,465**	**4,599**	**3.0%**

Health Professions. State system institutions awarded 5,867 degrees and certificates in health professions during the 2021-22 academic year. As shown in Table 7, this represents a 5.3% increase compared to the 2017-18 academic year and a 15.2% increase compared to the 2012-13 academic year.

Table 7. Degrees and Certificates Conferred by Award Level – Health Professions

Award Level	2012-13	2017-18	2021-22	5-Year Change	10-Year Change
Certificates	289	341	349	2.3%	20.8%
Associate's Degrees	2,288	2,456	2,305	-6.1%	0.7%
Bachelor's Degrees	1,331	1,486	1,834	23.4%	37.8%
Graduate Certificates	55	25	50	100.0%	-9.1%
Master's Degrees	445	581	664	14.3%	49.2%
First Professional Degrees	668	657	635	-3.3%	-4.9%
Doctoral Degrees	16	26	30	15.4%	87.5%
Total	**5,092**	**5,572**	**5,867**	**5.3%**	**15.2%**

Looking at nursing specifically, total degree and certificate production in the 2021-22 academic year was 11.3% higher than in 2017-18 and 26.4% higher than in 2012-13, as shown in Table 8.

Table 8. Degrees and Certificates Conferred – Nursing

Health Professions Field	2012-13	2017-18	2021-22	5-Year Change	10-Year Change
Nursing	2,254	2,559	2,849	11.3%	26.4%

Additional Information
Additional information on 2021-22 degrees and certificates conferred is available upon request.

AGENDA ITEM #19:

> **Commendations.**

SUBJECT: Recognition of State Regents' staff for service and recognitions on state and national projects.

RECOMMENDATION:

> **It is recommended that the State Regents commend staff for state and national recognitions.**

RECOGNITIONS:

State Regents' staff received the following state and national recognitions:

- **Dr. Goldie Thompson,** assistant vice chancellor for teacher preparation and special programs and Dr. **Melissa Brevetti,** coordinator for teacher education programs, presented "Inspired to Teach" at the *75th Annual Conference of the American Association of Colleges for Teacher Education (AACTE)* in Indianapolis, IN. In this national presentation, Dr. Thompson and Dr. Brevetti provided insight to the mission and programs of the Oklahoma Teacher Connection (OTC) through data and narratives. These programs include the new Oklahoma Future Teacher Scholarship and Employment Incentive Program ("Inspired to Teach"), OTC pre-collegiate programs and collegiate programs, state professional development conferences, and teacher education partnerships and policy.

- **Dr. Goldie Thompson,** assistant vice chancellor for teacher preparation and special programs, presented to the AACTE Advisory Council of State Representatives (ACSR) Meeting for State Affiliate Leaders at the 75th Annual AACTE Conference. Dr. Thompson along with Ms. Renee Launey-Rodolf, Interim Executive Director, Oklahoma Office of Educational Quality & Accountability (OEQA), Ms. Jennifer Gambrell, Assistant Director, OEQA, and Dr. Jennifer Barce, President, IACTE (Indiana) presented *Strategic Collaboration: Honing Context-specific Messages and Building Strong Coalitions to Address Challenges and Advance Goals.* The topic concerned the coalition over the state and how to build successful partnerships throughout the years.

- **Dr. Melissa Brevetti,** coordinator for teacher education programs, is serving as Oklahoma Chairman of Scholarships for Delta Kappa Gamma, International Key Women Educators, and directed the committee review for the state's Scholarship Bylaws.

- **Jess Tucker,** coordinator of teacher education scholarships and incentive programs, and **Dr. Melissa Brevetti,** coordinator for teacher education programs, presented "We Want You! Oklahoma Teacher Connection Scholarships & Resources" at the *Annual Counselors Only Conference* at the Metro Technology Center, Springlake Campus, OK. This professional session included data and vision on programs, which featured ("Inspired to Teach"), Teacher Shortage

Employment Incentive Program (TSEIP), Teach Oklahoma, Lead Oklahoma, Educator's Rising, and OTC Collegiate Grants.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 23, 2023

AGENDA ITEM #20-a:

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)
16 degree program requirement changes
1 degree program name change
1 degree program option name change
1 degree program option addition
1 degree program option deletion

University of Oklahoma (OU)
7 degree program requirement changes
2 degree program option name changes

Langston University (LU)
2 degree program requirement changes

Northwestern Oklahoma State University (NWOSU)
1 degree program requirement change

Rogers State University (RSU)
1 degree program requirement change

Southwestern Oklahoma State University (SWOSU)
12 degree program requirement changes
1 degree program option addition
1 degree program name change

POLICY ISSUES:

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

OSU – Bachelor of Fine Arts in Musical Theatre (294)
Degree program requirement change

- Remove TH 1313 from Major Requirements.
- The proposed change will better align the program with departmental standards.
- No new courses will be developed and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Biology (030)

Degree program requirement changes
- Remove MATH 1613 from Major Requirements.
- For the Allied Health option:
  - Change Supplemental Course requirements from 6 credit hours to 9.
  - Change option credit hours from 55 to 58.
  - Change option Electives credit hours from 11 to 8.
- For the Environmental Biology option:
  - Change Supplemental Course requirements from 6 credit hours to 9.
  - Change option credit hours from 54 to 57.
  - Change option Electives credit hours from 12 to 9.
- For the Biology option:
  - Change Supplemental Course requirements from 6 credit hours to 9.
  - Change option credit hours from 54 to 57.
  - Change option Electives credit hours from 12 to 9.
- For the Secondary Teacher Certification option:
  - Remove SMED 4013 from option Requirements.
  - Add CIED 3313 and CIED 4133 to option Requirements.
  - Change option credit hours from 61 to 64.
  - Change option Electives credit hours from 6 to 3.
- The proposed changes will better align the program with departmental and industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Biosystems Engineering (010)

Degree program requirement changes
- Remove GEOL 1114 from Major Requirements.
- Add BAE 4323 to Major Requirements.
- Add 3 credit hours of Major Electives.
- Change Major Required credit hours from 24 to 26.
- The proposed changes will better align the program with industry standards.
- Two new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 123 to 125.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Chemistry (044)

Degree program requirement changes and degree program option name change
- Change the Chemistry-Departmental option name to Chemistry.
- For the Chemistry-Pre-Health/Pre-Law option:
  - Change Major Required credit hours from 46 to 51.
  - Change option Required Elective credit hours from 21 to 16.

- For the Chemistry-Secondary Teacher Certification option:
  - Remove SMED 4013 from Major Requirements.
  - Change Major Required credit hours from 56 to 59.
  - Change option Required Elective credit hours from 11 to 8.
- The proposed changes will better meet student needs.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Geology (111)
Degree program requirement changes
- For the Secondary Teacher Certification option:
  - Remove SMED 4013 from Major Requirements.
  - Add CIED 3313 and CIED 4133 to the Major Requirements.
  - Change option Required Electives credit hours from 7 to 4.
  - Change Major Required credit hours from 60 to 63.
- The proposed changes will better prepare students for success in the program.
- One new course will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Geospatial Information Science (510)
Degree program requirement changes
- Add a GEOG elective category that requires 9 credit hours to be completed from a select list.
- Add a CS/MSIS elective category that requires 3 credit hours to be completed from a select list.
- The proposed changes will provide more options to students.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Mulitmedia Journalism (477)
Degree program requirement changes
- Remove the requirement stating that a minimum of 72 credit hours must be taken outside of MC, MMJ, SC, and SPM.
- Add requirement that for BA and BS degrees, no more than 54 credit hours in one department (MC, MMJ, SC, and SPM) may be applied to degree requirements.
- The proposed changes will provide more options to students.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Music Industry (523)
Degree program requirement changes
- Remove MUSI 1542, MUSI 2013, TH 1663, MUSI 3592, MUSI 3672, EEE 4123, and TH 3593 from Major Requirements.
- Add MSIN 2012, MSIN 2022, MSIN 3142, MSIN 3002, MSIN 3012, MSIN 3052, MSIN 3132, and 4 credit hours of Special Topic Music courses to Major Requirements.
- The proposed changes will better prepare students for industry requirements.

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

OSU – Bachelor of Science in Physics (161)
Degree program requirement changes
- Add CIED 3313 and CIED 4133 to Major Requirements.
- Remove SMED 4013 and 3 credit hours of upper division Physics electives from Major Requirements.
- Change Major Requirement credit hours from 62 to 65.
- The proposed changes will better align the program with departmental requirements.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Sports Media (480)
Degree program requirement changes
- Remove requirement that a minimum of 72 credit hours must be taken outside of MC, MMJ, SC, and SPM.
- Add requirement that for BA and BS degrees, no more than 54 credit hours in one department (MC, MMJ, SC, and SPM) may be applied to degree requirements.
- The proposed changes will better align the program with departmental requirements.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Zoology (210)
Degree program requirement changes
- For the STCH option:
    - Remove SMED 4013 from Major Requirements.
    - Add CIED 3313 and CIED 4133 to Major Requirements.
    - Change Major Required credit hours from 61 to 34.
- The proposed changes will provide more flexibility to students and better align the program with industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Medicinal and Biophysical Chemistry (530)
Degree program requirement changes and degree program name change
- Change program name to Bachelor of Science in Medicinal Chemistry.
- Remove BIOL 1604 and PBIO 1404 from Major Requirements.
- Add BIOL 3204 to Major Requirements.
- The proposed changes will better align the program with departmental standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural

Education (007)
Degree program requirement changes and degree program option deletion
- Delete program option Agricultural Education: Animal Agriculture.
  - There are 8 students currently enrolled who will be allowed to complete this option.
  - Expected graduation for last student is May 2029.
- Add AECL 1101 to Major Requirements.
- Remove 3 credit hours of HORT Elective section and replace it with HORT 1013 in Major Requirements.
- Remove NREM 2013 from Major Requirements.
- Change Major Required credit hours from 33 to 31.
- Add AGED 4113 and CIED 4133 to Professional Core Requirements.
- Change Professional Core credit hours from 42 to 48.
- Change Program Elective credit hours from 5 to 1.
- The proposed changes will better align the program with student needs and industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Biochemistry and Molecular Biology (216)
Degree program requirement changes and degree program option addition
- Add degree program option Biotechnology.
- For the Biochemistry and Molecular Biology option
  - Add BIOC 1990 to Major Requirements.
  - Remove 4 credit hours of Select Electives from Major Requirements.
  - Change Major Requirements credit hours from 43 to 44.
  - Add NREM 3013 to College Requirements.
  - Remove NREM 2013 from College Requirements.
  - Change Related Courses credit hours from 6 to 9.
- For the Pre-Medical or Pre-Veterinary Science options
  - Add NREM 3013 to College Requirements.
  - Remove NREM 2013 from College Requirements.
  - Add BIOC 1990 to Major Requirements.
  - Remove BIOC 3223, CHEM 3433, and BIOC 4883 from Major Requirements.
  - Change BIOC elective credit hours from 7 to 13.
- The proposed changes will better align the program with industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Natural Resource Ecology and Management (101)
Degree program requirement changes
- For all options:
  - Remove requirement that students must earn minimum grades of "C" or "P" in each course listed in Major Requirements.
- For the Rangeland Ecology and Management option:
  - Add NREM 3063 to Major Requirements.

- Change Related Course Elective credit hours from 8 to 5.
- For the Wildlife Biology and Pre-Veterinary Science option:
  - Change Related Course Elective credit hours from 9 to 11.
  - Change option 1 Select Elective credit hours from 2 to 4.
- For the Fisheries and Aquatic Ecology option:
  - Remove PLNT 3554 from Major Requirements.
- For the Forest Ecology and Management option:
  - Remove NREM 1213 and NREM 2112 from Major Requirements.
  - Add NREM 2113 to Major Requirements.
  - Change Related Course Elective credit hours from 5 to 7.
- For the Wildlife Ecology and Management option:
  - Remove PLNT 3554 from Major Requirements.
- The proposed changes will provide more flexibility to students and better align with industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Plant and Soil Sciences (014)

Degree program requirement changes
- For all options:
  - Remove PLNT 1101 from Departmental Requirements.
  - Change Chemistry credit hour requirement in Departmental Requirements from 5 to 4.
  - Change Departmental Required credit hours from 43 to 41.
- For Agronomic Business option:
  - Remove PBIO 1404, PLNT 4123, and PLNT 4573 from Core Course Requirements.
  - Add PLNT 4443 to Core Course Requirements.
  - Change Core Courses credit hours from 29 to 25.
  - Change Related Courses credit hours from 4 to 10.
- For Crop Production and Management option:
  - Remove PBIO 3263, PBIO 4423, PLNT 4123, PLNT 4573, PLNT 4933, BIOL 3023, and ANSI 3423 from Core Course Requirements.
  - Add PLNT 4443 to Core Course Requirements.
  - Change Core Courses credit hours from 29 to 26.
  - Change Related Courses credit hours from 4 to 9.
- For Plant Biotechnology and Improvement option:
  - Add PBIO 4463, PLNT 4123, and HORT 4963 to Core Course Requirements.
  - Remove PLNT 4123, PLNT 4573, and PLNT 4933 from Core Course Requirements.
  - Change Core Courses credit hours from 29 to 26.
  - Change Related Courses credit hours from 4 to 9.
- For Soil and Water Resources option:
  - Add SOIL 3033 to Core Course Requirements.
  - Remove GEOG 2344 from Core Course Requirements.
  - Change Core Courses credit hours from 26 to 25.
  - Change Related Courses credit hours from 7 to 10.
- The proposed changes will strengthen curriculum and better serve students.
- No new courses will be developed and one course will be deleted.

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

OU – Bachelor of Science in Professional Studies (237)
> Degree program requirement changes
- Remove ACCT 2123 from Major Support Requirements.
- Add GIS 2023 to Major Support Requirements.
- The proposed changes will better align the program with industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Graduate Certificate in Finance (444)
> Degree program requirement changes
- Change Elective Courses credit hours from 8-9 to 8.
- The proposed change will better align the program with university standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the certificate will change from 12-13 to 12.
- No funds are requested from the State Regents.

OU – Master of Environmental Science in Environmental Science (076)
> Degree program requirement changes
- For the Environmental Science option:
  - Limit the number of transfer credit hours from 12 to 9.
  - Add CEES 5114, CEES 5324, CEES 5843, and CEES 5853 to Required Courses for both the thesis and non-thesis options.
  - For Thesis option:
    - Add CEES 5021 to Required Courses.
    - Change CEES 5980 from 5-6 credit hours to 5.
    - Require 13-14 credit hours of elective coursework.
  - For Non-Thesis option:
    - Add 3 required electives from select list to Required Courses.
    - Require 19-20 credit hours of elective coursework.
- For the Hydrology and Water Security option:
  - Add concentration areas of Water Management, Water Quantity, and Water Quality.
- Total credit hours for the degree will change from 30-32 to 30.
- The proposed changes will better prepare students for industry requirements.
- Three new courses will be developed and no courses will be deleted.
- No funds are requested from the State Regents.

OU – Master of Science in Environmental Science (348)
> Degree program requirement changes
- Limit the number of transfer credit hours from 12 to 9.
- Remove requirement for thesis students to participate in a non-credit seminar series.
- Add CEES 5114, CEES 5244, and CEES 5624 to Required Courses for both the thesis and non-thesis options.
- Add CEES 5021 for thesis students.
- Change the credit hours for CEES 5980 (thesis research) from 5-6 to 5.

- Thesis students will take 12 credit hours of electives and non-thesis students will take 18 credit hours.
- The proposed changes will better prepare students for industry requirements and align program with university standards.
- Two new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 30-32 to 30.
- No funds are requested from the State Regents.

OU – Master of Science in Civil Engineering (038)
  Degree program requirement changes
- Limit the number of transfer credit hours from 12 to 9.
- Add the following concentrations: Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources Engineering.
- The proposed changes will better align the program with industry standards and better prepare students.
- Two new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 30-32 to 30.
- No funds are requested from the State Regents.

OU – Master of Science in Industrial and Systems Engineering (130)
  Degree program requirement change
- Change Required Electives credit hours for non-thesis students from 33 to 30.
- The proposed change will better align the program with university and industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 30-33 to 30.
- No funds are requested from the State Regents.

OU – Master of Science in Finance (450)
  Degree program requirement changes
- Remove FIN 5102, FIN 5112, and LS 5802 from Required Courses.
- Change Required Elective credit hours from 24 to 30.
- The proposed changes will provide more flexibility to students.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Science in Health and Exercise Science (237)
  Degree program option name changes
- For Exercise Physiology option:
  - Change option name to Health and Exercise Science: Exercise Physiology.
- For Health Promotion option:
  - Change option name to Health and Exercise Science: Health Promotion.
- For Sports Data Analytics option:
  - Change option name to Health and Exercise Science: Sports Data Analytics
- The proposed changes will correct the option name for diploma display.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Doctor of Philosophy in Health and Exercise Science (345)
Degree program option name changes
- For the Exercise Physiology option:
  - Change option name to Health and Exercise Science: Exercise Physiology.
- For the Health Promotion option:
  - Change option name to Health and Exercise Science: Health Promotion.
- The proposed changes will correct the option name for diploma display.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

LU – Associate in Science in Child Development (064)
Degree program requirement changes
- Remove FCS 1133 from Departmental Core Requirements.
- Add FCS 2xx3 to Departmental Core Requirements.
- The proposed changes will better align the program to university and industry standards.
- One new course will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

LU – Bachelor of Science in Family and Consumer Sciences (021)
Degree program requirement changes
- For the Child Development option:
  - Remove FCS 1133 and FCS 4173 from Departmental Core Requirements.
  - Add FCS a 3000 and a 4000-level course to Departmental Core Requirements.
- For the Early Childhood Education option:
  - Remove FCS 4253 and FCS 3042 from Departmental Core Requirements.
  - Add ED 2303 and a 4000-level course to Departmental Core Requirements.
- The proposed changes will better align the program to university and industry standards.
- Two new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 123.
- No funds are requested from the State Regents.

NWOSU – Bachelor of Science in Computer Science (049)
Degree program requirement changes
- For the General Computer Science Major/Minor option:
  - Add CMSC 3133, CMSC 3333, CMSC 3533, and CMSC 4823 to Major Required Courses.
  - Remove CMSC 3033, CMSC 3063, CMSC 3313, and CMSC 3403 from Major Required Courses.
  - Change Elective Upper Division CMSC credit hours from 15 to 21.
  - Change Major Required credit hours from 63 to 69.
- For the General Computer Science Major only option:
  - Add CMSC 3333, CMSC 3533, and CMSC 4823 to Major Required Courses.
  - Remove CMSC 3313, CMSC 3063, and CMSC 3403 from Major Required Courses.
  - Change Elective Upper Division CMSC credit hours from 9 to 6.
- For the Information Systems option:
  - Add CMSC 4003, CMSC 3703, CMSC 3713, and CMSC 4703 to Major Required Courses.

- Remove CMSC 3313, CMSC 3063, CMSC 3043, CMSC 3033, ACCT 3153, and CMSC 3093 from Major Required Courses.
- The proposed changes will better reflect the needs of the computer science field.
- Seven new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSU – Bachelor of Science in RN to BSN (118)
Degree program requirement changes
- Change Program Core Requirement credit hours from 55 to 56.
- Change General Education Co-requisite credit hours from 42 to 41.
- The proposed changes will better align the program to university standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Associate in Science in Computer Science (140)
Degree program requirement changes
- Add TECH 1223 to the Degree Program Core Courses.
- Change the Degree Program Core Courses credit hours from 18 to 21.
- Remove Guided Electives from Program Requirements.
- The proposed changes will better align the program to university standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Chemistry (013)
Degree program requirement changes
- Change Required Core Curriculum credit hours from 26-28 to 28.
- Remove CHEM 3013, CHEM 3111, CHEM 4113, and CHEM 4021 from Required Core Curriculum Courses.
- The proposed changes will better align the program with departmental and industry standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in History (022)
Degree program requirement changes
- Remove HIST 1033 from the General Education Humanities and Social Science category.
- Add HIST 1003 and HIST 1023 to the General Education Humanities and Social Science category.
- Change the General Education Humanities and Social Science required credit hours from 9 to 12.
- The proposed changes will better prepare students for teacher certification requirements.
- No new courses will be developed and no courses will be deleted.
- Total credit hours from the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Arts in Education in History Education (132)

Degree program requirement changes
- Remove HIST 1033 and SOCIO 1003 from the General Education Humanities and Social Science category.
- Add HIST 1003 and HIST 1023 to the General Education Humanities and Social Science category.
- The proposed changes will better prepare students for teacher certification requirements.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Computer Science (088)
Degree program requirement changes
- For the Software Development option
    - Change Software Development option credit hours from 21-22 to 22.
    - Change Required Courses credit hours from 15 to 21.
    - Add COMSC 3913 and ECONO 2463 to Required Courses.
    - Remove 6-7 credit hours of Auxiliary Requirements.
- The proposed changes will better align the program with university standards.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Education in Elementary Education (017)
Degree program requirement changes
- Remove ART 4452 and MUSIC 3202 from Program Required Courses.
- Add ELEM 3113 and ELEM 4232 to Program Required Courses.
- Add EDUC 3133 to Professional Education Requirements.
- The proposed changes will better align the elementary and early childhood education programs.
- Two new courses will be developed and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Exercise Science (151)
Degree program requirement changes.
- Add KINES 4793 to Required Program Courses.
- Remove KINES 4262 and SPRTM 4153 from Required Program Courses.
- Change Required Program credit hours from 43 to 41.
- The proposed changes will better align the program with departmental and industry requirements.
- One new course will be developed but no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Health Care Administration (005)
Degree program requirement changes
- Add ALHLT 1401, ALHLT 4123, ALHLT 4153, ALHLT 4163, HIM 3363, HIM 3453, HIM 4073, and HIM 4113 to the Major Required Courses.
- Remove ALHLT 1323, ENTRP 3113, and MNGMT 3233 from Major Required Courses.
- Change Major Required Courses credit hours from 33 to 49.

- Change Business Ancillary Courses emphasis area title to Traditional Health Care Administration and change the credit hours for this emphasis area from 18-21 to 22.
- Remove ACCTG 3713, FINAN 3343, MNGMT 3243, MNGMT 3333, MNGMT 3433, MNGMT 3533, MNGMT 4123, MNGMT 4733, ENTRP 3123, and ENTRP 3423 from the Traditional Health Care Administration (former Business Ancillary Courses) emphasis area.
- Add ALHLT 2323, HIM 3223, HIM 3123, ENTRP 3113, and ALHLT 3974 to the Traditional Health Care Administration emphasis area required courses.
- Change Allied Health Ancillary Courses emphasis area title to Long-Term Care Administration and change the credit hours for this emphasis area from 18-21 to 22-26.
- Remove ALHLT 2323, ALHLT 2333, ALHLT 3053, ALHLT 4093, ALHLT 4123, HIM 3363, HIM 3453 and HIM 4113 from the Long-Term Care Administration (former Allied Health Care Administration) emphasis area.
- Add ALHLT 3063, KINES 3353, PSYCH xxx3 (Psychology for Health Care Professionals, PSYCH 3213, ALHLT 3974 and ALHLT 4178 to the Long-Term Care Administration emphasis area required courses.
- The proposed changes will better serve diverse student populations.
- Four new courses will be developed but no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Psychology (048)
Degree program requirement changes
- Add PSYCH 2302, PSYCH 2423, PSYCH 3213, PSYCH 3323, PSYCH 3233, PSYCH 3363, PSYCH 4212, and PSYCH 4333 to the Major Required Core Courses.
- Change Major Required Core Courses credit hours from 7 to 29.
- Remove Categories A, B, and C from Major Requirements.
- Add Major Electives section of 18 credit hours.
- Change Psychology Major credit hours from 36-37 to 47.
- The proposed changes will better align the program with industry standards.
- Six new courses will be developed but no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Master of Business Administration in Business Administration (086)
Degree program option addition
- Add option Data Science and Technology.
- The proposed change will offer a STEM option to students and will enhance career opportunities.
- Four new courses will be developed but no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – All Undergraduate Degree Programs
Degree program requirement changes
- Remove HIST 1033 from Humanities requirement in the General Education Program.
- Add HIST 1003 and HIST 1023 to the General Education Program.
- The proposed changes will better align degree requirements for transferability.
- No new courses will be developed and no courses will be deleted.
- Total credit hours for the degree will not change.

- No funds are requested from the State Regents.

SWOSU – Master of Science in Management (153)
Degree program name change and degree program requirement changes
- Change program name to Master of Science in Managerial Leadership.
- Remove ENTRP 5143 and MRKTG 5623 from Program Required Courses.
- Add MNGMT 5143, MNGMT 5253, ENTRP 5243, and MNGMT 5823 to Program Required Courses.
- The proposed changes will better meet industry needs.
- Three new courses will be developed but no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #20-b (1):

Certificates of 15 or Fewer Credit Hours.

SUBJECT: Northeastern State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to offer the following certificates of 15 or fewer credit hours, as described below.

BACKGROUND:

Northeastern State University (NSU)
- Graduate Certificate in Advanced Geographic Information Systems
- Graduate Certificate in Crime and Society
- Graduate Certificate in Criminal Justice Leadership and Administration

POLICY ISSUES:

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

ANALYSIS:

NSU requested authorization to offer the Graduate Certificate in Advanced Geographic Information Systems.
- The proposed certificate will provide students with the same technological expertise in Geographic Information Systems (GIS) and geospatial technology as the Master's program without the coursework in an outside concentration or the practicum/thesis.
- The certificate will be embedded within the proposed Master of Science in Geographic Information Systems program.
- The certificate will consist of 12 total credit hours as detailed in the attachments (Attachment A).
- Four new courses will be developed for the certificate.
- No funds are requested from the State Regents.

NSU requested authorization to offer the Graduate Certificate in Crime and Society.
- The proposed certificate will provide a pathway for students to assist the private and public sector in understanding the extent and nature of crime causation, the interaction of race, ethnicity, and justice, methods utilized to prevent crime, and how to avoid victimization.
- The certificate will be embedded within the Master of Science in Criminal Justice (085) program.
- The certificate will consist of 12 total credit hours as detailed in the attachments (Attachment B).
- No new courses will be developed for the certificate.

- No funds are requested from the State Regents.

NSU requested authorization to offer the Graduate Certificate in Criminal Justice Leadership Administration.
- The proposed certificate will allow students to better understand leadership in criminal justice agencies, departments, and organizations.
- The certificate will be embedded within the Master of Science in Criminal Justice (085) program.
- The certificate will consist of 12 total credit hours as detailed in the attachments (Attachment C).
- No new courses will be developed for the certificate.
- No funds are requested from the State Regents.

Delivery method and support services. The certificates will be offered in both the traditional and electronic format. Existing resources are sufficient to support these programs.

Authorization was granted by the Chancellor for the above requests. State Regents' ratification is requested.

Attachments

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN ADVANCED GEOGRAPHIC INFORMATION SYSTEMS

Program Requirements		Credit Hours
Required Courses		**12**
*GEOG 5053	Advanced Computer Cartography	3
*GEOG 5803	Advanced Geospatial Technologies	3
*GEOG 5833	Advanced GIS & Spatial Analysis	3
*GEOG 5853	Advanced Automation & Scripting	3
Total		**12**

*Denotes a new course.

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN CRIME AND SOCIETY

Program Requirements		Credit Hours
Required Courses		**6**
CR J 5193	Crime Prevention & Control	3
CR J 5523	Race, Ethnicity Crime, & Justice	3
Criminal Justice Electives		**6**
	Select 6 credit hours from the following:	
CR J 5223	Advanced Criminology	3
CR J 5553	Victimology	3
CR J 5583	White Collar Crime	3
Total		**12**

NORTHEASTERN STATE UNIVERSITY
GRADUATE CERTIFICATE IN CRIMINAL JUSTICE LEADERSHIP AND
ADMINISTRATION

Program Requirements		Credit Hours
Required Courses		**12**
CR J 5283	Legal Aspects of Criminal Justice Management	3
CR J 5293	Seminar in Administration of Criminal Justice	3
CR J 5723	Public Financing, Budgeting, & Resources for Criminal Justice Leadership	3
CR J 5773	Program Evaluation	3
Total		**12**

AGENDA ITEM #20-b (2):

> **Certificates of 15 or Fewer Credit Hours.**

SUBJECT: Southeastern Oklahoma State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional request to offer the following certificate of 15 or fewer credit hours, as described below.**

BACKGROUND:

> Southeastern Oklahoma State University (SEOSU)
> - Graduate Certificate in Leadership

POLICY ISSUES:

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

ANALYSIS:

SEOSU requested authorization to offer the Graduate Certificate in Leadership.
- The proposed certificate will analyze the theoretically based scholarly discipline of leadership science and its corresponding practicing behaviors.
- Scholars enrolled in the Master of Business Administration (075) program have been seeking additional areas of concentration in their scholarly endeavors to enhance their marketability in the workforce. Individuals in the workforce are requesting areas of concentration to allow for their upskilling by enrolling in short-term graduate courses in areas specific to their interests.
- The certificate will be embedded in the Master of Business Administration (075) program.
- The certificate will consist of 12 total credit hours as detailed in the attachment (Attachment A).
- No new courses will be developed for the certificate.
- No funds are requested from the State Regents.

Delivery method and support services. The certificate will be offered in the electronic delivery format. Existing resources are sufficient to support this program.

Authorization was granted by the Chancellor for the above request. State Regents' ratification is requested.

Attachment

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN LEADERSHIP

Program Requirements		Credit Hours
Required Course		**12**
MNGT 5903	Leadership Theories & Practices	3
MNGT 5233	Team Development Behaviors	3
COMM 5563	Conflict & Negotiation	3
COMM 5133	Strategic Organizational Communication	3
Total		**12**

AGENDA ITEM #20-b (3):

Certificates of 15 or Fewer Credit Hours.

SUBJECT: Southwestern Oklahoma State University. Ratification of institutional request to offer certificates of 15 or fewer credit hours.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional request to offer the following certificate of 15 or fewer credit hours, as described below.**

BACKGROUND:

> Southwestern Oklahoma State University (SWOSU)
> - Certificate in Music for Special Learners

POLICY ISSUES:

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

ANALYSIS:

SWOSU requested authorization to offer the Certificate in Music for Special Learners.
- The proposed certificate will offer educators skills to efficiently and effectively manage learning environments and decrease stress in special learners.
- The employer demand for this certificate is rooted in the limited resources to Oklahoma K-12 educators. With the continued decrease in state funding, school administrations as well as teachers are searching for trainings that will increase the efficiency and effectiveness of classroom management when they have to perform multiple duties concurrently.
- The certificate will be embedded in the Bachelor of Music in Music (037) program.
- The certificate will consist of 12 total credit hours as detailed in the attachment (Attachment A).
- No new courses will be developed for the certificate.
- No funds are requested from the State Regents.

Delivery method and support services. The certificate will be offered in the traditional and electronic delivery format. Existing resources are sufficient to support this program.

Authorization was granted by the Chancellor for the above request. State Regents' ratification is requested.

Attachment

SOUTWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN MUSIC FOR SPECIAL LEARNERS

Program Requirements		Credit Hours
Required Course		**12**
MUSIC 2222	Recreational Music	2
MUSIC 4213	Music Therapy III: Special Education	3
MUSIC 3081	Field Study III: Special Education (Level 1)	1
MUSIC 1911	Beginning Guitar	1
MUSIC 2101	Voice Class	1
MUSIC 1611	Percussion Class	1
MUSIC 2811	Class Piano I	1
MUSIC 4122 or MUSIC 4302	Basic Orff I or Elementary/Secondary General Music	2
Total		**12**

AGENDA ITEM #20-c:

Micro-credentials.

SUBJECT: Ratification of institutional requests.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the approved institutional requests to offer micro-credentials, as described below.**

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requested to offer the following micro-credentials:
- Advanced Marketing Communications
- Employment Law
- Human Resource Management

University of Science and Arts of Oklahoma (USAO) requested to offer the following micro-credential:
- Human Resources

Oklahoma City Community College (OCCC) requested to offer the following micro-credentials:
- Accounting
- Applied Data Analytics
- Business Fundamentals
- Business Management I
- Economics
- Grant Writing
- Leadership and Communication
- Leadership and Critical Thinking

Rose State College (RSC) requested to offer the following micro-credentials:
- NSCA Certified Personal Trainer
- Biotechniques

Seminole State College (SSC) requested to offer the following micro-credential:
- Sauk Native Language Workshop

POLICY ISSUES:

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

ANALYSIS:

The following institutions requested authorization to offer the micro-credentials as listed below:

INSTITUTION	MICRO-CREDENTIAL	INDUSTRY PARTNER(S)	DIGITAL BADGE HOSTED BY
SWOSU	Advanced Marketing Communications	N/A	State Regents
SWOSU	Employment Law	N/A	State Regents
SWOSU	Human Resource Management	N/A	Institution
USAO	Human Resources	N/A	State Regents
OCCC	Accounting	N/A	State Regents
OCCC	Applied Data Analytics	N/A	State Regents
OCCC	Business Fundamentals	N/A	State Regents
OCCC	Business Management I	N/A	State Regents
OCCC	Economics	N/A	State Regents
OCCC	Grant Writing	N/A	State Regents
OCCC	Leadership and Communication	N/A	State Regents
OCCC	Leadership and Critical Thinking	N/A	State Regents
RSC	NSCA Certified Personal Trainer	StretchLab	State Regents
RSC	Biotechniques	N/A	State Regents
SSC	Sauk Native Language Workshop	N/A	Institution

Authorization was granted by the Chancellor for the above requests. State Regents' ratification is requested.

AGENDA ITEM #20-d:

> **Cooperative Agreements.**

SUBJECT: Ratification of an institutional request from Oklahoma State University Institute of Technology regarding cooperative agreement programs with Oklahoma Technology Centers.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Oklahoma State University Institute of Technology's request to modify cooperative agreement programs, as described below.**

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Oklahoma State University Institute of Technology (OSUIT) submitted a request to modify cooperative agreement programs with Oklahoma Technology Centers specified in Attachments A, B, and C to align Career Technology course work with updated institutional program requirements.

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

Institution	Program Name	Career Technology Centers	Up to the following credit hours		
			Contract Hours	CPL Hours	Transfer Credit
OSUIT	Associate in Applied Science in Graphic Design Technologies (014)	Autry, Caddo Kiowa, Canadian Valley, Central, Eastern Oklahoma County, Indian Capital, Metro, Tulsa, and Western		18	
OSUIT	Associate in Applied Science in Culinary Arts (046)	Autry, Caddo Kiowa, Canadian Valley, Francis Tuttle, Great Plains, Indian Capital, Kiamichi, Meridian, Metro, Northeast, Pioneer, Tri County, Tulsa, and Western		6	
OSUIT	Associate in Engineering Technologies (080) (ODCTE PLTW Pre-Engineering Programs)	Caddo Kiowa, Central, Eastern Oklahoma County, Great Plains, Kiamichi, Meridian, Metro, Red River, Tri County, and Tulsa		11	
OSUIT	Associate in Engineering Technologies with an option in Electrical/Electronics Technologies (080)	Autry, Canadian Valley, Central, Indian Capital, Metro, Mid-America, Northeast, Red River, Tri-County, and Tulsa		17	0-3
OSUIT	Associate in Engineering Technologies with an option in Instrumentation Technology (080)	Autry, Canadian Valley, Central, Metro, Northeast, Red River, and Tulsa		17	
OSUIT	Associate in Applied Science in CAT Dealer Prep (108)	Autry, Caddo Kiowa, Canadian Valley, Central, Great Plains, Green Country, High Plains, Indian Capital, Kiamichi, Metro, Mid-America, Moore Norman, Northeast, Northwest, Red River, Southern, Tri County, Tulsa, and Western		9	0

Institution	Program	Course Information	Career Technology Centers	Action
OSUIT	Associate in Applied Science in Engineering Technologies with an option in Electrical/ Electronics Technologies (080)	ETD 1101 (Safety Applications)	Indian Capital, Mid-America, Northeast, and Tri County	Deletion
OSUIT	Associate in Applied Science in CAT Dealer Prep (108)	GTCT 1183 (Welding)	Canadian Valley, Central, Great Plains, Green Country, Indian Capital, Metro, Mid-America, Moore Norman, Northwest, and Tri-County	Deletion

Credit for Prior Learning   **Attachment C**

Institution	Program	Career Technology Centers	Current	Proposed
OSUIT	Associate in Applied Science in Graphic Design Technology (014)	Autry, Caddo Kiowa, Canadian Valley, Central, Eastern Oklahoma County, Indian Capital, Metro, Tulsa, and Western	21	18
OSUIT	Associate in Applied Science in Culinary Arts (046)	Autry, Caddo Kiowa, Canadian Valley, Francis Tuttle, Great Plains, Indian Capital, Kiamichi, Meridian, Metro, Northeast, Pioneer, Tri-County, Tulsa, and Western	15	6
OSUIT	Associate in Applied Science in Engineering Technologies (080)	Caddo Kiowa, Central, Eastern Oklahoma County, Great Plains, Kiamichi, Meridian, Metro, Red River, Tri-County, and Tulsa	10	11
OSUIT	Associate in Applied Science in Engineering Technologies with an option in Electrical/ Electronics Technologies (080)	Autry, Canadian Valley, Central, Indian Capital, Metro, Mid-America, Northeast, Red River, Tri-County, and Tulsa	16	17
OSUIT	Associate in Applied Science in Engineering Technologies with an option in Instrumentation Technology (080)	Autry, Canadian Valley, Central, Metro, Northeast, Red River, and Tulsa	15	17
OSUIT	Associate in Applied Science in CAT Dealer Prep (108)	Autry, Caddo Kiowa, Canadian Valley, Central, Great Plains, Green Country, High Plains, Indian Capital, Kiamichi, Metro, Mid-America, Moore Norman, Northeast, Northwest, Red River, Southern Oklahoma, Tri-County, Tulsa, and Western	12	9

AGENDA ITEM #20-e:

State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

The State Regents approved Oklahoma's first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 9, 2021.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which it posts on its website. According to this source, in Fall 2021, Oklahoma public and private institutions enrolled a total of

7,298 out-of-state students in distance education programs, more than 3 and a half times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

As the state portal entity, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Based on the extended time periods between State Regents' meetings during certain points of the year, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutional participation in SARA is approved or renewed. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

POLICY ISSUES:

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy, specifically section 3.16.9, which states the eligibility requirements for SARA as follows:

"To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval."

ANALYSIS:

Prior to March 23, 2023, State Regents' staff received SARA renewal applications from the institutions listed below:

Northeastern State University;
Southeastern Oklahoma State University;
Rose State College;
Oklahoma State University-Oklahoma City; and
Northern Oklahoma College.

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

AGENDA ITEM #20-f (1):

Electronic Delivery.

SUBJECT: Oklahoma State University. Approval to offer the following existing program via electronic delivery. Bachelor of Science in Business Administration in Entrepreneurship.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the following existing program via electronic delivery: Bachelor of Science in Business Administration in Entrepreneurship (473).

BACKGROUND:

Oklahoma State University (OSU) is currently approved to offer 122 degree programs and certificates via electronic delivery. OSU's governing board approved offering the existing Bachelor of Science in Business Administration in Entrepreneurship (473) online at their January 20, 2023 meeting. OSU requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Science in Business Administration in Entrepreneurship

Demand. The demand for a degree in Entrepreneurship has steadily grown over the past several years. Currently there are no AACSB accredited online undergraduate degrees offered in the state of Oklahoma. Most employers hire Entrepreneurship majors for their creativity and problem-solving skills. It is believed that having this degree online would attract not only Oklahoma students but students from across the country.

Delivery method. Coursework will be delivered online using Canvas. Learning will be facilitated using discussion boards, online exams, video lectures, supplemental information, and assignments submitted via drop box. Students will also have full access to library resources.

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

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Bachelor of Science in Business Administration in Entrepreneurship (473) was communicated by email on January 5, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

AGENDA ITEM #20-f (2):

Electronic Delivery.

SUBJECT: University of Oklahoma. Approval to offer the following existing program via electronic delivery. Graduate Certificate in Social Work with American Indians.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the following existing program via electronic delivery: Graduate Certificate in Social Work with American Indians (407).

BACKGROUND:

University of Oklahoma (OU) is currently approved to offer 70 degree programs and certificates via electronic delivery. OU's governing board approved offering the existing Graduate Certificate in Social Work with American Indians (407) online at their January 20, 2023 meeting. OU requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Graduate Certificate in Social Work with American Indians

Demand. Tribal nations contribute billions each year in the form of employment and annual wages to regions and states where they are located. The American Indian and Alaska Native (AIAN) population is at its highest in history with 5.2 million people identifying as American Indian or Alaska Native according to the U.S. Census Bureau. Unfortunately, this growth did not correspond to an increase in wellness. AIANs have some of the worst physical and mental health outcomes compared to white or other ethnic groups. Higher rates of cardiovascular disease, diabetes, obesity, limited daily activities, and serious psychological distress represent the disparities that tribal people face nationally. These poor outcomes are mirrored in Oklahoma, which has the highest concentration of AIANs. Professionals concerned with increasing the

physical and mental health status of AIANs must operate from a respect for the sovereign status of tribes, knowledge of tribal cultural diversity, appreciate the historical antecedents to the contemporary inequities, and recognize the strengths shown in the continuance of tribal nations and its people.

Delivery method. Coursework will be delivered online using Canvas and Zoom. Learning will be facilitated using voiced presentations and videos, discussion boards for peer-to-peer conversations and small group work, online assignment submission, and supplemental information. Students will also have full access to library resources.

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

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Graduate Certificate in Social Work with American Indians (407) was communicated by email on January 5, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

AGENDA ITEM #20-f (3):

Electronic Delivery.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the following existing program via electronic delivery: Bachelor of Business Administration in Finance.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's request to offer the following existing program via electronic delivery: Bachelor of Business Administration in Finance (096).

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) is currently approved to offer 32 degree programs and certificates via electronic delivery. SEOSU's governing board approved offering the existing Bachelor of Business Administration in Finance (096) online at their November 18, 2022 meeting. SEOSU requests authorization to offer this existing program via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Bachelor of Business Administration in Finance

Demand. Institutions offering online programs experienced a growth of 171.9 percent from 2012 to 2020 while those without online programs only grew 32.4 percent. Within the SEOSU region, The Bachelor of Business Administration in Finance (096) program grew 41.3 percent from 2012 to 2020. This shows there is a demand for the degree, as well as sustaining more online degree offerings. Oklahoma Works reported in 2020-2022 critical occupations across the state. There were 12 occupations listed in the Finance ecosystem with a total demand increase of 6,914 new jobs by 2025. The Department of Labor Occupational Outlook Handbook shows that Business and Financial Occupations will increase and create 750,800 new jobs by 2030.

Delivery method. Coursework will be delivered online using Blackboard. Learning will be facilitated using discussion boards for peer-to-peer conversations and instructor support, integration with textbook material and software, video lectures, supplemental information, and assignments submitted via drop box. Students will also have full access to library resources.

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

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Bachelor of Business Administration in Finance (096) was communicated by email on January 5, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #20-f (4):

Electronic Delivery.

SUBJECT: Tulsa Community College. Approval to offer the Associate in Arts in Paralegal Studies, the Associate in Applied Science in Health Information Technology, and the Certificate in Paralegal Studies via electronic delivery.

RECOMMENDATION:

> **It is recommended that the State Regents approve Tulsa Community College's requests to offer the following existing programs via electronic delivery: Associate in Arts in Paralegal Studies (284), the Certificate in Paralegal Studies (165), and the Associate in Applied Science in Health Information Technology (159).**

BACKGROUND:

Tulsa Community College (TCC) is currently approved to offer 28 degree programs and certificates via electronic delivery. TCC's governing board approved offering the existing Associate in Arts in Paralegal Studies (284), the Associate in Applied Science in Health Information Technology (159), and the Certificate in Paralegal Studies (165) online at their January 19, 2023 meeting. TCC requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

<div align="center">

Associate in Arts in Paralegal Studies
Certificate in Paralegal Studies

</div>

Demand. TCC's Associate in Arts in Paralegal Studies (284) program is only 1 of 4 American Bar Association (ABA) approved Paralegal programs in Oklahoma. The western, northwestern and rural northeastern parts of the state have no public institutions offering a paralegal studies degree, let alone an ABA approved program. Many employment partners have expressed to TCC their need for paralegals. The

Oklahoma Workforce Critical Occupations lists projects a statewide growth of paralegals through 2025 to be 6.4 percent. The offering of this program and the embedded Certificate in Paralegal Studies (165) online would help bridge the gap for Oklahoma employers who must otherwise rely on job training, relocation, or for-profit education to meet the demand for qualified paralegals.

Associate in Applied Science in Health Information Technology

Demand. Students and community members have been requesting online delivery of the Associates in Applied Science in Health Information Technology (159) program since 2018, citing reasons such as convenience of delivery, living in a remote area of Oklahoma, and rising fuel costs to name a few. Medical Records and Health Information Technicians are listed as one of Oklahoma's Critical Occupations in 2020. TCC reports that graduates from this program are employed at a 90 percent employment rate. Many employers have also expressed a tremendous need for more Health Information Technicians. Offering this program online would help fill this gap for Oklahoma and the nation.

Delivery method. Coursework will be delivered online using TCC's learning management system, Blackboard. Learning will be facilitated using discussion boards, quizzes, exams, presentations, labs, assignments, and other activities designed to measure the student's progress through the program. TCC also provides online students with an online classroom called "Launch" which includes support services such as academic advising, financial aid assistance, library support, mental health support, and tutoring. Students will also have full access to library resources and instruction.

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

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

Duplication and impact on existing programs. A system wide letter of intent for electronic delivery of the Associate in Arts in Paralegal Studies (284), the Certificate in Paralegal Studies (165), and the Associate in Applied Science in Health Information Technology (159) was communicated by email on August 5, 2022. None of the State System institution notified State Regents' staff of a protest to the proposed delivery method of the existing program. Approval will not constitute unnecessary duplication.

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

AGENDA ITEM #20-g:

High School Courses for College Admission.

SUBJECT: Ratification of a request from the Oklahoma Department of Career and Technology Education.

RECOMMENDATION:

It is recommended that the State Regents ratify a request to approve high school courses for college admission.

BACKGROUND:

Since Fall 2010, the State Regents' high school curricular requirements for college admission have included four units of English, three units of mathematics, three units of laboratory science, three units in history and citizenship skills, and two units from the subjects listed above or selected from computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.

The State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. On March 3, 2016, the State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating the State Regents as the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed in policy section 3.9.3 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

"Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a

college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval."

ANALYSIS:

State Regents' staff received a request from the Oklahoma Department of Career and Technology Education to approve high school courses for college admission. The table below details the courses as well as the college admission subject area in which the courses are categorized:

Course Name	Course Code	Subject Area
3D Animation	8208	Computer Technology
Digital Media Production	8191	Computer Technology
Drone Applications	8888	Computer Technology
Drone Technology	8260	Computer Technology
Fundamentals of 3D Motion Graphics	8207	Computer Technology
Gaming Development Fundamentals	8245	Computer Technology
JAVA Programming	8230	Computer Technology
Network Security Awareness	8223	Computer Technology
Programming Fundamentals	8222	Computer Technology
Web Application Design	8218	Computer Technology
Windows Operating Systems Fundamentals	8250	Computer Technology
Windows Server Administration Fundamentals	8244	Computer Technology

After a comprehensive review of the course objectives and learning outcomes, it was determined that these high school courses meet the requirement for college admission in the categories defined above. Therefore, the courses were approved for college admission by the Chancellor. State Regents' ratification is requested.

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AGENDA ITEM #20-h (1):

> **Operations.**

SUBJECT: Ratification of purchases over $25,000.

RECOMMENDATION:

> **It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between January 10, 2023 and February 20, 2023.**

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

POLICY ISSUES:
The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of $25,000.

ANALYSIS:
For the time period between January 10, 2023 and February 20, 2023, there are 2 purchases in excess of $25,000 but not in excess of $100,000.

OneNet
  1) Clifford Power Systems Inc. in the amount of $34,942.00 for Annual Generator Maintenance and Load Bank testing for OneNet and OCAN Cummins generators which provide emergency power if commercial power is interrupted. Costs are recovered through OneNet user fees. (Funded from 718- OneNet).

  2) Alias Forensics Inc. in the amount of $50,160.00 for Internal Penetration Testing, Vulnerability Reflector Scanning and Social Engineering Phishing Assessments for Oklahoma City Public Schools. Costs are recovered through OneNet user fees. (Funded from 718- OneNet).

AGENDA ITEM #20-h (2):

> **Operations.**

SUBJECT: Amendment to the agency's Section 125 Cafeteria Plan Document.

RECOMMENDATION:

> **It is recommended that the State Regents approve an amendment to the agency's existing Section 125 cafeteria plan document which will increase the medical flexible spending account limit from $2,850 to $3,050, the new indexed statutory limit set by the IRS for 2023.**
>
> **It is further recommended that the Chancellor be authorized and directed to execute this amendment to the plan document, and that the Chancellor be authorized to execute any subsequent technical amendments made necessary by changes in applicable federal tax laws and regulations, and other non-material amendments including but not limited to the indexed statutory limit set by the IRS each year.**

BACKGROUND:

The State Regents have offered a Section 125 cafeteria plan (i.e., flexible benefit plan) to its employees since 1989. The existing Section 125 plan document allows an employee to pay certain expenses (e.g., medical and child care) with pre-tax dollars from his or her agency pay. The attached amendment increases the medical flexible spending account limit from $2,850 to $3,050, which is the new indexed statutory limit for 2023 set by the IRS. Outside tax/benefits counsel has reviewed and approved the 2023 plan document and amendment.

POLICY ISSUES:

None

ANALYSIS:

In order to allow agency employees to have the maximum usefulness of their pre-tax contributions to the agency's Section 125 cafeteria plan, it is recommended that the State Regents approve the attached amendment. The amendment will be effective January 1, 2023.

AGENDA ITEM #20-i (1):

> **Non-Academic Degrees.**

SUBJECT: University of Oklahoma. Ratification of requests from the University of Oklahoma to award honorary degrees.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the University of Oklahoma's requests to award Honorary Degrees and a Posthumous Honorary Degree.**

STAFF ANALYSIS:

Requests have been made from the University of Oklahoma (OU) to award an Honorary Doctor of Humane Letters degree to Major General (Retired) Theresa C. Carter, U.S. Air Force, Mr. Ronnie Irani, and a posthumous Honorary Doctor of Human Letters degree to Mr. Tom Love.

The requests to award honorary degrees are consistent with Oklahoma State Regents for Higher Education's (OSRHE) policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;

- conferral of honorary degrees that are distinguishable from earned degrees;

- conferral of honorary degrees not to exceed the number specified in the policy;

- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and

- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

As per OSRHE policy 2.8, Delegation of Authority to the Chancellor, these requests were approved in February 2023, with the honorary degrees to be awarded at OU's commencement ceremony in May 2023. However, Mr. Tom Love succumbed to ill health the first week in March, and OU subsequently requested to award the honorary degree to him posthumously. Due to the previous approval of the honorary degree and the unexpected timing of Mr. Love's death, this request is consistent with the OSRHE's Granting of Degrees policy, which states that institutions shall award honorary degrees posthumously only in exceptional circumstances, and was approved pending ratification.

State Regents' ratification is requested to award the honorary posthumous and honorary degrees. The proposed diplomas for the degrees are attached.

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Theresa C. Carter

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this twelfth day of May, two thousand twenty-three.

For the State Regents

_____
Chair

_____
Secretary

_____
Chancellor

For the University

_____
Chair, Board of Regents

_____
President of the University

_____
Provost

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The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Ronnie Irani

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this twelfth day of May, two thousand twenty-three.

For the State Regents

_____
Chair

_____
Secretary

_____
Chancellor

For the University

_____
Chair, Board of Regents

_____
President of the University

_____
Provost

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Tom Love

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this twelfth day of May, two thousand twenty-three.

For the State Regents

_____
Chair

_____
Secretary

_____
Chancellor

For the University

_____
Chair, Board of Regents

_____
President of the University

_____
Provost

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AGENDA ITEM #20-i (2):

> **Non-Academic Degrees.**

SUBJECT: Southeastern Oklahoma State University. Ratification of a request from Southeastern Oklahoma State University to award an honorary degree.

RECOMMENDATION:

> **It is recommended that the State Regents ratify Southeastern Oklahoma State University's request to award an Honorary Degree.**

STAFF ANALYSIS:

A request has been made from Southeastern Oklahoma State University to award an honorary Master of Business Administration degree to Ms. Tiffany D. Murley.

The request to award an honorary degree is consistent with Oklahoma State Regents for Higher Education's (OSRHE) policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;

- conferral of honorary degrees that are distinguishable from earned degrees;

- conferral of honorary degrees not to exceed the number specified in the policy;

- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and

- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The SEOSU request meets the requirements of the OSRHE's policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education

acting through

Southeastern Oklahoma State University

have admitted

Tiffany D. Murley

to the degree of

Master of Business Administration

(Honorary)

and all the privileges and obligations thereunto appertaining and in witness thereof have authorized the issuance of this diploma duly signed and sealed.

Issued at Southeastern Oklahoma State University at Durant, Oklahoma, this twenty-fourth day of January, two thousand and twenty-three.

President of the University

Vice President for Academic Affairs

Chair, Regional University System of Oklahoma

Chair, Regents for Higher Education

Secretary, Regents for Higher Education

Chancellor, Regents for Higher Education

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 23, 2023

AGENDA ITEM #20-i (3):

        Non-Academic Degrees.

SUBJECT: Western Oklahoma State College. Ratification of a request from Western Oklahoma State College to award a posthumous degree.

RECOMMENDATION:

        It is recommended that the State Regents ratify Western Oklahoma State College's request to award a posthumous degree.

STAFF ANALYSIS:

A request has been made from Western Oklahoma State College to award an Associate in Applied Science degree posthumously to Ms. Olivia S. Hickman.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death, Ms. Hickman had completed 61 hours towards her associate's degree with a GPA of 4.0. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education

Acting Through The

Western Oklahoma State College

have admitted

Olivia S. Hickman

to the Degree of
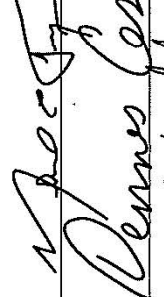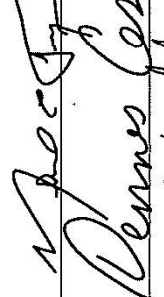
Associate in Applied Science (Posthumous)

and all the honors, privileges and obligations belonging thereto, and in witness thereof have authorized the issuance of this diploma duly signed and sealed.
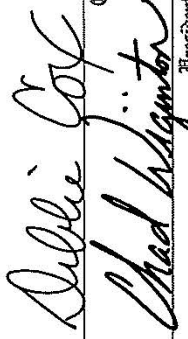
Issued at Western Oklahoma State College at Altus, Oklahoma, on the twelfth day of May, two thousand and twenty-three.

FOR THE STATE REGENTS:

_____ Chairperson

_____ Secretary

_____ Chancellor

FOR THE COLLEGE:

_____ Chairperson

_____ President of College

_____ Registrar

AGENDA ITEM #21-a:

Reports.

SUBJECT: Programs. Current Status Report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2022 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2022-2023).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Electronic Delivery for Existing Program Requests Under Review
4. Approved New Program Requests
5. Approved Electronic Media Requests
6. Approved New Certificates of 15 or Fewer Credit Hours
7. Requested Degree Program Deletions
8. Approved Degree Program Deletions
9. Requested Degree Program Name Changes
10. Approved Degree Program Name Changes
11. Requested Degree Designation Changes
12. Approved Degree Designation Changes
13. Cooperative Agreements
14. Suspended Programs
15. Reinstated Programs
16. Inventory Reconciliations
17. Net Reduction Table

Supplement available upon request.

AGENDA ITEM #21-b (1):

> **Annual Reports.**

SUBJECT: Acknowledge Receipt of the Oklahoma College Savings Plan Update for 2022.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the Oklahoma College Savings Plan Update for 2022.**

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the board, currently serves as vice-chair. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section, which authorizes state "qualified tuition programs." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The 2017 federal Tax Cuts and Jobs Act authorized withdrawals of up to $10,000 per year to be used for eligible K-12 tuition expenses beginning January 1, 2018. The 2019 Setting Every Community Up for Retirement (SECURE) Act further authorized withdrawals for apprenticeship expenses and up to $10,000 per beneficiary for student loan repayments. In addition, Oklahoma provides an annual state income deduction on contributions of up to $10,000 per taxpayer or $20,000 for joint-filers.

During 2022, the board approved the re-branding of the OCSP direct-sold option website from ok4saving.org to oklahoma529.com. The new oklahoma529.com website name captures the full purpose of the OCSP – to provide all the education benefits authorized under federal law for "529" plans.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for education expenses. An OCSP account can be opened with as little as $25 with subsequent contributions as small as $25 or $15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford education expenses and avoid excessive student loan debt.

ANALYSIS:

Despite a very difficult year for investment returns in 2022, Oklahoma families continued to demonstrate that they value the OCSP and its long-term financial benefits. The number of accounts in the program continued to grow by 3,000 or 4 percent. In addition, account owners also contributed over $130 million in new contributions during 2022. Account owners also continued to use the program for its ultimate

purpose, paying for college and other qualified education expenses. In 2022, $108 million was withdrawn to pay for education expenses. Since its inception in 2000, Oklahoma families have used this tax-advantaged program to pay for nearly $900 million in education expenses. Unfortunately, due to negative returns in both stock and bond investment options, the total assets of the program declined from $1.5 billion to $1.3 billion.

Account and Asset Growth: The following table shows the program's growth over the past twenty-two years. Following a slight decline in assets in 2018, the program's assets experienced strong growth in the three years from 2019 to 2021. Due to a very unfavorable investment environment in 2022, total assets decreased by about $180 million or 12 percent.

OCSP History of Account and Asset Growth					
	Number of Investment Option Accounts	Annual % Change	Unduplicated Total Accounts*	Total Assets	Annual % Change
As of 12/31/01	3,830	160%		$10,729,693	251%
As of 12/31/02	12,017	213%		$32,262,626	201%
As of 12/31/03	18,647	55%		$70,823,971	120%
As of 12/31/04	24,390	31%		$115,325,223	63%
As of 12/31/05	28,741	18%		$163,146,757	41%
As of 12/31/06	32,735	14%		$228,073,626	40%
As of 12/31/07	38,123	16%		$290,897,749	28%
As of 12/31/08	41,744	9%		$262,026,337	-10%
As of 12/31/09	44,466	7%		$342,305,879	31%
As of 12/31/10	47,326	6%		$422,735,335	23%
As of 12/31/11	51,088	8%		$470,891,493	11%
As of 12/31/12	54,915	7%	45,170	$570,296,748	21%
As of 12/31/13	58,869	7%	48,453	$684,331,826	20%
As of 12/31/14	62,974	7%	51,830	$762,694,816	11%
As of 12/31/15	66,549	6%	54,637	$791,295,519	4%
As of 12/31/16	70,741	6%	56,948	$861,154,764	9%
As of 12/31/17	75,377	7%	59,688	$1,000,310,064	16%
As of 12/31/18	80,772	7%	64,911	$982,341,603	-2%
As of 12/31/19	85,397	6%	67,898	$1,170,364,579	19%
As of 12/31/20	85,449	<1%	70,760	$1,316,245,335	12%
As of 12/31/21	92,905	9%	75,619	$1,498,129,897	14%
As of 12/31/22	97,161	5%	78,622	$1,317,791,178	-12%

*Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.

The program's total asset values decreased in 2022 from $1.5 billion to $1.3 billion, a decline of $180 million or 12 percent.

Plan Assets
(in $ millions)

Allocation of Investments: Most account owners choose an enrollment year investment option that automatically adjusts the types of investments for the account as the student gets closer to college enrollment. The following table shows the distribution of accounts and assets among the investment options as of December 31, 2022.

Portfolio	Number of Investment Option Accounts	% of Total	Total Assets	% of Total
Enrollment Year Options	48,708	50.13%	$671,666,139	50.97%
Global Equity Index Option	7,445	7.66%	$116,468,547	8.84%
Guaranteed Option	8,100	8.34%	$86,545,759	6.57%
Balanced Option	5,077	5.23%	$52,258,969	3.97%
Diversified Equity Option	5,244	5.40%	$52,293,637	3.97%
Fixed Income Option	1,941	2.00%	$12,470,805	0.95%
U.S. Equity Index Option	8,162	8.40%	$115,272,168	8.75%
Subtotal Direct-Sold Accounts	84,677	87.15%	$1,106,976,024	84.00%
Advisor-Sold Accounts	12,484	12.85%	$210,815,154	16.00%
Total - All Accounts	97,161	100.00%	$1,317,791,178	100.00%

Qualified Withdrawals for College Expenses: Since 2001, Oklahoma families have withdrawn nearly $900 million to pay for educational expenses with over 35,000 beneficiaries.

OCSP History of Qualified Withdrawals for College Expenses

Year	Qualified Withdrawals	Unique Beneficiaries Per Year
2001	($17,461)	3
2002	($267,664)	92
2003	($1,618,848)	417
2004	($3,136,835)	854
2005	($6,562,560)	1,418
2006	($11,534,223)	2,103
2007	($16,737,652)	2,607
2008	($20,513,720)	3,047
2009	($23,619,575)	3,454
2010	($27,863,243)	3,943
2011	($31,799,282)	4,239
2012	($35,672,585)	4,603
2013	($41,578,157)	5,018
2014	($46,393,229)	5,431
2015	($52,262,552)	5,901
2016	($57,121,259)	6,408
2017	($62,679,670)	6,806
2018	($77,433,407)	9,480
2019	($85,608,114)	9,077
2020	($85,898,998)	9,164
2021	($100,939,495)	9,816
2022	($108,248,448)	10,610
Total	($897,506,977)	*35,309

*Total number of unique beneficiaries for all years.

2022 Investment Performance:

Direct-Sold Program –The direct-sold program has enrollment year options, three equity options, a balanced option, a fixed income option, and a guaranteed option. Investment returns for the enrollment year options in the direct-sold program for 2022 were down sharply, with most options losing between 14 and 19 percent. The only investment option producing a positive return was the Guaranteed Option at +1.1 percent.

Enrollment Year Options	2022 Performance
In School Enrollment Option:	-6.6%
2022/2023 Enrollment Option:	-8.7%
2024/2025 Enrollment Option:	-11.8%
2026/2027 Enrollment Option:	-13.6%
2028/2029 Enrollment Option:	-14.4%
2030/2031 Enrollment Option:	-14.9%
2032/2033 Enrollment Option:	-15.6%
2034/2035 Enrollment Option:	-16.3%
2036/2037 Enrollment Option:	-16.7%
2038/2039 Enrollment Option:	-16.8%

Equity, Balanced, Fixed and Guaranteed Options	2022 Performance
Global Equity Index Option:	-18.9%
Diversified Equity Option:	-19.9%
Balanced Option:	-16.9%
U.S. Equity Index Option	-19.3%
Fixed Income Option:	-11.9%
Guaranteed Option:	+1.1%

Advisor-Sold Program – The advisor-sold program administered by Fidelity Investments has a total of twenty-seven investment options, including eight enrollment year portfolios, two static portfolios, and seventeen individual fund options. All investment options had negative returns, with some losses exceeding 20 percent. Only the Money Market Portfolio had a positive return of 1 percent.

Enrollment Year Option Portfolios	2022 Performance
OK 529 College Portfolio	-9.9%
OK 529 Portfolio 2025	-12.8%
OK 529 Portfolio 2028	-15.2%
OK 529 Portfolio 2031	-17.0%
OK 529 Portfolio 2034	-17.8%
OK 529 Portfolio 2037	-18.3%
OK 529 Portfolio 2039	-18.7%
OK 529 Portfolio 2042	

Static Portfolios	2022 Performance
OK 529 Aggressive Growth Portfolio	-18.2%
OK 529 Moderate Growth Portfolio	-17.4%

Individual Funds	2022 Performance
OK 529 Asset Manager 60% Portfolio	-16.7%
OK 529 Diversified International Portfolio	-24.1%
OK 529 Dividend Growth Portfolio	-12.3%
OK 529 Equity Growth Portfolio	-24.8%
OK 529 Equity Income Portfolio	-1.3%
OK 529 Growth Opportunities Portfolio	-38.5%
OK 529 High Income Portfolio	-12.4%
OK 529 Inflation-Protected Bond Portfolio	-12.3%
OK 529 Limited Term Bond Portfolio	-6.4%
OK 529 New Insights Portfolio	-27.6%
OK 529 Small Cap Portfolio	-20.9%
OK 529 Stock Selector Mid Cap Portfolio	-14.3%
OK 529 Strategic Dividend & Income Portfolio	-10.3%
OK 529 Strategic Income Portfolio	-11.6%
OK 529 Total Bond Portfolio	-13.2%
OK 529 Value Strategies Portfolio	-7.8%
OK 529 Money Market Portfolio	+1.0%

Program Costs for Participants:

Direct-Sold Program – There are no enrollment fees or commissions assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.30% to 0.51%, depending on the investment option.

Advisor-Sold Program – Investments in the advisor-sold program are purchased as either Class A, Class C shares, Class P shares or Class I shares. Class A shares have a maximum initial sales charge of 3.50%, a $20 annual account maintenance fee, and total annual asset-based fees ranging from 0.40% to 1.35%. Class C shares have a 1.00% contingent deferred sales charge, a $20 annual account maintenance fee, and total annual asset-based fees ranging from 1.25% to 2.10%. Class P shares (available to Workplace 529 plan participants only) have no sales charge, a $20 annual account maintenance fee, and total annual asset-based fees ranging from 1.00% to 1.85%. Class I shares have no sales charge, a $20 annual account maintenance fee, and total annual asset-based fees ranging from .25% to 1.10%.

National Ratings: SavingforCollege.com, an independent and authoritative website on state college savings plans, gives the OCSP direct-sold program a perfect rating of 5.0 for Oklahoma residents and a high rating of 4.5 for nonresidents participants.

Morningstar, the national investment analysis firm, has awarded the Oklahoma 529 program it's Bronze rating, stating:

> "Oklahoma 529 delivers a well-designed investment menu and a smooth enrollment-date glide path at a competitive price. It retains its Morningstar Analyst Rating of Bronze. The state's tax deduction, of up to $20,000 annually if filed jointly, makes it a must-have for Oklahomans."   (Morningstar, November 2, 2022)

AGENDA ITEM #21-b (2):

> **Annual Reports.**

SUBJECT: Acknowledge Receipt of the Annual Institutional Student Assessment Report.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the Annual Institutional Student Assessment Report.**

BACKGROUND:

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

Beginning in 2009, the Council on Instruction (COI) Assessment, Retention and Transfer Committee revised and combined the Assessment and the Remediation policies into a single policy, Student Assessment and Remediation (3.20). The policy revisions provided increased guidance to institutions regarding the assessment of student learning outcomes and an improved process for course placement of students who demonstrate the need for remediation or developmental education. Additionally, the revisions outlined the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated State System effort of assessment to facilitate a model of continuous improvement for institutions.

In October 2015, the State Regents approved additional revisions to the Student Assessment and Remediation policy to update and further strengthen student assessment and require institutions to submit a student assessment plan every five years and an assessment report every year. The revisions became effective in Fall 2016.

POLICY ISSUES:

To meet the requirements of the Student Assessment and Remediation policy, institutions must submit an annual student assessment report. All State System institutions have submitted their 2022 annual report, which have been reviewed by staff.

ANALYSIS:

As stated in the Student Assessment and Remediation policy, the annual institutional assessment report must address four categories of student assessment: (1) entry level and course placement, (2) general

education, (3) academic program learning outcomes, and (4) student engagement and satisfaction. A summary of these categories for each institution is attached. The full reports are available upon request.

It is recommended that the State Regents acknowledge receipt of the annual institutional student assessment report.

Attachment

Oklahoma State Regents for Higher Education
Institutional Annual Student Assessment and Remediation Report
Summary 2022

Entry Level Assessment and Course Placement (3.20)
Students scoring below the ACT subject (or SAT equivalent) score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work. Another test is not required.

Entry Level Assessment and Course Placement (3.20)		
Research Universities	**Measures**	**Remediation**
Oklahoma State University	ACT/SAT, OSU Entry-Level Placement Analysis (ELPA), Accuplacer NextGen (English and reading) and ALEKS (mathematics).	UNIV courses (NOC-Stillwater), ALEKS online learning modules, co-requisite courses and tutoring services.
University of Oklahoma	ACT/SAT, Accuplacer (English and reading), Accuplacer Write Placer (writing), ALEKS (mathematics), HS GPA and Math Offers Model (MOM).	ALEKS (mathematics) learning modules, developmental mathematics, English and reading. Co-requisite English and math course.

Entry Level Assessment and Course Placement (3.20)		
Comprehensive Universities	**Measures**	**Remediation**
Cameron University	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses, co-requisite courses, and remediation "bootcamps."
East Central University	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses, co-requisite courses.
Langston University	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Northeastern State University	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Northwestern Oklahoma State University	ACT/SAT, HS GPA, Math department institutional test and completion of College Career Math Ready with an A or B.	Remedial courses and co-requisite courses.
Oklahoma Panhandle State University	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Rogers State University	ACT/SAT, Accuplacer NextGen, STASS (science).	Remedial courses and co-requisite courses.
Southeastern Oklahoma State University	ACT/SAT, "in-house" college placement test - developed by English and math departments.	Accelerated remediation programs, remedial courses and co-requisite courses.

Entry Level Assessment and Course Placement (3.20)		
Comprehensive Universities	**Measures**	**Remediation**
Southwestern Oklahoma State University	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
University of Central Oklahoma	ACT, Accuplacer NextGen and ALEKS.	Remedial courses and co-requisite courses.
University of Science & Arts of Oklahoma	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.

Entry Level Assessment and Course Placement (3.20)		
Community Colleges	**Measures**	**Remediation**
Carl Albert State College	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Connors State College	ACT/SAT, Accuplacer NextGen, HS GPA and GED/HiSet.	Remedial courses and co-requisite course.
Eastern Oklahoma State College	ACT/SAT, Accuplacer NextGen, HS GPA and HS course history.	Remedial courses and co-requisite courses.
Murray State College	ACT/SAT, Accuplacer NextGen, HS GPA, Writeplacer and HS courses.	Remedial courses and co-requisite courses.
Northeastern Oklahoma A&M College	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Northern Oklahoma College	ACT/SAT, HS GPA and HS course history.	Remedial courses and co-requisite courses.
Oklahoma City Community College	ACT/SAT, HS GPA, HiSET, GED, HS courses and placement test.	Remedial courses and co-requisite courses.
OSU Institute of Technology	ACT/SAT, Accuplacer NextGen and HS GPA.	Co-requisite courses.
OSU-OKC	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Redlands Community College	ACT/SAT, Accuplacer NextGen, GED and HS GPA.	Remedial courses and co-requisite courses.
Rose State College	ACT/SAT and Accuplacer NextGen, HS GPA and non-cognitive factors.	Enrollment and Specialized Testing (EAST), Remedial courses and co-requisite courses.
Seminole State College	ACT/SAT, Accuplacer (reading and writing), institutionally designed placement test (math only) HS GPA, HS courses and self-evaluation.	Remedial courses and co-requisite courses.
Tulsa Community College	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Western Oklahoma State College	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.

General Education Assessment (3.20.5)

General education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and broad areas such as communications, critical thinking, mathematics, reading, and writing.

General Education Assessment (3.20.5)		
Research Universities	**Competencies**	**Measures**
Oklahoma State University	1. Construct a broad foundation for the student's specialized course of study. 2. Develop the student's ability to read, observe, and listen with comprehension. 3. Enhance the student's skills in communicating effectively. 4. Expand the student's capacity for critical analysis and problem solving. 5. Assist the student in understanding and respecting diversity in people, beliefs, and societies. 6. Develop the student's ability to appreciate and function in the human and natural environment.	Student artifacts associated to Professionalism & Ethics were assessed using a rubric.
University of Oklahoma	1. Communication Skills. 2. Technology and Information Literacy. 3. Critical Analysis & Scientific Reasoning. 4. Quantitative & Numerical Analysis. 5. Community, Culture & Diversity. 6. Arts & Humanities.	Multiple Measures to assess effectiveness. Course-based assessments for each student learning outcome. Administration of assessments vary by course.

General Education Assessment (3.20.5)		
Comprehensive Universities	**Competencies**	**Measures**
Cameron University	1. Information Literacy. 2. Diversity. 3. Critical Thinking. 4. Ethics. 5. Aesthetics. 6. Problem Solving. 7. Communication. 8. Wellness.	Course-embedded assessments for each student learning outcome and surveys and general education/capstone course projects.
East Central University	1. Communication. 2. Intellectual Skills. 3. Information Literacy. 4. Intercultural Knowledge.	Mid-level general education assessment occurs within selected general education courses on a rotating schedule using four general education rubrics produced by ECU's General Education Committee.
Langston University	1. Discuss the intricacies of diverse cultures and heritages. 2. Explain multiple modes of inquiry, reason, and critical thinking. 3. Communicate effectively using a variety of tools. 4. Discuss the importance of creativity for the human experience. 5. Explain the relationship between nature and science. 6. Discuss the role of responsible, ethical, and engaged citizens. 7. Value life-long learning, wellness, and personal enrichment. 8. Adapt to a constantly changing global society.	Course competencies are measured with assessments as part of regular course work to all students enrolled in general education courses.
Northeastern State University	1. Analytic Inquiry. 2. Information Literacy. 3. Engage Diverse Perspectives. 4. Quantitative Fluency. 5. Communication Fluency. 6. Cultural Foundations. 7. Life Skills & Personal Development.	Course-embedded assessments are included as part of regular course work to all students enrolled in general education courses.

General Education Assessment (3.20.5)		
Comprehensive Universities	**Competencies**	**Measures**
Northwestern Oklahoma State University	1. Literacy. 2. Critical Thinking. 3. Ethical Leadership.	Course-embedded assessment, Educational Testing Services Proficiency Profile (ETS), National Survey of Student Engagement (NSSE).
Oklahoma Panhandle State University	1. Oral and Written Communication. 2. Analytical and Quantitative Reasoning. 3. Social Responsibility and Cultural Awareness.	Course-embedded assessments.
Rogers State University	1. Think critically and creatively. 2. Knowledge of human cultures and natural world. 3. Written, oral and visual communication. 4. Diverse perspectives and values. 5. Civic knowledge and engagement.	Course-embedded assessments, presentations, assignments, institutional assessments, Educational Testing Services Proficiency Profile (ETS) and institutional survey.
Southeastern Oklahoma State University	1. Communication. 2. Mathematics. 3. Science. 4. Social & Political 5. Wellness. 6. Fine Arts & Humanities.	Educational Testing Services Proficiency Profile (ETS) and course embedded assessments.
Southwestern Oklahoma State University	1. Communication and computer literacy. 2. Scientific and quantitative reasoning. 3. Fine arts, history and humanities. 4. Social and cultural competency. 5. Intellectual and professional aptitudes.	Curriculum-embedded assessment, Educational Testing Services Proficiency Profile (ETS).
University of Central Oklahoma	1. Communication. 2. Quantitative Reasoning. 3. Scientific Method. 4. Critical Inquiry. 5. Analysis.	Course level assessments, (AAC&U) capstone courses, external licensure, Student Transformative Learning Record (STLR).

General Education Assessment (3.20.5)		
Comprehensive Universities	**Competencies**	**Measures**
University of Science & Arts of Oklahoma	The Interdisciplinary Studies core (communication, critical thinking, mathematics, reading, and writing and introduces students to key ideas across multiple disciplines).	USAO faculty select appropriate assessment instruments for programs.

General Education Assessment (3.20.5)		
Community Colleges	**Competencies**	**Measures**
Carl Albert State College	1. Technologic & Information Literacy. 2. Think Critically. 3. Communicate Effectively.	Course-embedded assessments.
Connors State College	1. Communication. 2. Technology & Information Literacy. 3. Social Responsibility & Cultural Global Awareness. 4. Problem Solving/Critical Thinking.	Course-embedded assessments.
Eastern Oklahoma State College	1. Communication. 2. Critical Thinking. 3. Information & Technology Literacy. 4. Quantitative & Scientific Reasoning. 5. Culture, Global Awareness & Social Responsibility.	Course-embedded assessments using rubrics, artifact collection, and surveys.
Murray State College	1. Effective Communication. 2. Responsible Citizenship. 3. Global Awareness. 4. Critical Thinking. 5. Quantitative Reasoning. 6. Information & Technology. 7. Health & Wellness.	Educational Testing Services Proficiency Profile (ETS) and course embedded assessments.
Northeastern Oklahoma A&M College	1. Communications. 2. Quantitative Reasoning. 3. Critical Thinking. 4. Information Literacy.	Course-embedded assessments.
Northern Oklahoma College	1. Critical Thinking. 2. Communication Skills. 3. Cultural, Societal and Environmental Awareness. 4. Consumer and Personal Wellness.	Course-embedded assessments.

General Education Assessment (3.20.5)		
Community Colleges	**Competencies**	**Measures**
Oklahoma City Community College	1. Writing. 2. Public Speaking. 3. Mathematical Methods. 4. Human Heritage, Culture & Institutions. 5. Critical Thinking.	Evaluation of artifacts using rubrics.
OSU Institute of Technology	1. Communication. 2. Critical Thinking 3. Ethics 4. Diversity & Inclusion 5. Civic Responsibility 6. Technology	Course-embedded assessments.
OSU-OKC	1. Critical Thinking. 2. Effective Communications. 3. Computer Proficiency. 4. Civic Responsibility. 5. Global Awareness.	Course-embedded assessments.
Redlands Community College	1. Communication. 2. Critical Thinking. 3. Information Technology. 4. Quantitative Literacy. 5. Social and Cultural Awareness.	Course-embedded assessments.
Rose State College	1. Written Communication. 2. Quantitative Reasoning. 3. Diversity Awareness.	Course-embedded assessments.
Seminole State College	1. Communication. 2. Scientific Reasoning/ Critical Thinking. 3. Knowledge of Global Society. 4. Role of history, culture, arts or science.	Course-embedded assessments, Educational Testing Services Proficiency Profile (ETS).
Tulsa Community College	1. Communication Skills. 2. Critical Thinking. 3. Personal Responsibility. 4. Social Responsibility.	Indirect assessment data through the end-of-term course feedback surveys and direct assessment data from course-embedded assessments.
Western Oklahoma State College	1. Communications Skills. 2. Math Skills. 3. Critical Thinking Skills. 4. Life Skills. 5. Technological Skills.	Course-embedded assessments, Western Exit Survey and Educational Testing Services Proficiency Profile (ETS).

Academic Program Learning Outcomes (3.20.6)

Assessment findings will be reported in program reviews…Results from standardized measures will be collected and reported annually to the State Regents.

All Institutions	Institutional reports describe how academic program learning outcomes are identified and assessment instruments are selected.

Student Engagement and Satisfaction (3.20.7)

Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Results from the standardized measures will be reported at least every three years to the State Regents and will be included in the annual Institutional Student Assessment Report.

Student Engagement and Satisfaction (3.20.7)		
Research Universities	**Standardized Measures**	**Institutional Measures**
Oklahoma State University	None reported.	OSU's Student Engagement Survey and Student Satisfaction Survey.
University of Oklahoma	Student Experience in the Research University (SERU), Priority Survey for Online Learners (PSOL), Ruffalo Noel-Levitz (RNL).	None reported.

Student Engagement and Satisfaction (3.20.7)		
Comprehensive Universities	**Standardized Measures**	**Institutional Measures**
Cameron University	None reported.	Student engagement and satisfaction surveys were conducted by units such as the Athletic Administration, Campus Life, Library, Student Development, Student Housing, and the Student Enrichment Center.
East Central University	National Survey of Student Engagement (NSSE).	In-house Student Opinion Survey (SOS) administered to all undergraduate and graduate students.
Langston University	National Survey of Student Engagement (NSSE).	Co-curricular events were assessed.
Northeastern State University	National Survey of Student Engagement (NSSE).	Internal course evaluations and course surveys.

Student Engagement and Satisfaction (3.20.7)		
Comprehensive Universities	**Standardized Measures**	**Institutional Measures**
Northwestern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory (SSI) spring 2022.	Alumni Survey, graduate student satisfaction survey and course evaluations.
Oklahoma Panhandle State University	National Survey of Student Engagement (NSSE).	Internal scorecard to measure attendance, course evaluations, Graduation Survey, Student Opinion Survey.
Rogers State University	Noel-Levitz Student Satisfaction Inventory (SSI).	Student Opinion Survey and Graduating Senior Survey.
Southeastern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory (SSI) and Noel-Levitz Priorities Survey of Online Learning (PSOL).	Current student survey, graduate survey and course evaluations.
Southwestern Oklahoma State University	National Survey of Student Engagement (NSSE) and Noel-Levitz Student Satisfaction Inventory (SSI).	None reported.
University of Central Oklahoma	National Survey of Student Engagement (NSSE), Noel-Levitz Student Satisfaction Inventory (SSI) and Your First College Year.	Graduating Student Survey and Graduate Outcomes Survey (GOS).
University of Science & Arts of Oklahoma	National Survey of Student Engagement (NSSE).	Student focus groups met with the President and staff to discuss experiences at USAO. In-house satisfaction survey.

Student Engagement and Satisfaction (3.20.7)		
Community Colleges	**Standardized Measures**	**Institutional Measures**
Carl Albert State College	RNL Student Satisfactory Inventory. Noel Levitz Student Satisfaction Inventory (SSI).	None reported.
Connors State College	None reported.	Microsoft Forms for surveys for students, faculty, and staff.
Eastern Oklahoma State College	None reported.	Student satisfaction survey.
Murray State College	Office of Academic Affairs administered an independent Student Satisfaction Survey.	None reported.

Student Engagement and Satisfaction (3.20.7)		
Community Colleges	**Standardized Measures**	**Institutional Measures**
Northeastern Oklahoma A&M College	Freshman student survey.	Student satisfaction survey targeted courses based on primary faculty member and graduate exit survey.
Northern Oklahoma College	Community College Survey of Student Engagement (CCSSE).	None reported.
Oklahoma City Community College	None administered this year. Noel Levitz College Student Inventory will be administered Spring 2023.	Internal survey is sent to every new student.
OSU Institute of Technology	Student Satisfaction Inventory (SSI), Priorities Survey for Online Learners (PSOL) and Community College Survey of Student Engagement (CCSSE).	Course evaluations, graduation survey, and alumni survey.
OSU-OKC	SmartEval Student Satisfaction Survey.	End of Instruction (EOI) course evaluations.
Redlands Community College	The Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), the Survey of Online Student Engagement (SOSE) and the Survey of Entering Student Engagement (SENSE).	None reported.
Rose State College	The Educational Demographics assessment and Student Satisfaction of Facilities.	None reported.
Seminole State College	Educational Testing Service (ETS) Proficiency Profile.	Entering Student Engagement Survey, the Faculty Survey of Student Engagement and Graduate Exit survey.
Tulsa Community College	Community College Survey of Student Engagement (CCSSE) and TRiO surveys.	Student Course Feedback surveys, End-of-term surveys, Alumni and Exit Surveys.
Western Oklahoma State College	Educational Testing Service (ETS) Proficiency Profile.	Western Exit Survey included in the Graduation Exit Exam.

AGENDA ITEM #21-b (3):

> **Annual Reports.**

SUBJECT: Acknowledge Receipt of the Supplemental Pension Report, FY2022.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt the FY2022 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.**

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and includes the authority to:

1.   Employ and fix compensation of such personnel as deemed necessary...,
2.   Direct the disposition of all moneys appropriated by the legislature..., and
3.   Establish and maintain plans for ...retirement of employees… and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

The GASB Statement No. 74 became effective with the June 2017 reporting period and remains effective in the current year reporting period. The statement applies primarily to the general purpose external financial report of state and local government OPEB plans. For OPEB plans that do not issue stand-alone financial statements, additional disclosures are required by the new standard in the sponsoring government's statements.

As of June 30, 2022, 14 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve

a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the <u>difference</u> between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2022, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2022 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2022, included 10 of 13 universities and constituents and three of 13 two-year colleges.

2. The present value of future pension obligations as of June 30, 2022, for those institutions reporting amounted a net of $36,279,663. The reflected increase is in large part to the required GASB format or changes in assumptions. An assets-held-in-trust model is used by the Regional University System on behalf of its institutions. Seven (7) institutions are reporting as assets held in trust, nine (9) reporting pay-as-you-go obligations, and ten (10) institutions reported no obligations.

POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 75 became effective with the June 2018 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement was that institutions are now required to report the liability for the post-employment benefits for defined benefit plans administered through a trust, cost-sharing plans administered through a trust, and OPEB plans not provided through a trust. The Statement also requires governments to present more extensive note disclosures and required supplementary information about their OPEB liabilities. Some governments are responsible to make contributions directly to the OPEB plan or make OPEB benefit payments directly as the benefit comes due to the employee. The notable changes include the reporting of the Total OPEB Liability on the Statement of Net Position, replacing the former disclosure of the Actuarial Accrued Liability (AAL.) The new Statement replaced the Statement 45 used in previous years and results in significant changes in the amount liabilities noted in the financial statements since moving to *total* liabilities rather than just the amount of current year's accrued liability shown in the previous disclosures.

Post-employment benefits liabilities other than pensions were reported by 23 institutions in FY 2022 and amounted to $300,275,504. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *<u>Attachment II</u>* of the report. Twenty-one institutions reported FY2022 liabilities for medical and/or life insurance for retirees amounting to $354,467,012, or 99.9% of the total expenses. One institution reports a cost life insurance only. One institution, the University of Oklahoma, accounted for approximately 52.7% of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 36.5%. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

AGENDA ITEM #23:

Proposed Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma; and (4) Larry Love University, Muskogee, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City, Oklahoma

<u>**MINUTES**</u>

Eight Hundred and Twenty-Sixth Meeting

February 9, 2023

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, PHF Conference Center, Oklahoma City, OK

Minutes of the Eight Hundred and Twenty-Sixth Meeting
February 9, 2023

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, PHF Conference Center, Oklahoma City, OK

Minutes of the Eight Hundred and Twenty-Fifth Meeting
of the
Oklahoma State Regents for Higher Education
February 9, 2023

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 9:00 a.m. on Thursday, February 9, 2023, at the PHF Conference Center located at 655 Research Parkway, 1st Floor in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Thursday, February 2, 2023. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Steven W. Taylor, Courtney Warmington and Michael C. Turpen. Regent Dustin Hilliary arrived at 9:05 a.m.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Parker, to approve the minutes of the State Regents' meetings on December 8-9, 2022. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, Taylor, Warmington and Turpen. Voting against the motion were none.

4. **COMMENTS FROM THE CHAIR.** Chair Turpen announced that Higher Education Day at the State Capitol was scheduled for Tuesday, February 14, 2023. Chair Turpen also thanked the Strategic Planning Committee who volunteered their time and expertise to develop the plan.

5.   **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett highlighted higher education projects across the state including the UpskillOK initiative, the SAS data warehouse transition, the OSRHE website redesign, Higher Education Day at the State Capitol, and institutional collaborations. She also provided an update on the Amanda Winge Scholarship.

6.   **FACULTY ADVISORY COUNCIL.**

   a.   Vice Chancellor for Academic and Student Affairs Dr. Robert Placido introduced Wesley Reddish, Assistant of Professor of Science at Redlands Community College, to present the 2022 Faculty Advisory Council Annual Report.

   b.   Membership. State Regents recognized outgoing Faculty Advisory Council members who have completed their service and incoming new members elected by the Faculty Assembly to represent serve on the Council.

   Research Universities
   Gina Peek, Oklahoma State University
   Amy Bradshaw, University of Oklahoma
   Nedra Wilson, Oklahoma State University Center for Health Sciences
   Lynn Jefferies, University of Oklahoma Health Sciences Center

   Regional Universities
   Mary Riegel, Northwestern Oklahoma State University
   Charla Lewis, Oklahoma Panhandle State University
   Jennifer Barger Johnson, University of Central Oklahoma
   Amanda Evert, Southwestern Oklahoma State University

   Community Colleges
   Lizzie Boger, Rose State College
   Yasminda Choate, Seminole State College
   Marcia Shotenkirk, Redlands Community College
   LuAnne Kuelzer, Oklahoma State University – Oklahoma City

   Independent Colleges
   Ram Mohan, The University of Tulsa
   Scott McMurry, Mid-America Christian University

7.   **NEW PROGRAMS.**

a.   Regent Casey moved, seconded by Regent Taylor, to approve a request from the University of Oklahoma to offer the Bachelor of Arts in Interdisciplinary Studies. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Warmington, Taylor and Sherry. Voting against the motion were none.

b.   Regent Casey moved, seconded by Regent Parker, to approve a request from Northwestern Oklahoma State University to offer the Bachelor of Arts in Visual Studies. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Warmington, Taylor, Sherry and Hilliary. Voting against the motion were none.

c.   Regent Casey moved, seconded by Regent Hickman, to approve a request from Connors State College to offer an Associate in Science in Multidisciplinary Studies in STEM. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Warmington, Taylor, Sherry, Hilliary and Parker. Voting against the motion were none.

d.   Regent Casey moved, seconded by Regent Hickman, to approve a request from Murray State College to offer the Certificate in Veterinary Assistant. Voting for the motion were Regents Casey, Hickman, Turpen, Warmington, Taylor, Sherry, Hilliary, Parker and Holloway.

e.   Regent Casey moved, seconded by Regent Taylor, to approve a request from Oklahoma City Community College to offer the Certificate in Leadership. Voting for the motion were Regents Hickman, Turpen, Warmington, Taylor, Sherry, Hilliary, Parker, Holloway and Casey.

8.   **PROGRAM DELETIONS.** Regent Casey moved, seconded by Regent Parker, to approve institutional requests from the University of Oklahoma to delete the Certificate in Criminal Investigation and Intelligence Analysis and the Certificate in Restorative Justice and from Northeastern State University to delete the Certificate in Long Term Care Administration. Voting for the motion were Regents Turpen, Warmington, Taylor, Sherry, Hilliary, Parker, Holloway,

Casey and Hickman.

9.   **POLICY.** Regent Turpen advised the board that Item #9 is a posting of revisions to the Institutional Admission and Retention policy. These revisions will add additional English language assessments to the approval list of acceptable measures of English language acquisition for admission to the State System institutions. This item was for posting only.

10.   **AMINISTRATIVE RULES.**

   a.   Regent Casey moved, seconded by Regent Hickman, to approve and adopt the proposed administrative rule revisions for the Oklahoma's Promise – Oklahoma Higher learning Access Program. The proposed permanent rule revisions incorporate the statutory change to create three levels of income eligibility based on the number of dependent children in the family. The new income limits became effective for the 2022-2023 academic year. The change is expected to increase enrollment in the program by about five percent. The first students eligible to enroll under the new limits will graduate high school in 2024. The proposed revisions also remove outdated language, update a citation and reorganize a paragraph for increased clarity. Voting for the motion were Regents Warmington, Taylor, Sherry, Hilliary, Parker, Holloway, Casey, Hickman and Turpen.

   b.   Regent Casey moved, seconded by Regent Hickman, to approve and adopt the proposed administrative rules to the Oklahoma National Guard Education Assistance Program. During the 2022 session, the Oklahoma Legislature approved Senate Bill 1418 creating the Oklahoma National Guard Educational Assistance Program. The new Program will replace the State Regents' Oklahoma National Guard Tuition Waiver program. Under the new Program, institutions will receive funding for 100 percent of the educational benefit costs. The proposed administrative rules address these changes. Voting for the motion were Regents Taylor, Sherry, Hilliary, Parker, Holloway, Casey, Hickman, Turpen and

Warmington.

c.   Regent Casey moved, seconded by Regent Holloway, to approve and adopt the proposed administrative rules for the Oklahoma Future Teacher Scholarship and Employment Incentive Program. The proposed permanent rules are necessary to comply with legislation from 2022. These rules provide guidance to OSRHE staff, institutions of higher education and prospective and enrolled students for the successful implementation of the "Inspired to Teach" Program. Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Warmington and Taylor.

11.   **OKLAHOMA FUTURE TEACHER SCHOLARSHIP AND EMPLOYMENT INCENTIVE PROGRAM.** Regent Casey moved, seconded by Regent Holloway, to approve the appointment of Advisory Committee members for the Oklahoma Future Teacher Scholarship and Employment Incentive Program as listed in the agenda item. Voting for the motion were Regents Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Warmington, Taylor and Sherry.

12.   **OKLAHOMA'S PROMISE**. Regent Casey moved, seconded by Regent Holloway, to approve a request to acknowledge receipt of the 2021-2022 Oklahoma's Promise Year-End Report. Mr. Bryce Fair, Associate Vice Chancellor for Grants and Scholarships, presented the item. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Turpen, Warmington, Taylor, Sherry and Hilliary.

13.   **E&G BUDGET.** Regent Hickman moved, seconded by Regent Parker, to approve the allocation of $2,203,010.13 to Oklahoma State University Center for Health Sciences and $2,203,010.13 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. The current accumulated allocation to

each institution, including this allocation, totals to $104,513,534.28. Voting for the motion were Regents Holloway, Casey, Hickman, Turpen, Warmington, Taylor, Sherry, Hilliary and Parker.

14.   **EPSCoR.** Regent Hickman moved, seconded by Regent Parker, to ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of $37,500 for the 2023 calendar year. Voting for the motion were Regents Casey, Hickman, Turpen, Warmington, Taylor, Sherry, Hilliary, Parker and Holloway.

15.   **REVENUE BONDS.** Regent Hickman moved, seconded by Regent Parker, to certify that the University of Oklahoma Health Sciences Center's Statement of Essential Facts for a 2023A/B General Revenue Bonds for an amount up to approximately $50,000,000 is substantially accurate. Following approval, the certification will be transmitted to the Attorney General. Voting for the motion were Regents Casey, Hickman, Turpen, Warmington, Taylor, Sherry, Hilliary, Parker and Holloway.

16.   **CONTRACTS AND PURCHASES.** Regent Hickman moved, seconded by Regent Parker, to approve FY23 purchases for amounts that are in excess of $100,000. Voting for the motion were Regents Hickman, Turpen, Warmington, Taylor, Sherry, Parker, Holloway and Casey. Regent Hilliary abstained.

17.   **POLICY.** Regent Taylor moved, seconded by Regent Parker, to approve revisions to the investment policy. These changes will update the responsibilities of the Chancellor and Staff to sell assets at the recommendation of the Consultant, permissible asset classes and their corresponding comparative indices. Voting for the motion were Regents Turpen, Taylor, Sherry, Hilliary, Parker, Holloway, Casey and Hickman. Regent Warmington had left the room.

18. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Parker, to approve new Investment Managers. The recommendation is for GenStar Capital Partners XI in the amount of $10,000,000. This firm will pursue a thesis-driven strategy to invest in high quality, upper middle-market, US-based companies. The fund will be deployed to four core industry verticals of financial services, software, industrial technology and healthcare. Voting for the motion were Regents Turpen, Warmington, Taylor, Sherry, Hilliary, Parker, Holloway, Casey and Hickman.

19. **STRATEGIC PLAN.** Regent Holloway moved, seconded by Regent Hickman, to approve the State Regents' new Strategic Plan – Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce. Regent Warmington, who served as chair of the Strategic Planning Committee discussed the importance of having a strategic plan to define the system's future. She described this as a bold plan to provide a framework for the future of higher education. Chancellor Garrett presented the plan which is anchored by four fundamental goals: 1) Produce workforce-ready graduates; 2) Grow the student pipeline; 3) Focus on student success; and 4) Improve system efficiency and effectiveness. A video was presented to support the Strategic Plan roll-out. Voting for the motion were Regents Warmington, Taylor, Sherry, Hilliary, Parker, Holloway, Casey, Hickman and Turpen.

20. **COMMENDATIONS.** Regent Parker moved, seconded by Regent Casey to recognize State Regents' staff for service and recognitions on state and national projects. Those recognized were Dr. Rachel Bates, Dr. Melissa Brevetti, Sara Lorenzen, Dr. Goldie Thompson, Jess Tucker, and Sonja Wall. Voting for the motion were Regents Turpen, Warmington, Taylor, Sherry, Hilliary, Parker, Holloway, Casey and Hickman.

21. **CONSENT DOCKET.** Regent Warmington moved, seconded by Regent Casey, to approve/ratify the following routine requests which are consistent with State Regents' policies

and procedures or previous actions:

a.   Programs.

      (1)   Program Modifications. Approval of institutional requests.

      (2)   Program Suspension. Ratification of institutional request.

b.   Certificates of 15 or Fewer Credit Hours. Ratification of institutional request.

c.   Micro-credentials. Ratification of institutional requests.

d.   Reinstatement. Ratification of institutional request.

e.   State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

f.   Electronic Delivery.

      (1)   Connors State College. Approval to offer the following existing programs via electronic delivery: Associate in Applied Science in Nursing, Associated in Applied Science in Occupational Therapy Assistant, Associate in Science in Pre-Nursing, Associate in Applied Science in Physical Therapist Assistant, Certificate in Certified Nursing Assistant, and the Certificate in Licensed Practical Nurse.

      (2)   Murray State College. Approval to offer the existing Associate in Applied Science in Veterinary Nursing via electronic delivery.

      (3)   Seminole State College. Approval to offer the existing Certificate in Childhood Development via electronic delivery.

g.   Operations. Ratification of purchases over $25,000.

h.   Non-Academic Degrees.

      (1)   Langston University. Ratification of a request from Langston University to award an honorary degree.

 (2)   Oklahoma City Community College. Ratification of a request from Oklahoma City Community College to award a posthumous degree.

i.   Resolutions.
      (1)   Honoring retiring staff.

      (2)   Posthumous resolution honoring former interim Chancellor Daniel Hobbs.

Voting for the motion were Regents Taylor, Sherry, Parker, Holloway, Casey, Hickman, Turpen and Warmington. Regent Hilliary abstained from Item #21-g.

22.   **REPORTS.** Regent Taylor moved, seconded by Regent Casey, to acknowledge receipt of the following reports:

c.   Programs. Current Status Report on program requests.

d.   Annual Reports.
      (4)   Acknowledgement of receipt of the 2022 ACT Annual Report.
      (5)   Acknowledgement of Receipt of the Fall 2021 High School Indicators Report.

Voting for the motion were Regents Sherry, Hilliary, Parker, Holloway, Casey, Hickman, Turpen, Warmington and Sherry.

23.   **REPORT OF THE COMMITTEES.**

a.   Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

b.   Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

c.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.

      20095

d.   Investment Committee. The Investment Committee had no additional items for Regents'

action.

24.   **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma

State Regents for Higher Education, advised State Regents that an executive session was not

needed.

25.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Turpen announced that the

next regular scheduled meetings will be held on Wednesday, March 22, 2023 at 10:30 a.m. and

Thursday, March 23, 2023 at 9 a.m. at the Oklahoma State Regents' office in Oklahoma City.

26.   **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Michael C. Turpen, Chair   Dennis Casey, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Suite 200 Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, February 8, 2023

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 10:30 a.m. on Wednesday, February 8, 2023, at the PHF Conference Center at 655 Research Parkway, 1st Floor, in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Thursday, February 2, 2023. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Jody Parker, Dennis Casey, Jeff Hickman, Steven W. Taylor, Courtney Warmington and Michael C. Turpen. Regent Ann Holloway arrived at 10:50 a.m. Regent Dustin Hilliary was absent.

3. **INVESTMENTS.** Ms. Beth Johnson and Mr. Michael Forestner from Mercer presented an updated on the status of higher education investments to the State Regents. Regent Taylor, Chair of the Investment Committee, reflected on the work that had been done on the portfolio with Mercer, especially during a volatile market.

4. **WORKFORCE DEVELOPMENT.** Secretary of Commerce Chad Mariska and Ms. Susannah Gravely, Deputy Director of Oklahoma Office of Workforce Development, provided an update on Oklahoma's workforce and economic development priorities. Secretary Mariska discussed the Oklahoma Innovation Expansion Program (OIEP) which supports high-impact new capital investment across a broad range of industries to help diversify the state's economy. Secretary Mariska also discussed efforts of Governor Stitt's recently appointed Workforce Transformation Task Force to bring together leaders from business, government, education and non-profit sectors to provide better jobs for Oklahoma. Regent Parker observed that the committee did not have a representative from the energy sector. Secretary Mariska mentioned that the energy sector would be represented in a broader group at a later time. Regent Hickman noted that Oklahoma Works' 100 Critical Occupations list has been very helpful to higher education in aligning academic programs with projected workforce needs.

5. **STATE SYSTEM INSTITUTIONS.**

    a. **Murray State College (MSC).** President Tim Faltyn provided a brief background on MSC. He explained that MSC has grown and now has 2,200 students. MSC's model shifted over the past several years to include targeted classes at the Michelin Manufacturing plant and at Mercy. President Faltyn also mentioned that the college's nursing program was expanding through partnerships with the University of Oklahoma and the University of Science and Arts of Oklahoma. He discussed the new Murray State College at Ardmore branch campus, which will provide much needed opportunities to the Ardmore community with a variety of degree options ranging from education to criminal justice and nursing.

Regent Casey and Regent Hickman discussed the concurrent enrollment process through MSC and the rigor for those high school students.

b. **Eastern Oklahoma State College (EOSC).** President Janet Wansick presented a short video spotlighting EOSC. EOSC has 1,458 students, and itstop 5 majors include General Studies, Nursing, Business Administration, Life Science and Animal Science. She explained EOSC's effort to partner with other higher education institutions and CareerTech to address the workforce needs of southeast Oklahoma. She also discussed partnerships Connors State College and Carl Albert State College to provide shared services with professors and staff across the three campuses. Regent Taylor expressed his concerns about younger students attending college through the concurrent enrollment program. Regent Warmington asked for more information about the cost savings and the ability to serve more students through these partnerships. President Wansick indicated that she would provide more information.

c. **Southeastern Oklahoma State University (SEOSU).** President Thomas Newsom gave a brief update on the shared service that SEOSU provides to Murray State College. He said that the collaborative efforts allow better services to the students. He said that SEOSU's total enrollment was 5,376 students. President Newsom explained that SEOSU is at the forefront of preparing students to meet the critical workforce needs in aerospace, nursing-healthcare, and teaching. In aviation and aerospace, SEOSU has two PA44 Piper Seminole Twin Engine training aircraft, which allows students to train on how to operate the complex aircraft, as well as a Boeing 737 Max Simulator. The total fleet now includes 20 aircraft. In the area of nursing, SEOSU is seeing a major uptick in incoming and transfer students listing pre-nursing as their major. He also said that in the area of teacher education, SEOSU focuses on Elementary Education, Early Childhood Education, Art, English, Mathematics, Music Physical Education and Social Studies.

6. **EMPLOYMENT OUTCOMES.** Ms. Cassidy Minx, Director of Workforce and Economic Development, provided a demonstration of the U.S. Census Bureau's Postsecondary Employment Outcomes Dashboard.

7. **POLICY.** Mr. Matt Stangl, General Counsel, and Dr. Robert Placido, Vice Chancellor for Academic and Student Affairs, discussed the continuing efforts to update and streamline the State Regent's policy manual.

8. **BUDGET REPORT AND REVENUE UPDATE.** Mr. Mark Tygret, Vice Chancellor for Budget and Finance, provided the budget report and revenue update. He discussed the general revenue fund and the upcoming Board of Equalization and Tax Commission meetings.

9. **LEGISLATIVE UPDATE.** Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, provided an update on legislative bills related to higher education. He also invited everyone to attend Higher Education Day at the Capitol on February 14, 2023.

10. **CAREERTECH.** CareerTech State Director Brent Haken provided an update on CareerTech activities and the strong partnership between higher education and CareerTech. Regent Warmington mentioned that she had toured a CareerTech facility and noted the success of their students entering the medical field.

11. **PROPOSED EXECUTIVE SESSION**. Upon advice of Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, Regent Jody Parker motioned to enter Executive

Session, pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; and (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest. The motion was seconded by Regent Dennis Casey. Voting for the motion were Regents Sherry, Parker, Holloway, Casey, Hickman, Taylor, Warmington and Turpen. Regent Hilliary was absent.

Following the executive session, Regent Holloway motioned, seconded by Regent Casey, to return to the regular meeting. Voting for the motion were Regents Parker, Holloway, Casey, Hickman, Taylor, Warmington, Turpen and Sherry. Regent Hilliary was absent. Regent Taylor moved, seconded by Regent Parker, to proceed as discussed in executive session. Voting for the motion were Regents Holloway, Casey, Hickman, Taylor, Warmington, Sherry, Turpen and Parker. Regent Hilliary was absent.

12. **"BEST OF HIGHER EDUCATION."** Regents received the February 2023 update on institutional activities via e-mail on Tuesday, February 7, 2023.

13. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.

14. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Michael C. Turpen, Chair   Dennis Casey, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City, Oklahoma

<u>MINUTES</u>

Eight Hundred and Twenty-Seventh Meeting

February 14, 2023

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Presbyterian Health Foundation Conference Center, 655 Research Parkway, Suite 100, Oklahoma City

Minutes of the Eight Hundred and Twenty-Seventh Meeting
February 14, 2023

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Presbyterian Health Foundation Conference Center, 655 Research Parkway, Suite 100, Oklahoma City

Minutes of the Eight Hundred and Twenty-Seventh Meeting
of the
Oklahoma State Regents for Higher Education
February 14, 2023

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 10:00 a.m. on Tuesday, February 14, 2023, at the Presbyterian Health Foundation Conference Center located at 655 Research Parkway, Suite 100, in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Thursday, February 9, 2023. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Ann Holloway, Dennis Casey, Courtney Warmington and Michael C. Turpen. Regents Jeff Hickman, Jody Parker and Steven W. Taylor were absent.

3. **COMMENTS FROM THE CHAIR.** Chair Turpen announced that Higher Education Day at the State Capitol was scheduled for later today, Tuesday, February 14, 2023. Chair Turpen also thanked Chancellor Garrett for being a guest on *"Flashpoint"*.

4. **COMMENTS FROM THE CHANCELLOR.** Chancellor Allison D. Garrett did not have any comments.

5.   **NEW PROGRAMS.**

a.   Regent Casey moved, seconded by Regent Warmington, to approve a request from

Oklahoma State University to offer the Doctor of Philosophy in Community Health

Sciences and the Bachelor of Science in Nursing in Nursing. No institution protested the

proposal within the 45-day protest period. Regent Casey asked if Oklahoma was making

progress toward increasing nurses. In response, Chancellor Garrett said that Oklahoma

increased the production of degreed nurses by 25 percent over the last decade. However,

this is still an insufficient number to address the nursing shortage in Oklahoma. She said

that Oklahoma's challenges in this field include a lack of clinical nursing opportunities

across the state, a lack of student preparation, and a lack of resilience in studying a

program like nursing. Voting for the motion were Regents Hilliary, Holloway, Casey,

Turpen, Warmington and Sherry. Voting against the motion were none.

b.   Regent Casey moved, seconded by Regent Holloway, to approve a request from the

University of Oklahoma to offer the Master of Science in Applied Statistics, the Master

of Science in Sustainability – Energy and Materials Management, the Master of Science

in Engineering Leadership and Management, the Master of Science in Learning

Experience Design and Technology, and the Graduate Certificate in Applied Research

and Program Evaluation. No institution protested the proposal within the 45-day protest

period. Voting for the motion were Regents Holloway, Casey, Turpen, Warmington,

Sherry and Hilliary. Voting against the motion were none.

c.   Regent Casey moved, seconded by Regent Holloway, to approve a request from the

University of Central Oklahoma of a function exception request and to offer the Doctor

of Science in Forensic Science. No institution protested the proposal within the 45-day

protest period. Voting for the motion were Regents Casey, Turpen, Warmington, Sherry,

Hilliary and Holloway. Voting against the motion were none.

d.   Regent Casey moved, seconded by Regent Holloway, to approve a request from Southwestern Oklahoma State University to offer the Certificate in Medical Coding. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Turpen, Warmington, Sherry, Hilliary, Holloway and Casey. Voting against the motion were none.

e.   Regent Casey moved, seconded by Regent Sherry, to approve a request from Carl Albert State College to offer the Associate in Applied Science in Environmental Science Technology. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Warmington, Sherry, Hilliary, Holloway, Casey and Turpen. Voting against the motion were none.

f.   Regent Casey moved, seconded by Regent Hilliary, to approve a request from Murray State College to offer the Certificate in Child Development. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Sherry, Hilliary, Holloway, Casey Turpen, and Warmington. Voting against the motion were none.

g.   Regent Casey moved, seconded by Regent Holloway, to approve a request from Oklahoma State University-Oklahoma City to offer the Associate in Applied Science in Biomanufacturing Technologies, the Certificate in Advanced Laboratory Practices, the Certificate in Laboratory Practices, and the Certificate in Laboratory Quality. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Holloway, Casey Turpen, Warmington, Sherry and Hilliary. Voting against the motion were none.

h.   Regent Casey moved, seconded by Regent Holloway, to approve a request from Tulsa Community College to offer the Associate in Applied Science in Cybersecurity. No institution protested the proposal within the 45-day protest period. Regent Holloway noted that this field is very important and providing the opportunity for students to take

these programs is vital. Voting for the motion were Regents Casey Turpen, Warmington, Sherry, Hilliary and Holloway. Voting against the motion were none.

6.   **CONSENT DOCKET.** Regent Casey moved, seconded by Regent Holloway, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:

a.   Certificates of 15 or fewer credit hours. Northwestern Oklahoma State University. Ratification of institutional request to offer certificate of 15 or fewer credit hours.

b.   Certificates of 15 or fewer credit hours. Redlands Community College. Ratification of institutional request to offer certificate of 15 or fewer credit hours.

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

7.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Turpen announced that the next regular scheduled meetings will be held on Wednesday, March 22, 2023 at 10:30 a.m. and Thursday, March 23, 2023 at 9:00 a.m. at the Oklahoma State Regents' office in Oklahoma City.

8.   **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Michael C. Turpen, Chair   Dennis Casey, Secretary