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# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

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*Improving our future by degrees*

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## *Agenda*

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February 6, 2025

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the February 6, 2025 meeting agenda. For additional information, please call 405-225-9122 or to get this document electronically go to <https://okhighered.org/state-system/state-regents-meetings/>.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on February 6, 2025.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
655 Research Parkway, Suite 200, Oklahoma City, OK

## **AGENDA**

Thursday, February 6, 2025 at 9:00 a.m.  
Regents Conference Room  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma 73104

Chair Dennis Casey, Presiding

1. **Announce filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)
6. **Higher Education Hall of Fame.** Recognition of State Regent Emeritus Ann Holloway and presentation of Higher Education Hall of Fame medallion by Oklahoma Higher Education Heritage Society. Page 1.

## **ACADEMIC**

7. **New Programs.**
  - a. The University of Oklahoma.
    - (1) Possible action on request to offer the Master of Science in Applied Artificial Intelligence. Page 3.
    - (2) Possible action on request to offer the Master of Science in Cybersecurity Leadership. Page 7.
    - (3) Possible action on request to offer the Master of Science in Cybersecurity. Page 11.
    - (4) Possible action on request to offer the Master of Science in Software Development and Integration. Page 15.
  - b. Oklahoma State University. Possible action on request to offer the Doctor of Education in Learning, Design, and Technology. Page 19.

- c. Southwestern Oklahoma State University.
    - (1) Item Deleted. Page 23.
    - (2) Possible action on request to offer the Bachelor of Arts in Digital Design. Page 27.
  - d. Murray State College. Possible action on request to offer the Associate in Arts in Communication. Page 31.
  - e. Oklahoma City Community College. Possible action on request to offer the Associate in Arts in English Pre-Education and Literature. Page 35.
8. **Academic Policy.**
- a. Possible action on proposed revisions to the Academic Program Approval policy. Page 39.
  - b. Possible action on proposed revisions to the Institutional Admission and Retention policy. Page 47.
  - c. Possible action on proposed revisions to the Academic Calendars policy. Page 61.
9. **Oklahoma's Promise.** Presentation and possible action to acknowledge receipt of the 2023-24 Oklahoma's Promise Year-End Report. Page 65. (Supplement)

## **FISCAL**

- 10. **Established Program to Stimulate Competitive Research (EPSCoR).** Possible action on allocation for annual EPSCoR/IDeA Coalition dues. Page 77.
- 11. **Institutional Development Award (IDeA).** Possible action on OK-INBRE grant allocation. Page 79.
- 12. **National Science Foundation Award.** Possible action to accept National Science Foundation Award #2429560. Page 81.
- 13. **Endowment.** Possible action on request to rename an endowment account within the portfolio as requested by the University of Oklahoma. Page 83.
- 14. **Contracts and Purchases.**
  - a. Possible action on contracts over \$100,000 for FY2025. Page 85.
  - b. Request for Proposal B2402-1 Bid Protest. Possible action to approve and adopt findings of fact, conclusions of law, and recommendation to uphold the decision of the Purchasing Director to deny the bid protest from SwiftMD and uphold the award to Timely Telehealth LLC. Page 87.
- 15. **Investments.** Approval of Investment Managers. Page 95.

## **EXECUTIVE**

### **16. Administrative Rules.**

- a. Oklahoma National Guard Educational Assistance Program rulemaking. Possible action to approve and adopt permanent rules. Page 97.
- b. HB 1775 & Prohibition of Race and Sex Discrimination rulemaking. Possible action to approve and adopt permanent rules. Page 99.

## **CONSENT DOCKET**

### **17. Consent Docket.** Possible action on the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

- a. Agency Operations. Possible action on purchases exceeding \$25,000. Page 101.
- b. Resolutions.
  - (1) Possible action on resolution honoring Janet Jackson. Page 103.
  - (2) Possible action on resolution honoring a retiring staff member. Page 105.

## **REPORTS**

### **18. Reports.**

- a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 107.
- b. Policy. Possible action to acknowledge receipt of the Policy Exception Quarterly Report. Page 109.
- c. Tulsa Reconciliation and Education Scholarship Program. Possible action to acknowledge receipt of the Tulsa Reconciliation and Education Scholarship Program Year-End report. Page 111.

### **19. Report of the Committees.** (No Action, No Discussion.)

- a. Academic Affairs and Student Services Committee.
- b. Budget and Audit Committee.
- c. Strategic Planning, Personnel and Technology Committee.

- d. Investment Committee.
20. **Proposed Executive Session.** Page 115.
- a. Possible discussion and vote to enter into executive session pursuant to:
    - (1) 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (a) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; and (b) EEOC Charge #564-2024-02714, 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; and,
    - (2) 25 O.S. § 307(B)(1) for routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of the Chancellor.
  - 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.
21. **Announcement of Next Regular Meeting.** The next regular meetings are scheduled to be held on Wednesday, March 26, 2025 at 10:30 a.m. and Thursday, March 27, 2025 at 9:00 a.m. at the State Regents office in Oklahoma City, Oklahoma.
22. **Adjourn.**

NOTE: “Possible action” includes, but is not limited to, approval, authorization, adoption, rejection, denial, amendment, taking no action, or tabling the item for disposition at a later date or time.

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](mailto:accessibility@osrhe.edu) or call 405.225.9122 at least 24 hours prior to the meeting. We will make every reasonable effort to accommodate your needs.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
February 6, 2025

**AGENDA ITEM #6:**

**Higher Education Hall of Fame.**

**SUBJECT:** Recognition of State Regent Emeritus Ann Holloway and presentation of Higher Education Hall of Fame medallion by Oklahoma Higher Education Heritage Society.

*Oral Presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
February 6, 2025

**AGENDA ITEM #7-a (1):**

**New Programs.**

**SUBJECT:** The University of Oklahoma. Possible action on request to offer the Master of Science in Applied Artificial Intelligence.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Science in Applied Artificial Intelligence, in Norman and Tulsa, 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 Artificial Intelligence.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 20 students in Fall 2028; and
  - Graduates: a minimum of 15 students in 2028-2029.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**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.

**Program Review**

OU offers 371 degree and/or certificate programs as follows:

78	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
128	Baccalaureate Degrees

106	Master's Degrees
59	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 Master of Science in Applied Artificial Intelligence at their November 12, 2024 meeting. OU is currently approved to offer 90 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Master of Science in Applied Artificial Intelligence**

**Program purpose.** The proposed Master of Science in Applied Artificial Intelligence program will provide students with a deep and comprehensive understanding of Artificial Intelligence (AI) principles, tools, and applications. This program is structured to build a strong foundation in mathematics, computer science, and data analysis, essential for designing and implementing effective AI systems.

**Program rationale and background.** The proposed program will focus on the use of deep learning, large language models, and other AI techniques to solve business and societal challenges. While the program will present the mathematical underpinnings of AI techniques, it will focus on their application and will make use of commercial cloud environments for a computer platform. Students will engage in learning advanced topics such as machine learning, deep learning, natural language processing, and computer vision, equipping them with the skills necessary to develop intelligent software solutions for complex, real-world problems. The program's approach combines theoretical knowledge with practical application, ensuring that graduates are well-versed in the latest AI technologies and methodologies. In addition to technical skills, the AI program emphasizes the importance of understanding the ethical and societal impacts of AI. This aspect prepares students to approach AI development and deployment responsibly, considering the broader implications of their work. By the end of the program, graduates will not only have the technical expertise required for AI development but also the critical thinking skills to assess and address the ethical challenges in the field. This education positions them for diverse and impactful careers in various industries, contributing to the innovative and responsible use of AI in solving some of the world's most pressing challenges.

**Employment opportunities.** There are more than 600 open jobs in the Computer and Information Technology areas in Northeastern Oklahoma with 375 job openings in Tulsa specifically. A search done on CareerOneStop (<https://www.careeronestop.org/>) indicated over 800 annual projected job openings in Oklahoma though the title of AI has not yet grown to the anticipated full expectation. These are high paying jobs with a starting salary around \$88,000. Some of the companies in the Tulsa area include Williams,

ONEGas, Nordam, OneOK, Helmerich & Payne, and QuikTrip. Expanding to Oklahoma City for OU's Norman students would include Devon Energy, Paycom, and other industry partners. Leading partners in this endeavor are the George Kaiser Family Foundation, Tulsa Innovation Labs, Bank of Oklahoma, and Google.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2028
Minimum Graduates from the program	15	2028-2029

**Duplication and impact on existing programs.** There are currently no Master of Science in Applied Artificial Intelligence programs in Oklahoma. A system wide letter of intent was communicated by email on September 25, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the rising demand in the field, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Science in Applied Artificial Intelligence program will consist of 30 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	12
Electives	12-15
Thesis	3-6
<b>Total</b>	<b>30</b>

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

**Delivery method and support services.** The proposed Master of Science in Applied Artificial Intelligence program will be offered via traditional and electronic delivery. OU 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. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

**Financing.** The program will use existing funds that are dedicated to current faculty and staff combined with tuition to be self-sustaining. No additional funding is requested from the State Regents to support the program.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
February 6, 2025

**AGENDA ITEM #7-a (2):**

**New Programs.**

**SUBJECT:** The University of Oklahoma. Possible action on request to offer the Master of Science in Cybersecurity Leadership.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Science in Cybersecurity Leadership, in Norman and Tulsa, 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 Cybersecurity Leadership.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 20 students in Fall 2028; and
  - Graduates: a minimum of 15 students in 2028-2029.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**APRA Implementation**

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**Program Review**

OU offers 371 degree and/or certificate programs as follows:

78	Certificates
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128	Baccalaureate Degrees
106	Master's Degrees

59	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 Master of Science in Cybersecurity Leadership at their November 12, 2024 meeting. OU is currently approved to offer 90 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Master of Science in Cybersecurity Leadership**

**Program purpose.** The proposed Master of Science in Cybersecurity Leadership program is designed to mold leaders in the latest cybersecurity technologies along with developing skills in governance, risk management, compliance, and strategic planning.

**Program rationale and background.** In today's rapidly evolving digital landscape, the need for effective cybersecurity leadership has never been more critical. As cyber threats become increasingly sophisticated and pervasive, organizations across all sectors are recognizing the importance of bolstering their defensive capabilities not just technologically, but strategically and organizationally. The proposed program is designed to address a significant gap in the current educational offerings: the combination of technical understanding with essential leadership and management skills. Traditional cybersecurity programs often focus on the technical aspects of threat detection and mitigation, but may not adequately prepare students to lead teams, develop strategic policies, and communicate effectively with stakeholders. This urgency underscores the necessity for a specialized graduate program in Cybersecurity Leadership.

#### **Employment opportunities.**

In a key 2023 report by International Information System Security Certification Consortium (ICS2), a world-wide leading cybersecurity professional organization, researchers found that the cybersecurity workforce grew by 8.7 percent over the previous year. Additionally, they found that potential employees were more likely to enter the cybersecurity space without an information technology background. ICS2 found that 41 percent of responding organizations could not find enough qualified individuals to fill open positions. Additionally, 24 percent of respondents felt their organization's leadership did not properly manage and align cyber resources and 92 percent of respondents said their organization suffered from skills gaps in their employee's abilities. The number one response by 72 percent of the organizations for addressing these concerns was to invest in training. In an era where cyber threats are a constant and significant concern, a Master of Science in Cybersecurity Leadership is a necessity for those who aspire to lead with foresight and resilience in the face of cyber challenges.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2028
Minimum Graduates from the program	15	2028-2029

**Duplication and impact on existing programs.** There are currently no Master of Science in Cybersecurity Leadership programs in Oklahoma. A system wide letter of intent was communicated by email on September 27, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Science in Cybersecurity Leadership program will consist of 30 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	30
<b>Total</b>	<b>30</b>

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

**Delivery method and support services.** The proposed Master of Science in Cybersecurity Leadership program will be offered via traditional and electronic delivery. OU 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. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

**Financing.** The proposed program will use existing funds though the OU Online area. Associated tuition and fees within this area will provide the basis for funding the proposed program. No additional funding is requested from the State Regents to support the program.



Meeting of the  
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February 6, 2025

**AGENDA ITEM #7-a (3):**

**New Programs.**

**SUBJECT:** The University of Oklahoma. Possible action on request to offer the Master of Science in Cybersecurity.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Science in Cybersecurity, in Norman and Tulsa, 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 Cybersecurity.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 20 students in Fall 2028; and  
Graduates: a minimum of 15 students in 2028-2029.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**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.

**Program Review**

OU offers 371 degree and/or certificate programs as follows:

78	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
128	Baccalaureate Degrees
106	Master's Degrees

59	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 Master of Science in Cybersecurity at their November 12, 2024 meeting. OU is currently approved to offer 90 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Master of Science in Cybersecurity**

**Program purpose.** The proposed Master of Science in Cybersecurity program will provide comprehensive education in cybersecurity, combining theoretical knowledge and practical skills.

**Program rationale and background.** The proposed program is designed to cater to the evolving needs of the technology sector, focusing on equipping students with a broad range of skills essential for cybersecurity. The curriculum emphasizes a blend of theoretical knowledge and practical application, covering key areas such as network security, incidence response management, and risk management. This comprehensive approach ensures that graduates are well-prepared to tackle the diverse challenges in the field of cybersecurity, from designing secure software to managing security in complex systems. Additionally, the program recognizes the importance of staying current with emerging technologies and methodologies in cybersecurity. It aims to produce graduates who are not only proficient in current best practices but also adaptable to future technological advancements. This foresight is crucial in an industry characterized by rapid change and innovation. By fostering a deep understanding of both foundational principles and cutting-edge techniques, the program seeks to fulfill the industry's demand for highly skilled and versatile software developers, ready to contribute effectively in various roles within the tech industry.

**Employment opportunities.** Currently there are 3.5 million unfilled cybersecurity jobs globally, with over 450,000 in the US right now. Almost 4,000 of these vacant jobs are in Oklahoma. The International Information System Security Certification Consortium (which is the most widely known certification body for cybersecurity professionals) found that 41 percent of responding organizations could not find enough qualified individuals to fill open positions. Furthermore, 24 percent of respondents felt their organization's leadership did not properly manage and align cyber resources and a staggering 92 percent of respondents said their organization suffered from skills gaps in their employees' abilities. The number one response for addressing these concerns, was reported by 72 percent of organizations, was to invest in training.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2028
Minimum Graduates from the program	15	2028-2029

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

Institution	Existing Program
Oklahoma State University	Master of Science in Management Information Systems option in Cybersecurity (412)
Rogers State University	Master of Science in Cybersecurity Policy, Governance, & Training (134)
University of Central Oklahoma	Master of Science in Cybersecurity (252)

A system wide letter of intent was communicated by email on October 2, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Science in Cybersecurity program will consist of 30 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	12-24
Electives	0-15
Thesis	3-6
<b>Total</b>	<b>30</b>

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

**Delivery method and support services.** The proposed Master of Science in Cybersecurity program will be offered via traditional and electronic delivery. OU 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. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

**Financing.** The proposed program will use existing funds from undergraduate courses along with tuition and fees from course enrollment. No additional funding is requested from the State Regents to support the program.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
February 6, 2025

**AGENDA ITEM #7-a (4):**

**New Programs.**

**SUBJECT:** The University of Oklahoma. Possible action on request to offer the Master of Science in Software Development and Integration.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Master of Science in Software Development and Integration, in Norman and Tulsa, 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 Software Development and Integration.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 20 students in Fall 2028; and  
Graduates: a minimum of 15 students in 2028-2029.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**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.

**Program Review**

OU offers 371 degree and/or certificate programs as follows:

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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 Master of Science in Software Development and Integration at their November 12, 2024 meeting. OU is currently approved to offer 90 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Master of Science in Software Development and Integration**

**Program purpose.** The proposed Master of Science in Software Development and Integration will provide a comprehensive education in software development, combining theoretical knowledge and practical skills.

**Program rationale and background.** The proposed program is designed to cater to the evolving needs of the technology sector, focusing on equipping students with a broad range of skills essential for software development. The curriculum emphasizes a blend of theoretical knowledge and practical application, covering key areas such as programming, system design, and software integration. This comprehensive approach ensures that graduates are well-prepared to tackle the diverse challenges in the field of software development, from designing user-friendly applications to developing complex systems. Additionally, the program recognizes the importance of staying current with emerging technologies and methodologies in software development. It aims to produce graduates who are not only proficient in current best practices but also adaptable to future technological advancements. This foresight is crucial in an industry characterized by rapid change and innovation. By fostering a deep understanding of both foundational principles and cutting-edge techniques, the program seeks to fulfill the industry's demand for highly skilled and versatile software developers, ready to contribute effectively in various roles within the tech industry.

**Employment opportunities.** A search done on CareerOneStop (<https://www.careeronestop.org/>) indicates more than 960 annual projected job openings in Oklahoma in this field. These are high paying jobs with a starting salary around \$75,000. Some of these companies in the Tulsa area include Vital Energy, ONEGas, Nordam, ONEOK, Helmerich & Payne, and QuikTrip. In Oklahoma City, this list would further include Devon Energy and Paycom among others. Leading partners in this endeavor are the George Kaiser Family Foundation, Tulsa Innovation Labs, Bank of Oklahoma, and Google. This program could directly affect several occupations listed as critical in Oklahoma, including software developers, computer systems analysts, computer and information systems managers, project management specialists, network and computer systems administrators, and information security analysts.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2028
Minimum Graduates from the program	15	2028-2029

**Duplication and impact on existing programs.** There are no Master of Science in Software Development and Integration programs in Oklahoma. A system wide letter of intent was communicated by email on October 2, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Science in Software Development and Integration program will consist of 30 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	12-24
Electives	0-15
Thesis	3-6
<b>Total</b>	<b>30</b>

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

**Delivery method and support services.** The proposed Master of Science in Software Development and Integration program will be offered via traditional and electronic delivery. OU 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. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

**Financing.** The proposed program will use existing funds from undergraduate courses along with tuition and fees from course enrollment. No additional funding is requested from the State Regents to support the program.



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**AGENDA ITEM #7-b:**

**New Program.**

**SUBJECT:** Oklahoma State University. Possible action on the request to offer the Doctor of Education in Learning, Design, and Technology.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's request to offer the Doctor of Education in Learning, Design, and Technology, 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.**

- **Doctor of Education in Learning, Design, and Technology.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 4 students in Fall 2029; and  
Graduates: a minimum of 2 students in 2029-2030.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**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.

**Program Review**

OSU offers 383 degree and/or certificate programs as follows:

119	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
124	Baccalaureate Degrees
85	Master's Degrees

55	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Doctor of Education in Learning, Design, and Technology at their April 26, 2024 meeting. OSU is currently approved to offer 149 degree and certificate programs through electronic delivery. OSU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Doctor of Education in Learning, Design, and Technology**

**Program purpose.** The proposed Doctor of Education (Ed.D.) in Learning, Design, and Technology program will prepare professionals as leaders who apply research to design, enhance, and evaluate human experiences associated with teaching, learning, performance, and emerging technologies in a variety of settings.

**Program rationale and background.** The proposed program would be a new program designed to offer a path to the highest level of knowledge in the field of Learning, Design, and Technology (LDT) but would remain distinct in research preparation and expectations from the academic career path of the Doctor of Philosophy (Ph.D.) in Learning, Design, and Technology (341). Graduates of the proposed program will be equipped to assume leadership roles in a variety of settings, such as the development and management of workplace instructional design and training, adult education, and technology integration in P-12 schools and higher education. The proposed program was created for students seeking an online doctorate program in LDT who want to serve as leaders in a variety of industries but do not want to be in a traditional Ph.D. program that prepares academic researchers. OSU has identified potential students who are eager to enroll in a doctoral-level degree program but the delivery format and research expectations of a traditional Ph.D. program do not meet their needs or career goals. A major strength of the proposed program is its role in developing the educational expertise needed for the digital age, contributing leadership to workforce and educational development, and employing innovative learning technologies at the local, national, and global levels. The proposed program positions graduates at the forefront of developments in learning with emerging technologies with a multi-disciplinary focus on such areas as AI/machine learning, online learning, mobile learning, interactive multimedia, educational gaming and gamification, design of innovative engaging learning environments, participatory and social learning communities, cognition and computing and research into effective learning and teaching strategies through emerging technologies. While the Ed.D. distinguishes completers from the Ph.D. in career path, the content specialization knowledge and skills from the field of LDT are critical to both.

**Employment opportunities.** According to the Occupational Outlook Handbook, job titles like “Training and Development Manager,” “Instructional Coordinators,” and “Postsecondary Teacher” jobs are growing at a rate of approximately 11 percent. Jobs in the area of Software Development and Applications are currently growing at a rate of 24 percent, the ninth fastest growing occupation nationwide. Currently, in the existing Doctor of Philosophy in Learning, Design, and Technology (341), there are students who are employed as technology-based learning specialists for NASA, software companies, universities, P-12 schools, non-profit organizations, and businesses. Due to the ever-growing need within this field, a Doctor of Education in Learning, Design, and Technology would be a positive addition for students and the state.

**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	4	Fall 2029
Minimum Graduates from the program	2	2029-2030

**Duplication and impact on existing programs.** There are currently no Doctor of Education in Learning, Design, and Technology programs in Oklahoma. A system wide letter of intent was communicated by email on May 30, 2024. The University of Oklahoma (OU) submitted a protest of the letter of intent based on unnecessary duplication. Through communication between OSU and OU leadership and OSRHE staff, OU withdrew their protest. Due to rising job demands within the field, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Doctor of Education in Learning, Design, and Technology program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
Common Core	9
Research Courses	9
Specialization	32
Dissertation	10
<b>Total</b>	<b>60</b>

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

**Delivery method and support services.** The proposed Doctor of Education in Learning, Design, and Technology program will be offered via electronic delivery. OSU 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 may also be utilized by students and are adequate for the proposed program.

**Online Pedagogy and Training.** Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OSU 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 initially use existing funds from graduate programs, then will move to a self-sustaining program. No additional funding is requested from the State Regents to support the program.

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**AGENDA ITEM #7-c (1):**

*This item has been deleted.*







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**AGENDA ITEM #7-c (2):**

**New Programs.**

**SUBJECT:** Southwestern Oklahoma State University. Possible action on request to offer the Bachelor of Arts in Digital Design.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Bachelor of Arts in Digital Design, with an option in Multimedia Designer, 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 Arts in Digital Design.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 15 students in Fall 2029; and
  - Graduates: a minimum of 10 students in 2029-2030.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southwestern Oklahoma State University's (SWOSU) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**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.

**Program Review**

SWOSU offers 82 degree and/or certificate programs as follows:

7	Certificates
9	Associate in Arts or Science Degrees
5	Associate in Applied Science Degrees
43	Baccalaureate Degrees
17	Master's Degrees

0	Doctoral Degrees
1	First Professional Degrees

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

### **Program Development Process**

SWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Bachelor of Arts in Digital Design at their November 8, 2024 meeting. SWOSU is currently approved to offer 29 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Bachelor of Arts in Digital Design**

**Program purpose.** The proposed Bachelor of Arts in Digital Design program will provide students with the skills to both design and produce multimedia materials.

**Program rationale and background.** The proposed program will fill a need in the job market that is not currently satisfied with a Bachelor of Fine Arts in Art (007) or the Bachelor of Arts in Communication (049). The current Bachelor of Fine Arts in Art with an option in Graphic Design (007) does not meet the employers' requirements of video, audio and editing skills. Additionally, the Bachelor of Arts in Communication (049) does not meet the employers demands for design skills. The proposed program will fill the needs for companies for a multimedia designer and better position graduates for employment. The job market needs are rapidly growing within this field thus justifying the need for the proposed program.

**Employment opportunities.** Multimedia designers in Oklahoma can find roles in various industries, including advertising design, typography, animation, web design, game design, social media design and others. Many of the industries vary because the skillset is in demand across industries. Students within the proposed program will acquire skills in design software, creation of advertisements, promotional materials, visual effects, animation, logos, web design, motion graphics and others. Although Oklahoma statistics are important it is also crucial to understand that the demand for remote multimedia designers is very high. Many corporations are implementing remote models allowing corporations to seek employees from a wider pool of candidates. The US Bureau of Labor statistics projects a 23 percent increase in demand. This national demand projection is an indication that the demand will also grow in Oklahoma. There is a demand for digital designers in Oklahoma and the salaries are generous. An example in Oklahoma, a special effects artists and animator can earn an average salary of \$59,150. General commercial designers have an average salary of \$72,060 in Oklahoma. These digital design jobs are categorized as higher paying jobs for Oklahoma (Oklahoma.gov). The proposed program provides students with job skills that are in demand by multiple industries.

**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 2029
Minimum Graduates from the program	10	2029-2030

**Duplication and impact on existing programs.** There are currently no Bachelor of Arts in Digital Design programs in Oklahoma. A system wide letter of intent was communicated by email on November 13, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Arts in Digital Design program will consist of 120 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	40
Art & Design Courses	18
Major Courses	43
Electives	19
<b>Total</b>	<b>120</b>

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

**Delivery method and support services.** The proposed Bachelor of Arts in Digital Design program will be offered via traditional delivery. SWOSU’s library, classrooms, and equipment are adequate to support the proposed program.

**Financing.** The proposed program will use existing funds from the general fund and academic enhancement funds. No additional funding is requested from the State Regents to support the program.



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**AGENDA ITEM #7-d:**

**New Programs.**

**SUBJECT:** Murray State College. Possible action on request to offer the Associate in Arts in Communication.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Murray State College's request to offer the Associate in Arts in Communication, 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.**

- **Associate in Arts in Communication.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 25 students in Fall 2029; and  
Graduates: a minimum of 5 students in 2029-2030.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Murray State College's (MSC) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**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.

**Program Review**

MSC offers 47 degree and/or certificate programs as follows:

19	Certificates
16	Associate in Arts or Science Degrees
11	Associate in Applied Science Degrees
1	Baccalaureate Degrees
0	Master's Degrees

0	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

MSC's faculty developed the proposal, which was reviewed and approved by institutional officials. MSC's governing board approved delivery of the Associate in Arts in Communication at their April 18, 2023 meeting. MSC is currently approved to offer 18 degree and certificate programs through electronic delivery. MSC requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Associate in Arts in Communication**

**Program purpose.** The proposed Associate in Arts in Communication program will study human communication in aesthetic/creative, intercultural, interpersonal, digital, legal, organizational, and political contexts.

**Program rationale and background.** Murray State College currently offers an Associate of Arts in Communication and Performance Studies that includes courses in musical theatre and studio arts. The proposed program will remove the musical theatre and studio arts classes to a separate program. A stand-alone Communication program will focus on coursework and skills that meet the contemporary needs of communication careers and facilitate student transfer to communication-related programs at four-year institutions. MSC believes that the separation of Communication from Performance Studies will increase the number of majors and will enable the proposed program to be offered as a fully online degree. The program will also explore cultural diversity, social justice, and popular media which the current program does not cover. The degree will easily transfer to another institution for further study or give students the communication skills they need to enter the workforce.

**Employment opportunities.** The U.S. Bureau of Labor Statistics projects a faster-than-average growth of 8 percent in the media and communication occupations over the next decade. The proposed program would support the following employment fields from Oklahoma's 100 Critical Occupations list (2021-2030): marketing managers, meeting, convention and event planners, public safety telecommunications, dispatchers, sales representatives, general managers, guidance counselors, and advisors. A Lightcast Occupation Overview indicates growth in this field of 9.8 percent in Oklahoma over the next 5 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	25	Fall 2029
Minimum Graduates from the program	5	2029-2030

**Duplication and impact on existing programs.** The proposed Associate in Arts in Communication program may share similar content with the following programs:

Institution	Existing Program
Eastern Oklahoma State College	Associate in Arts in Mass Communication (026)
Northern Oklahoma College	Associate in Arts in Communications (007)
Rose State College	Associate in Arts in Mass Communications (026)

A system wide letter of intent was communicated by email on November 6, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the expected growth in the field, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Arts in Communication program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education Courses	37
Program Core Courses	12
Program Electives	11
<b>Total</b>	<b>60</b>

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

**Delivery method and support services.** The proposed Associate in Arts in Communication program will be offered via traditional and electronic delivery. MSC utilizes Blackboard Ultra LMS 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. All faculty receive Quality Matters Certification in order to teach within the proposed program. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

**Online Pedagogy and Training.** Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. MSC 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 use existing departmental funds along with student fees from undergraduate courses to fund the program. No additional funding is requested from the State Regents to support the program.



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**AGENDA ITEM #7-e:**

**New Programs.**

**SUBJECT:** Oklahoma City Community College. Possible action on request to offer the Associate in Arts in English Pre-Education/Literature.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma City Community College's request to offer the Associate in Arts in English Pre-Education/Literature, 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.**

- **Associate in Arts in English Pre-Education/Literature.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 25 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. Oklahoma City Community College's (OCCC) 2024-2025 Academic Plan is available at [tinyurl.com/mw8797f6](https://tinyurl.com/mw8797f6).

**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.

**Program Review**

OCCC offers 65 degree and/or certificate programs as follows:

22	Certificates
26	Associate in Arts or Science Degrees
17	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 OCCC'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**

OCCC's faculty developed the proposal, which was reviewed and approved by institutional officials. OCCC's governing board approved delivery of the Associate in Arts in English Pre-Education/Literature at their October 28, 2024 meeting. OCCC is currently approved to offer 26 degree and certificate programs through electronic delivery. OCCC requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Associate in Arts in English Pre-Education/Literature**

**Program purpose.** The proposed Associate in Arts in English Pre-Education/Literature program will better prepare students to comprehend complex texts, articulate ideas clearly, and engage in thoughtful discussions that will be valuable in the field of secondary education and across many industries.

**Program rationale and background.** The proposed program aims to equip students with a deep understanding of English literature and skills to inspire the next generation of learners. OCCC recognizes the growing need to expand the workforce of skilled educators and literary scholars in Oklahoma. Currently, students aiming for an associate in English secondary education or English literature follow a pathway embedded within a broader humanities degree. This structure can sometimes obscure the specific requirements and opportunities available to students. By establishing a stand-alone program for English Pre-Education/Literature, students will receive a more focused academic route. This separation will not only enhance transparency for students but also streamline the process of meeting their educational and career goals. Additionally, the proposed program will facilitate the ongoing development of university partnerships, making collaborations more straightforward and effective. The proposed program will ensure that students receive targeted instruction and resources tailored to their specific interests in English education and literature, ultimately better preparing them for their future careers. By clearly delineating the curricular requirements, students will be more effectively supported and OCCC can foster stronger connections with educational institutions and industry partners.

**Employment opportunities.** The proposed Associate in Arts in English Pre-Education/Literature is designed to equip students with the foundational knowledge and skills necessary for a seamless transfer to a university, where they can complete their bachelor's degree in various fields. The proposed program emphasizes English literature, preparing students for a wide range of careers. According to Indeed, graduates with a degree in English literature can pursue careers in journalism, editorial assistance, writing, interpreting, education, social media management, archiving, librarianship, technical writing, copywriting, advertising, public relations, copy editing, content management, publishing, records management, marketing, and consulting. By offering a focused curriculum, OCCC will ensure that students are well-

prepared for both academic advancement and professional success. Not only will the proposed program enhance students' literary and analytical skills, but it will also provide them with versatile career options, making it a valuable stepping-stone towards achieving their educational and career aspirations.

**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	25	Fall 2027
Minimum Graduates from the program	5	2027-2028

**Duplication and impact on existing programs.** There are currently no Associate in Arts in English Pre-Education/Literature programs in Oklahoma. A system wide letter of intent was communicated by email on September 27, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Arts in English Pre-Education/Literature program will consist of 62 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	37
Life Skills	1
Major Requirements	3
Support Electives	21
<b>Total</b>	<b>62</b>

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

**Delivery method and support services.** The proposed Associate in Arts in English Pre-Education/Literature program will be offered via traditional and electronic delivery. OCCC utilizes Moodle to deliver online instruction and writing labs for student support. The libraries, classrooms, and equipment are adequate for the proposed program.

**Financing.** The program will use existing funds that are dedicated to current faculty and staff. No additional funding is requested from the State Regents to support the program.



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**AGENDA ITEM #8-a:**

**Academic Policy.**

**SUBJECT:** Possible action on proposed revisions to the Academic Program Approval policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed revisions to the Academic Program Approval policy.**

**BACKGROUND:**

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions 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 revisions amend the Academic Program Approval policy.

**POLICY ANALYSIS:**

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy		Substantive Recommendation
3.4.3.C	Deletion, Suspension, and Reinstatement of Programs	<ul style="list-style-type: none"><li>Removed the requirement for institutions to seek State Regents' approval to delete certificates.</li><li>Certificate deletions must be reported to State Regents' staff to maintain the official program inventory.</li></ul>

Attachment

### 3.4 ACADEMIC PROGRAM APPROVAL

#### 3.4.1 Purpose

The State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. Institutional faculty are discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's resources and priorities. The State Regents provide the system perspective and consider the need for each new program request. The State Regents ensure that requests and mandates are applied consistently.

#### 3.4.2 Instructional Programs and Courses

Instructional programs that result in the awarding of a degree require State Regents' approval. Minors, micro-credentials, stand-alone certificates, and embedded certificates are a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program, and are exempt from this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. For clarity, this policy will use the following terminology in referring to different levels of aggregation levels of courses.

##### A. Levels of Instructional Programs

1. Level I is the aggregation of courses that culminate in the awarding of an academic degree and defines the overarching degree designation. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.
2. Level II is the aggregation of courses that appear in the institutional catalog or on the student's diploma that specifically defines the academic degree designation. These may vary greatly from institution to institution and include, but are not limited to: Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Master of Education, Associate in Applied Science and Doctor of Engineering.
3. Level III is the aggregation of courses with an institutionally-unique instructional program code, as listed in the State Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. The nomenclature defines the discipline area and may be referred to as the major. Examples include: Horticulture, English, Physical Science, Cybersecurity Technology, Secondary Education, and Engineering.
4. Level IV is the aggregation of courses under an umbrella degree program (Level III) that reflect an area of study within a larger discipline, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, and may be listed on the student's diploma. These courses will usually share a common core of related required courses or credit hours (approximately 50 percent) exclusive of general education, as well as having objectives consistent with the objectives of the Level III program. For example, a Bachelor of Business Administration in Business might have the

following Level IV options: Finance, Management, Accounting, Information Systems, and General Business; or the Bachelor of Arts in English might allow options in Literature, Creative Writing, and English Education.

Levels I, II, and III, excluding all certificates, require approval from the institutional governing board and the State Regents. Substantive modifications to existing program requirements require approval from the institutional governing board and notification to the State Regents.

B. Addition, Modification, and Deletion of Courses

The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions.

C. Deletion, Suspension, and Reinstatement of Programs

Deletion of existing programs requires institutional governing board and State Regents approval. Requests for deletion must include: 1) the reason for the deletion, 2) a summary of the teach-out plan, if applicable, and 3) the number of students enrolled, when applicable, and an expected graduation date for the last cohort of students. Any request for an exception to this policy must be made in writing to the Chancellor. Deletion of certificates may require institutional governing board approval. However, the State Regents shall be notified of deletions using the Academic Program Request form provided on the State Regents' website so that they may be removed from the institution's official program inventory.

The institution's President must notify OSRHE staff when a program is being suspended. While suspended, the program may not be advertised, no students may be recruited or admitted to the program, and the program will not be listed in the institutional catalog. Suspended programs will be noted in the State Regents Program Inventory and not displayed on the website. The institution's President must notify OSRHE staff prior to reinstating a suspended program, so that the State Regents' Program Inventory can be updated.

D. Uniform Course Numbering

Pursuant to [70 O.S. § 3206.1](#), in order to provide for a more effective and efficient system of the transfer of student's credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System. A course number will consist of four digits as follows:

1. The first digit will denote the course level.
2. The second and third digits will be used to identify the course within a department.
3. The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents' action.

3.4.3 Program Request Procedures

The following procedures will be followed by the submitting institution for the State Regents to consider a new academic program:

A. Letter of Intent

1. New Program Requests

The institutional President or designee must submit a Letter of Intent (“LOI”) to initiate a new program to OSRHE staff, using the approved submission form.

OSRHE staff will then distribute the LOI as a notice to the other institutional Presidents and Chief Academic Officers. The institutions will have 14 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or protest.

2. Letter of Intent Protests

- a. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.
- b. If a protest is received in the allowable timeframe, the requesting institution and protesting institution will mediate in good faith. Mediation must take place within 30 days, or longer if mutually agreed and approved by OSRHE staff, of the receipt of the protest. The outcome of the mediation must be reported to OSRHE staff within 5 days after the mediation process is complete. If the protestor fails to respond to mediation requests, the protest is deemed moot. If resolution cannot be made through mediation the protest will be elevated to senior OSRHE staff to facilitate a meeting between the requesting institution and protesting institution. If a resolution cannot be determined through mediation with OSRHE staff, the protest will be considered by the Chair of the State Regents Academic Affairs Committee to determine if the requesting institution should develop a full proposal, collaborate with another institution, or discontinue efforts toward that program.
- c. Protests cannot be made from an institution within the same governing board system as the institution submitting the program. Protests from the same governing board system should be resolved before submitting the LOI to the State Regents.
- d. Protests will only be considered based on:
  - i. Unnecessary duplication; or
  - ii. Workforce demand; or
  - iii. Student needs in the state.

Personal grievances about the program or faculty will not be considered.

The LOI does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program.

3. Contents of the Letter of Intent:

- a. Official degree designation and name of the program as it will appear on the transcript.
- b. A short description of the program.
- c. A summary of the market demand.
- d. A short narrative on how the program addresses an unmet need in the

state.

- e. Indication of the locations or campuses where the program will be offered and the delivery method.

B. Governing Board Approval

The institutional governing board does not need to approve the LOI prior to submission to the State Regents. The institutional governing board must approve the program request prior to OSRHE staff formally submitting the program proposal to the Chancellor for the State Regents' consideration.

C. Submission of a New Program Proposal

A New Program Proposal ("NPP") must be submitted to OSRHE staff, using the approved submission form. The NPP does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program.

OSRHE staff will then distribute the NPP as a notice to all State System institutional Presidents and Chief Academic Officers. The institutions will have 14 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions or protest.

Program requests must be completed using the provided Academic Program Request form on the State Regents' website, which contains the following required sections:

1. Description of the Program
2. Demand for the Program
3. Unnecessary Duplication
4. Program Review and Assessment Plan
5. Indication of Modalities
6. Location

D. Program Proposal Protests:

1. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.
2. If a protest is received in the allowable timeframe, the requesting institution and protesting institution will mediate in good faith. Mediation must take place within 30 days of the receipt of the protest, or longer if mutually agreed and approved by OSRHE staff,. The outcome of the mediation must be reported to OSRHE staff within 5 days after the mediation process is complete. If the protestor fails to respond to mediation requests, the protest is deemed moot. If resolution cannot be made through mediation the protest will be elevated to senior OSRHE staff to facilitate a meeting between the requesting institution and protesting institution. If a resolution cannot be determined through mediation with OSRHE staff, the protest will be considered by the Chair of the State Regents Academic Affairs Committee to determine if the requesting institution should develop a full proposal, collaborate with another institution, or discontinue efforts toward that program.
3. Protests may not be made by an institution within the same governing board

system as the institution submitting the program. Protests in these cases should be resolved at the governing board level before being submitted to the State Regents.

4. Protests will only be considered based on:
  - a. Unnecessary duplication; or
  - b. Workforce demand; or
  - c. Student needs in the state.

Personal grievances about the program or faculty will not be considered.

e. State Regents' Staff Review of the Program Request

1. OSRHE staff will review the institution's program request and submit a recommendation for State Regents' action. The State Regents may take one of four actions:
  - a. Disapprove the program;
  - b. Defer the program request until the institution meets specified criteria or provides additional information;
  - c. Provisionally approve the program subject to specific criteria that must be met in order for the program to continue beyond a specified date; or
  - d. Approve the program without qualification.

If the State Regents defer or disapprove the program, the institution may resubmit a program proposal for reconsideration at a future date.

2. Institutions must notify OSRHE staff of new certificates, in a timely manner, so they may be added to the official degree inventory.

3.4.4 New Programs Request Criteria

A. Demand for the Program

The institution should demonstrate demand for the program.

1. Student Demand

Evidence of student demand should be adequate to expect a reasonable level of enrollments and degree production.

2. Employer Demand

Evidence of employer demand shall be provided. Such evidence may include employer surveys, labor market analyses, and future workforce projections.

B. Unnecessary Duplication

Preventing and eliminating unnecessary program duplication is a priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and use existing resources more efficiently.

Normally, proposed programs in undergraduate core areas would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs. The institution submitting the new program request shall provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is necessary. In making this determination, the following criteria will be evaluated:

1. Demand for the Program

Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

a. Student Demand

Present evidence demonstrating how the new program will meet student demand not being served by existing programs.

b. Employer Demand

Present evidence demonstrating how the new program will meet employer demand not being served by existing programs.

2. Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs

The new program request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means.

C. Program Review and Assessment

The institution must provide program evaluation procedures, which may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate, and review of enrollment data and graduation data.

3.4.5 Micro-credential

Institutions may create and issue micro-credentials for completing a specific set of activities and/or courses. Institutions wanting to include a micro-credential on the statewide inventory must adhere to the following process:

A. Micro-Credential Authorization

Institutions seeking to participate in the micro-credentials statewide inventory must first be authorized as having met the State Regent quality criteria listed in the Academic Affairs Procedures Handbook.

B. New Micro-Credential Process

An institution that has been authorized to participate in the State Regent micro-credential inventory will notify OSRHE staff of new micro-credentials or digital badges to be added to the inventory using the approved online form.

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*Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 27, 2019; April 15, 2021. Revised October 21, 2021. Revised April 28, 2022. Revised June 29, 2023 as part of the 2023 Academic Policy Audit. Revised for language clarification September 5, 2024.*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
February 6, 2025

**AGENDA ITEM #8-b:**

**Academic Policy.**

**SUBJECT:** Possible action on proposed revisions to the Institutional Admission and Retention policy.

**RECOMMENDATION:**

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

**BACKGROUND:**

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions 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 revisions amend the Institutional Admission and Retention policy.

**POLICY ANALYSIS:**

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy		Substantive Recommendation
3.9.3	Admission of First-Time Freshman: Performance Requirements	<ul style="list-style-type: none"><li>• Added clarifying language to explain how students using a GED score can be admitted.</li><li>• Corrected the number of units for State Regents' required core.</li><li>• Removed language that was intended to be deleted during policy audit.</li><li>• Updated language to accurately reflect that four universities have approval to offer associate degrees.</li></ul>
3.9.5	Special Admission	<ul style="list-style-type: none"><li>• Removed duplicative language.</li></ul>

3.9.6	Retention Standards	<ul style="list-style-type: none"> <li>• Removed table and added language describing criteria for freshman academic notice, probation, and suspension.</li> <li>• Removed parenthetical reference to fall and spring to accommodate institutions on a trimester schedule.</li> <li>• Added language to allow presidents to grant and exception to the readmission of suspended students.</li> </ul>
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Attachment

## INSTITUTIONAL ADMISSION AND RETENTION

### 3.9.1 Purpose

Admission to all associate and baccalaureate programs must conform to the following standards.

Each institution's governing board should approve any change in institutional admission standards prior to seeking State Regents' approval.

### 3.9.2 Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

#### A. High School Curricular Requirements for Admission to Programs Leading to AA, AS, and Baccalaureate Degrees.

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.)
3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course, psychology, sociology, or any liberal arts and sciences course (as defined in the <i>Undergraduate Degree Requirements</i> policy) taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements* policy).

In addition to the above requirements, the following subjects are recommended for college preparation:

- 2 additional units: Fine arts - music, art, drama, and speech
- 1 additional unit: Lab science (as described above)
- 1 additional unit: Mathematics (as described above)
- 4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

[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. 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 that fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, State Regents' approval shall be required. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook*.

B. Curricular Deficiencies

Institutions may admit students with curricular deficiencies utilizing the alternative admission category. Institutions must provide the means to satisfy curricular deficiencies within 24 college level hours attempted and are strongly encouraged to use supplemental instruction strategies.

3.9.3 Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. ACT or SAT assessments may be used as described in the option 1 standards listed below.

The ACT score used for admission purposes is the composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED score may be used for the purposes of admissions. Students admitted using a GED score must be admitted under the Alternative Admissions category. The University of Oklahoma and Oklahoma State University are authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is calculated as detailed in the State Regents' *Grading* policy. Honors courses and other more rigorous coursework may be used in the admission evaluation. The procedure for using this course work should be documented and approved by the institution's President or designee. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. First-time entering students must also meet entry-level requirements before enrolling in college-level courses.

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma  
Oklahoma State University

May use a holistic admissions process or grant admission to any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
3. meets one of the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Option 1: Standardized Tests	ACT or SAT	Top 33.3%
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
Option 3: High School Performance B	High School GPA in State Regents' Required <del>47</del> <u>15</u> -Unit Core	Top 33.3%

- B. Minimum High School Performance Criteria for Admission of First-Time-Entering Students for Statewide Universities.

Langston University  
University of Science and Arts of Oklahoma

May grant admission to any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
3. is eligible for admission to any of the Statewide institutions in the State System using a combination of standardized test scores, high school GPA (all courses), GPA (Regent ~~47~~15-Unit core), and/or class rank. Statewide Institutions may set standards appropriate to their mission and the students they serve. These standards must be approved by the institution's President or designee, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

~~Langston University may offer these degrees with an open admission policy for students within the institutions' geographic service area.~~ Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

- C. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University  
East Central University

Northeastern State University  
Northwestern Oklahoma State University  
Oklahoma Panhandle State University  
Rogers State University  
Southeastern Oklahoma State University  
Southwestern Oklahoma State University  
University of Central Oklahoma

May grant admission to any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
3. is eligible for admission to any of the regional institutions in the State System using a combination of standardized test scores, high school GPA (all courses), GPA (Regent ~~4715~~-Unit core), and/or class rank. Regional Institutions may set standards appropriate to their mission and the students they serve. These standards must be approved by the institution's President or designee, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

The ~~five~~ four regional universities ~~offering approved to offer~~ associate degrees are: OPSU, CU, RSU, and SWOSU, ~~and~~ UCO. These institutions may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

D. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College  
Connors State College  
Eastern Oklahoma State College  
Murray State College  
Northeastern Oklahoma A&M College  
Northern Oklahoma College  
Oklahoma City Community College  
Redlands Community College  
Rose State College  
Seminole State College  
Tulsa Community College  
Western Oklahoma State College)  
OSU Oklahoma City  
OSU Institute of Technology

4. Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

May grant admission to any individual who:

- a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the

GED; and

- b. has met the curricular requirements as set forth in part 3.9.2 of this policy.

5. Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED.

3.9.4 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 3.9.3 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another college or university.

A. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in this policy, dependent upon their educational background, or have attended a college or university where English is the primary teaching language located in a country where English is a primary language and is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades, and also meet other transfer requirements.

- B. Students with less than 24 hours from a college or university where English is the primary teaching language located in a country where English is a primary language and is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students as defined in State Regents policy 3.5.

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.

C. First-Time Undergraduate and Graduate Students

- 1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the TOEFL, the IELTS, the PTE Academic, or the iTEP Academic Examinations.

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. Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an

advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.

3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language of instruction.
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 language of instruction.
5. Institutional Discretion. In extraordinary and deserving cases, the President designee may admit a student in lieu of the above requirements. In those situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Exceptions must be appropriately documented and reported to the State Regents annually.

Institutions may set higher minimum scores on the TOEFL, IELTS, the PTE Academic, or the iTEP Academic Examinations for both undergraduate and graduate students.

D. Undergraduate Transfer Students

\*See 3.9.9 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.5 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.2 and must meet the high school performance criteria as defined in section 3.9.3. The only exceptions are students admitted in the following special admission categories.

A. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than 12 credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards as defined in section 3.6.6 will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time entering students.)

The President or designee may allow non-degree-seeking students to exceed this initial 12 credit-hour limit on an individual student basis. Exceptions may be made only for non-degree-seeking students who meet the retention standards as defined in section 3.6.6 and must be appropriately documented.

B. Alternative Admission

Institutions may admit students who have not met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria oriented to identifying those students who:

1. have a reasonable chance for academic success;
2. have unusual talent or ability in art, drama, music, sports, etc.; or
3. are educationally or economically disadvantaged and show promise of being

able to succeed in a program or curriculum at the institution where they desire to enroll.

The alternative admission opportunities should be equitably used and represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion to scholarship athletes. Waivers shall be at the discretion of the institutions President or their designee.

C. Adult Admission

Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by an accrediting agency recognized by the USDE is eligible for admission to an institution in the State System as follows:

1. The student must have participated in the ACT or SAT program and achieved the requisite final composite score for admission to the institution the student wishes to attend as set forth in section 3.9.3 above. Institutions are authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite final composite score.
2. The President or designee may allow exceptions for GED recipients on an individual student basis. Any exceptions will be appropriately documented.
3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school, or, for home study, the parent.

E. Opportunity Admission Category

Students who have not graduated from high school whose final composite standard score on the ACT demonstrate the probability of success in college level work may apply for full enrollment at a college or university in the State System. The college or university President or designee will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F. Bridge Program

1. Student Admission Requirements

The primary purpose of the program is to provide an opportunity for recent high school graduates who are not college ready to show they can complete college level courses. Applicants for the Bridge Program must meet the following criteria to be considered for admission:

- a. Be a first-time-entering student.
  - b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED.
  - c. Participate in assessment for placement purposes.
2. The admission decision will be made by the appropriate institutional officials

based on the applicant's academic performance, potential for success, and/or the unique mission of the program. Institutions may limit enrollment into their Provisional Programs to Oklahoma residents only.

~~G. The admission and retention standards for transfer students are detailed within the State Regents' *Undergraduate Transfer and Articulation* policy.~~

### 3.9.6 Retention Standards

Students on academic notice shall be required as a condition for continued enrollment to participate in special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success. Students on academic notice may have additional limits on their academic load, as defined in policy 3.13.3

#### A. GPA Requirements

The GPA is calculated as detailed in the State Regents' *Grading* policy.

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on freshman academic notice. Students with fewer than 30 credit hours, with a GPA of 1.7 to less than 2.0 will be placed on freshman academic notice. Students on freshman academic notice shall remain on freshman academic notice until their overall GPA is at least a 2.0 or the student earns more than 29 credit hours. A Sstudents with more than 29 credit hours, with a GPA of less than 2.0 will be placed on academic probation, if the following requirements are not met:

<del>Credit Hours Attempted</del>	<del>GPA Requirements</del>
<del>0 through 29 semester credit hours</del>	<del>1.7</del>
<del>Greater than 29 semester credit hours</del>	<del>2.0</del>

~~The GPA is calculated as detailed in the State Regents' *Grading* policy.~~

~~Any student not maintaining satisfactory progress toward the academic objective above will be placed on academic notice for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in order to continue as a student. Students not meeting the criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.~~

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their GPA to the required level.

#### B. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the GPA of 2.0 or the semester GPA of 2.0 to

enroll in up to 15 additional semester hours in a further attempt to achieve the GPA requirement. While enrolled in these 15-credit hours of course work, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student. The institution's president or designee may make exceptions on a case by case basis.

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Procedures should allow appropriate discretion in deserving cases.

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester ~~(fall or spring)~~ except as noted above. Institutions Presidents or their designee may grant an exception to this policy in accordance with institutionally should developed policies and procedures to guide the readmission of suspended students.

E. Reinstatement of Suspended Students at System Institutions

Institutions may develop a special admission procedure for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and admission would be provisional. Institutions admitting these students should provide the appropriate academic services to facilitate their success.

3.9.7 Non-Academic Criteria for Admission

A. In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider, but are not required to limit, granting admission based on the following non-academic criteria:

1. Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.
2. Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.
3. Whether an applicant's conduct has been such, that if at the time of the conduct in question the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

B. If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

1. Be advised of the ground of the denial.
2. Be informed of the facts which form a basis of the denial.
3. Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

### 3.9.8 Additional Program Admission Standards

Additional standards exist for the following professional programs, see the State Regents' *Professional Programs* policy.

There are additional admission standards for teacher education programs, see the State Regents' *Teacher Education* policy.

### 3.9.9 Admission of Transfer Students from Degree-granting Institutions

#### A. Admission by Transfer within the State System

Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy.
2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.
3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy and must also complete the curricular requirements before transferring.
4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

#### B. Admission by Transfer from Non-State System, Degree-granting Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the State Regents' *Institutional Admission and Retention* policy; and also meet the following:

Transcripts of record from colleges and universities accredited by the HLC will be given full value.

- a. Each undergraduate applicant must be in good standing at the institution from which the applicant plans to transfer.
  - b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) at the institution from which the applicant plans to transfer.
2. Transcripts of record from degree-granting institutions accredited by

organizations other than the HLC and recognized by the USDE for the purpose of accrediting institutions of higher education are subject to review according to published policies and procedures developed by the institution and may transfer on a course-by-course basis.

Each applicant must meet the conditions of 1.a and 1.b above.

3. Transcripts of record from degree-granting institutions not accredited by organizations recognized by the USDE for the purpose of accrediting institutions of higher education may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
  - a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.
  - b. Each undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.11.3 subsection A or B, dependent upon their educational background or have attended 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 for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Students with less than 24 hours 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 must meet the language requirements for first-time undergraduate students.

D. Transfer Students on Academic Notice

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer provisional students. Institutions may develop policies and procedures, subject to State Regents' approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted provisionally and must maintain a 2.0 GPA average each semester while on academic notice or raise their GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention* policy. Any transfer student on academic notice with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

3.9.10 Higher Standards

Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

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*Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; June 24, 2010; March 3, 2016; June 30, 2016, May 26, 2017 to remove Concurrent Enrollment to its own policy, May 29, 2020 to define “Final Composite Score,” May 28, 2021 to update the High School Additional Units category, and October 19, 2023 as part of the 2023 Academic Policy Audit.*

*IEP Policy: Revised August 16, 1994, April 11, 1997, May 30, 2003, and March 23, 2023 to include iTEP and PTE Academic.*

*Non-Academic Criteria Policy: Approved October 26, 1971.*

*OU Admission Standards: Revised June 21, 2012.*

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February 6, 2025

**AGENDA ITEM #8-c:**

**Academic Policy.**

**SUBJECT:** Possible action on proposed revisions to the Academic Calendars policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed revisions to the Academic Calendars policy.**

**BACKGROUND:**

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions 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 revisions amend the Academic Calendar policy.

**POLICY ANALYSIS:**

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy		Substantive Recommendation
3.19.3	Submission of Academic Calendars	<ul style="list-style-type: none"><li>Added a specific date for the deadline to submit the academic calendar to provide institutions more concrete guidance.</li></ul>

Attachment

### 3.19 ACADEMIC CALENDARS

#### 3.19.1. Purpose

This policy establishes a uniform academic calendar for the State System.

#### 3.19.2. Academic Calendar Standards

The traditional academic calendar for institutions in the State System consists of the fall, spring, and summer terms. Additional sessions like winter and summer mini sessions are also encouraged; however, reporting on these alternative sessions should roll into a traditional term.

- A. If semester-credit-hour is used by institutions in evaluating a student's educational attainment and progress it should be calculated as follows:
  1. One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, reference clock hours and credit hours 34 CFR 600.2 (i.e., 50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
  2. Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (i.e., 100 minutes per week for sixteen weeks).
  3. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.
- B. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester. Institutions are encouraged to be flexible in offering courses in alternative schedules to meet student and employer needs.
- C. The drop period is during the first one-eighth of the duration of the course. Institutions may also allow students to add courses during this period or a designated shorter period. In either case, appropriate add/drop charges apply.
- D. There are alternatives to reliance on time-in-class as the basis for determining academic credit-hours earned. The achievement of academic credit-hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies. It is the responsibility of the faculty of each institution to translate student demonstrated competencies to academic credit-hours earned.

#### 3.19.3. Submission of Academic Calendars

Each State System institution's academic calendar is approved by the president or the president's designee and submitted annually to the State Regents. The academic calendar

shall describe any alternative schedules. Submission is due to the Regents ~~6 months by~~  
December 31 prior to the start of the academic year to which the proposed calendar applies.

3.19.4. Spring Break

In accordance with [70 O.S. § 24-151](#), it is the intent of the Legislature that the State Superintendent of Public Instruction, the Director of the State Oklahoma Department of Vocational and Technical Education, and the Chancellor for Higher Education shall coordinate spring break dates for the public schools, area vocational-technical schools, and institutions within The Oklahoma State System of Higher Education.

- A. Spring Break will be the week that encompasses the third Wednesday of March, unless another week is mutually agreed to by the Superintendent of Public Instruction, the Director of the State Oklahoma Department of Vocational and Technical Education, and the Chancellor for Higher Education.

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*Approved January 19, 1971. Revised February 27, 1980; August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; May 28, 2021; June 29, 2023.*



Meeting of the  
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**AGENDA ITEM #9:**

**Oklahoma's Promise.**

**SUBJECT:** Presentation and possible action to acknowledge the receipt of the 2023-2024 Oklahoma's Promise Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2023-2024 Oklahoma's Promise Year-End Report.**

**BACKGROUND:**

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. The 2024 Legislature modified the curriculum requirements to align with the OSRHE high school courses that satisfy the college admissions requirements. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 9<sup>th</sup> or 10<sup>th</sup> grade. In 1999, the family income limit was increased to \$32,000 and the application period was expanded into the 8<sup>th</sup> grade. One year later, in 2000, the income limit was further increased to \$50,000. The income limit remained at \$50,000 until 2017 when the Legislature increased the limit to \$55,000 beginning with the 2017-2018 school year. The 2017 legislation also included a further increase of the income limit to \$60,000 beginning in 2021-2022. In 2021, the Legislature acted to further expand the application period to the 11<sup>th</sup> grade, effective beginning in 2021-2022. The 2022 Legislature again modified the income limit by establishing three income eligibility levels based on the number of dependent children in the family.

- \$60,000 per year for parents who have one or two dependent children;
- \$70,000 per year for parents who have three or four dependent children; or
- \$80,000 per year for parents who have five or more dependent children.

These new income limit levels became effective beginning in the 2022-2023 school year.

From 2012-2013 to 2017-2018, Oklahoma's Promise college students were subject to a second income limit of \$100,000 checked once at the time the student started college. Beginning in 2018-2019, the second income limit is checked each year the student is enrolled in college.

**POLICY ISSUES:**

Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire to attend college, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

## **ANALYSIS:**

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2023-2024 Year-End Report is available as a supplement to the agenda item.

### **Performance Measures for Oklahoma's Promise Students**

In years past we measured Oklahoma's Promise against all non-Oklahoma's Promise students statewide. This year, like almost every other, Oklahoma's Promise recipients outperformed their non-Oklahoma's Promise peers on every measure. However, we realized comparing Oklahoma's Promise students – who come from lower income families due to the eligibility requirements of the program – should be compared against non-Oklahoma's Promise students who also come from lower income backgrounds. Comparison data was not available for analysis for all pieces of this report, but you will see the label of “Non-Oklahoma's Promise Pell Recipient” wherever it could be included. This sample group will show non-Oklahoma's Promise students who qualify for Pell Grants which have similar financial eligibility requirements as Oklahoma's Promise thus are likely to come from a similar financial background as Oklahoma's Promise students.

The following charts show the performance of Oklahoma's Promise students on a variety of benchmarks.

- Enrollment.
- High school GPAs.
- ACT Scores.
- College-going rates.
- College freshmen GPA rates.
- Full-time college enrollment.
- College persistence rates.
- College degree completion rates.
- Employment rates in Oklahoma after college graduation.

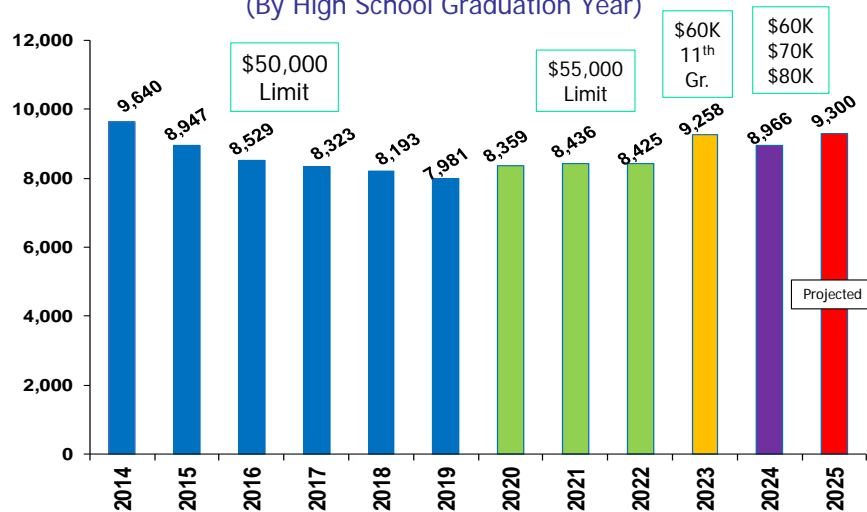
## Enrollment

The number of students enrolling in Oklahoma's Promise in high school declined steadily from 9,640 in 2014 to 7,981 in 2019. However, beginning with the 2020 high school graduating class, the first class with the higher \$55,000 application income limit, enrollment increased to 8,359, a gain of almost 400 students or nearly five percent. Enrollments were similar for the 2021 and 2022 classes. The class of 2023, the first at the increased \$60,000 limit and the first to be able to enroll in the 11<sup>th</sup> grade, increased by just over 800 students or almost 10 percent to 9,258. The class of 2025 has 9,300 students enrolled in Oklahoma's Promise.



## OKPromise High School Enrollment

(By High School Graduation Year)



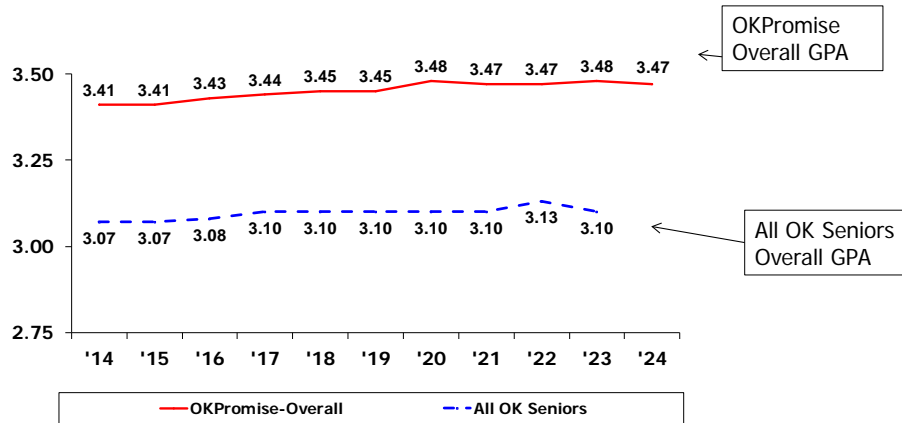
As of 12/16/2024

## High School GPAs

Over the past decade, high school GPAs have trended up for Oklahoma's Promise students. The overall GPA for Oklahoma's Promise students averages close to a 3.5.



## High School GPA

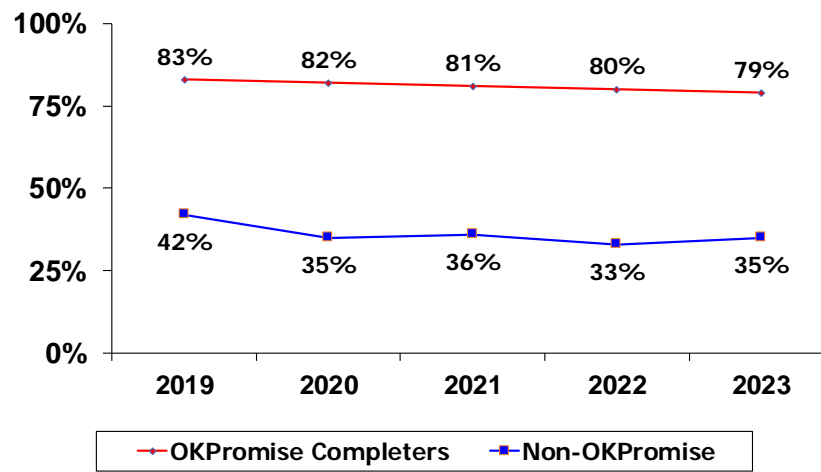


## College-Going Rates

Over the past five years, college-going rates for Oklahoma's Promise students have remained relatively steady amidst a national decline in college-going rates since the COVID-19 Pandemic.



## College-Going Rates



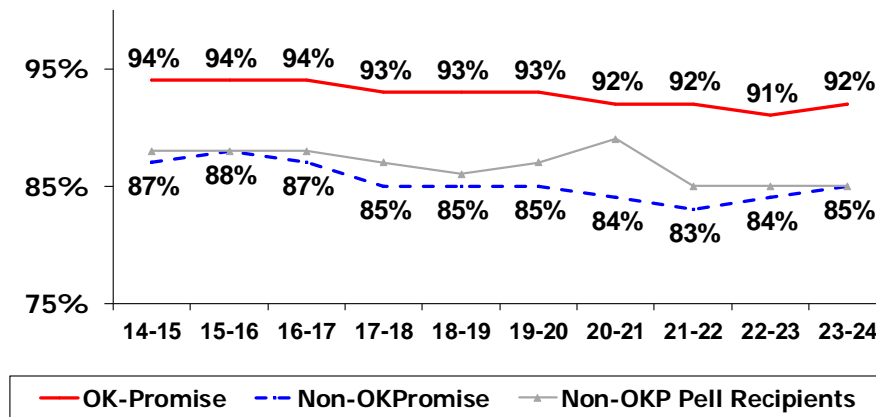
Public high school students only

### Full-Time College Enrollment

While the percentage has declined slightly over the past ten years, more than 90 percent of Oklahoma's Promise students enroll in at least twelve semester credit hours during either the fall or spring semester. This rate is generally six to nine percentage points higher than non-Oklahoma's Promise students.



## Full-Time College Enrollment



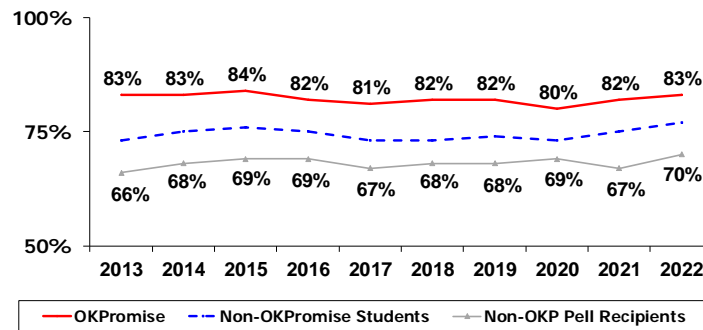
First-time entering students enrolled full-time in fall or spring semester

### Freshman to Sophomore Persistence

The freshman-to-sophomore persistence rate for Oklahoma's Promise students increased by one percentage point in 2023-2024. Oklahoma's Promise students have higher persistence rates than their non-Oklahoma's Promise Pell recipient peers, at 70 percent, and their non-Oklahoma's Promise peers overall, at 75 percent.



## College Freshman to Sophomore Persistence Rates



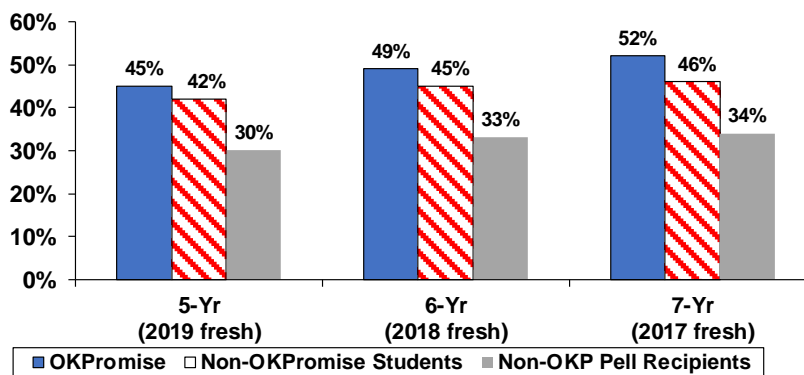
## College Completion Rates

Oklahoma's Promise students consistently complete college certificates and degrees at higher rates than their non-Oklahoma's Promise Pell recipient and overall non-Oklahoma's Promise peers. The data also show that more Oklahoma's Promise students continue to complete degrees in the years immediately following their five years of scholarship eligibility at higher rates than their peers.



## College Completion Rates

(First Certificate, Associate Degree or Bachelor Degree earned through 2023-24)



### Degrees and Certificates Awarded in 2023-2024

The number of degrees and certificates earned by current and former Oklahoma's Promise scholarship recipients in 2023-2024 totaled 4,205. Eighty-three percent were either associate degrees or bachelor's degrees followed by master's degrees at 9 percent.



## Degrees Awarded in 2023-24 (Current and Former OKPromise Students)

Type of Degree or Certificate	Number	% of Total
Certificates	207	5%
Associate Degrees	1,323	31%
Bachelor Degrees	2,201	52%
Graduate Certificates	37	1%
Masters Degrees	367	9%
Doctoral Degrees	23	1%
Professional Degrees	47	1%
Total	4,205	100%

### Employment of Oklahoma's Promise College Graduates in Oklahoma

Consistent with previous years, Oklahoma's Promise graduates have some of the highest employment rates of any student population in Oklahoma. In total, more than 94 percent of Oklahoma's Promise graduates remained and were employed in the state one year after graduation and more than 86 percent five years after graduation. The one-year rates exceed those of all Oklahoma resident graduates, except master's degrees, by +0.2 percent to +24.2 percent. The five-year rates exceed those of all Oklahoma Graduates by +1.2 percent to +31.1 percent.

#### Percent of Graduates Employed in Oklahoma One Year after Graduation

Degree Level	OKPromise Grads	All OK Resident Grads	Percent Difference
Associate Degree	93.8%	93.6%	+0.2%
Bachelor's Degree	94.6%	93.9%	+0.7%
Master's Degree	94.3%	94.6%	- 0.3%
Doctorate Degree	100.0%	75.8%	+24.2%
First Professional Degree	92.0%	81.3%	+10.7%

#### Percent of Graduates Employed in Oklahoma Five Years after Graduation

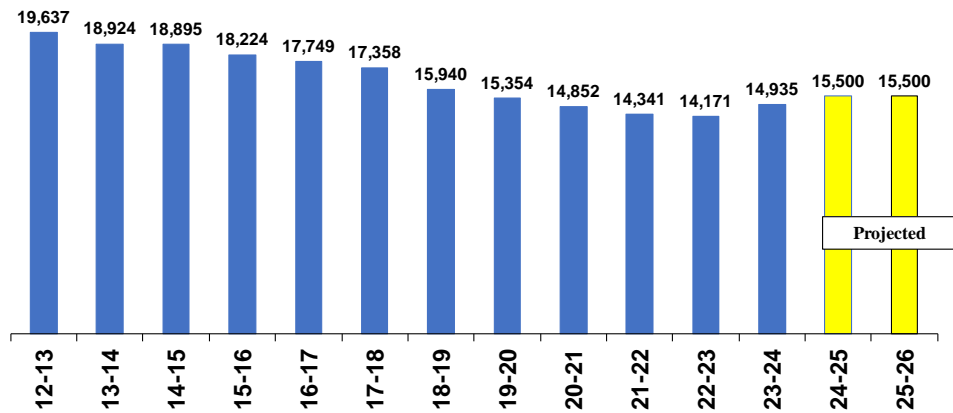
Degree Level	OKPromise Grads	All OK Resident Grads	Percent Difference
Associate Degree	91.9%	89.8%	+2.1%
Bachelor's Degree	83.6%	82.4%	+1.2%
Master's Degree	85.2%	82.0%	+3.2%
Doctorate Degree	100.0%	68.9%	+31.1%
First Professional Degree	100.0%	70.8%	+29.2%

## Number of Scholarship Recipients

After the number of scholarship recipients steadily declined for eleven consecutive years, the number is began increasing again in 2024-2025 due to the increased application income limits in 2017, 2021, and 2022 as well as the expansion of the application period into the 11<sup>th</sup> grade beginning in 2021.



# Scholarship Recipients



As of 12/18/24

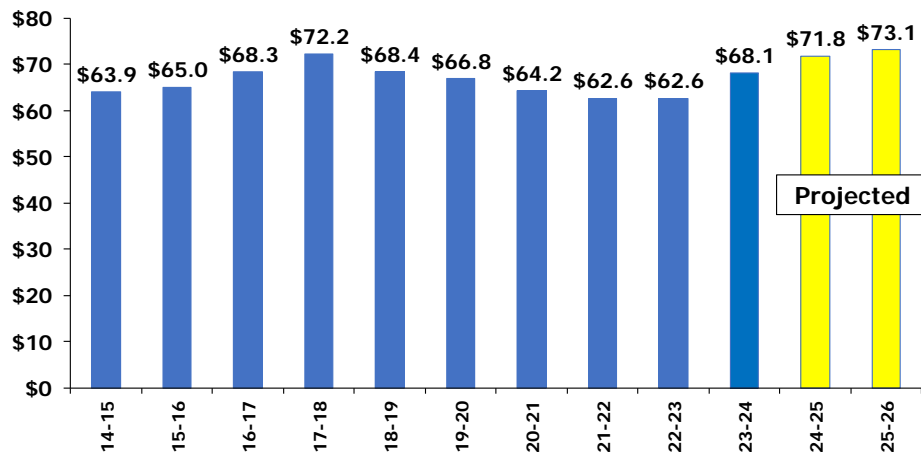
## Scholarship Expenditures

Scholarship expenditures increased from the previous year for the first time in five years. The cumulative reduction from 2017-2018 to 2022-2023 totaled \$9.6 million or 13 percent. Several factors contributed to the reduction: (1) the statutory change requiring the student's family income to be checked each year in college, (2) the statutory change prohibiting payment of the scholarship for noncredit remedial courses, (3) the overall decline in enrollment of high school students in the program, and (4) the increase in the number of colleges not raising tuition rates. Scholarship expenditures are projected to begin increasing gradually in future years as program enrollment rises. However, with increases in enrollment and increases in the cost of tuition, expenditures increased by \$5.5 million and are expected to continue to increase in the next two academic years.



## Scholarship Expenditures

(In \$ millions, by academic year)



As of 12/18/2024

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**AGENDA ITEM #10:**

**Established Program to Stimulate Competitive Research (EPSCoR).**

**SUBJECT:** Possible action on allocation for annual EPSCoR/IDeA Coalition dues.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$37,500 for the calendar year 2025.**

**BACKGROUND:**

The Oklahoma EPSCoR and IDeA programs help build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Six federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states includes 23 states and three territories.

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR/IDeA states to secure federal research funding. The Coalition works with the EPSCoR/IDeA Foundation, congressional leadership and state jurisdictions to address the geographic imbalance of federal research dollars and to advocate, grow and evolve critical research opportunities. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states. The Coalition also works to defeat amendments, which would severely impact the EPSCoR programs.



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February 6, 2025

**AGENDA ITEM #11:**

**Institutional Development Award (IDeA)**

**SUBJECT:** Possible action on OK-INBRE grant allocation.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

In 2024, The University of Oklahoma Health Sciences Center successfully competed for and was awarded a five-year \$20 million grant from the National Institutes of Health (NIH) to continue the OK-INBRE program, bringing the total federal support for this award to \$100 million. The State Regents have committed \$250,000 per year for OK-INBRE program activities upon funding by the NIH. The State Regents have provided support for the OK-INBRE program since 2003, which has greatly expanded the OK-INBRE network to allow for the inclusion of five additional regional universities that can participate

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

The committed funds will support OK-INBRE activities for the following initiatives for institutions both within and outside of the OK-INBRE network: i) support of one-year research and equipment grants led by faculty at the regional universities and community colleges, which have been selected through rigorous peer-review by a panel of biomedical research experts from throughout the state; ii) support for undergraduate students to engage in experiential research activities through summer research training and mentoring programs; iii) support for recruiting new science, technology, engineering and math (STEM) faculty with active research programs; iv) support for development of research grant proposals and interdisciplinary curriculum development; v) support for faculty career development and presentation of research findings. It is recommended that the State Regents approve the allocation of \$250,000 for the 2025-26 grant year.

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**AGENDA ITEM #12:**

**National Science Foundation Award.**

**SUBJECT:** Possible action on National Science Foundation Award #2429560.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the National Science Foundation (NSF) Campus Cyberinfrastructure (CC\*) Award #2429560 in the amount of \$1,138,496.**

**BACKGROUND:**

Administered by NSF's Office of Advanced Cyberinfrastructure, the CC\* grant program invests in campus-level cyberinfrastructure improvements for science applications and research projects. Previous NSF awards connected 30 Oklahoma college and university campuses to OneNet's OneOklahoma Friction Free Network (OFFN). This award specifically upgrades OFFN connectivity for two Oklahoma campuses.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Oklahoma State Regents for Higher Education and OneNet have been awarded a two-year NSF Campus CyberInfrastructure award beginning January 1, 2025 in the amount of \$1,138,496. The projects in this grant are fully funded by NSF.

Under the terms of this two-year grant cycle, OneNet will upgrade connectivity from 10G to 100G to the OneOklahoma Friction Free Network for Langston University and University of Central Oklahoma. The project will also refresh existing OFFN equipment on the campuses. OFFN is a 10 and 100 Gbps research network that provides higher education institutions with a dedicated route to internet and research networks that is much faster than traditional internet highways. This alternate pathway allows researchers to transmit data at higher speeds.

The project will further evolve advanced cyberinfrastructure tools and services for the campuses and support a wide range of scientific disciplines, including engineering, computer science, mathematics, biology and chemistry.



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**AGENDA ITEM #13:**

**Endowment.**

**SUBJECT:** Possible action on request to rename an endowment account within the portfolio as requested by the University of Oklahoma.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the renaming of an account within the endowment portfolio as requested by the University of Oklahoma.**

**BACKGROUND:**

The State Regents' Policy for Administering the Regents' Endowment Fund Program provides that:

Endowed chairs and distinguished professorships should be established in academic areas that will contribute to the enhancement of the overall cultural, business, scientific or economic development of Oklahoma.

Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.

An institution may apply for an endowed chair, professorship or other related project upon meeting the requirements for establishing an account. Matching funds must originate from monies contributed to the institution from sources specifically designated by the donor for the purpose specified in the endowment fund policy.

**POLICY ISSUES:**

This recommended action follows State Regents' policy.

**ANALYSIS:**

**Renaming of Existing Accounts:**

The University of Oklahoma has requested the following change to an existing, approved endowment account based upon discussions with and review of agreements with the University of Oklahoma Foundation.

The change will modify the account name that was originally approved and realign the funding into the new account with a net total change of zero. The State Regents are asked to approve the change, which resulted in the University of Oklahoma Foundation working with the original donor to modify the name of the account. Both the donor and the University agree that the requested change will meet the current academic needs and best serve the students in the program.

Institution	Name Change/Combination	Name of Account	Original OSRHE Match
OU	Existing Account	The Puterbaugh Chair in American Enterprise	\$250,000
OU	<b>New Account Name</b>	<b>The Puterbaugh Foundation Chair</b>	<b>\$250,000</b>

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**AGENDA ITEM #14-a:**

**Contracts and Purchases.**

**SUBJECT:** Possible action on contracts over \$100,000 for FY2025.

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY2025 purchases for amounts exceeding \$100,000.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Purchases Over \$100,000

**OneNet**

- 1) Vendor to be determined in the amount of \$226,000.00 for Science DMZ equipment, including routers, switches and servers for Langston University and the University of Central Oklahoma. Funded by National Science Foundation (NSF) grant award OFFN9. (Funded 718- OneNet)
- 2) Vendor to be determined in the amount of \$889,230.00 for upgrades to campus edge routers and network transport equipment to increase connectivity for Langston University and the University of Central Oklahoma to minimum of 100Gbps. Funded by National Science Foundation (NSF) grant award OFFN9. (Funded 718-OneNet)
- 3) GW Utility Construction in the amount of \$220,000.00 to construct new fiber route in Stillwater, Oklahoma to replace current route that will be displaced by the Oklahoma Department of Transportation's State Highway 51 road widening project. Costs recovered through OneNet subscriber fees. (Funded 718-OneNet)
- 4) Country Ford in the amount of \$105,000.00 for replacement of two OneNet field service vehicles at end of life with new 2025 Ford Transit cargo vans. Costs recovered through OneNet subscriber

fees. (Funded 718-OneNet)

**OCAN**

- 5) Dobson Technologies in the amount of \$119,000.00 to install new fiber optic cable to connect OSU-OKC campus from the Driver Training building, which has recently been sold, to an alternate building location on the campus to retain a fiber path fault tolerance connection to the OCAN network. Costs recovered from OCAN user fees. (Funded from 720-OCAN)

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**AGENDA ITEM #14-b:**

**Contracts and Purchases.**

**SUBJECT:** Request for Proposal B2402-1 Bid Protest. Possible action to approve and adopt findings of fact, conclusions of law, and recommendation to uphold the decision of the Purchasing Director to deny the bid protest from SwiftMD and uphold the award to Timely Telehealth LLC.

**RECOMMENDATION:**

**It is recommended that the State Regents approve and adopt the findings of fact, conclusions of law, and recommendation (see attached) of Assistant Attorney General, Joe Dewey, to uphold the decision of the Purchasing Director to deny the bid protest from SwiftMD and uphold the award to Timely Telehealth LLC.**

**BACKGROUND:**

On March 18, 2024, OSRHE issued Request for Proposal B2402-1 Telehealth Service for Oklahoma Public Institution's Enrolled Students ("RFP"). SwiftMD submitted a proposal in response to the RFP on May 1, 2024. Three other proposals were also received, including a proposal from Timely Telehealth LLC ("TimelyCare"). On September 3, 2024, SwiftMD was notified that TimelyCare's proposal was accepted and on September 10, 2024, SwiftMD filed a protest of the award pursuant to OAC 610:1-11-7(4) with the OSRHE Purchasing Director. On September 13, 2024, the Purchasing Director denied the protest from SwiftMD. SwiftMD timely sought an administrative review of the Purchasing Director's denial of the protest on September 23, 2024.

OSRHE's administrative rules contain the procedures for bid award protests and appeals:

"Upon receipt of a properly perfected notice of appeal, the Chancellor shall review the appeal himself or appoint a designee to conduct the administrative review. The Chancellor may appoint any officer of State Regents or may appoint an attorney licensed to practice law to conduct the review. The person conducting the review shall promptly set a time period in which a review will be conducted that will not exceed forty-five (45) days from the date the notice is filed... Within twenty (20) working days after the administrative review period, the person conducting the administrative review shall make a written recommendation for decision to the Chancellor for contracts/purchases within the Chancellor's purchasing authority or to the State Regents for contracts/purchase exceeding that limit. For decisions that will be made by the Board, such matters shall appear on the agenda of the next regularly scheduled meeting." OAC 610:1-11-7(5)(C) & (D).

Pursuant to these subsections, the Chancellor executed a contract with the Oklahoma Attorney General's office on October 9, 2024, for the appointment of an Assistant Attorney General to conduct a review of the appeal documents and make a recommendation on the protest appeal to the State Regents with proposed findings of fact and conclusions of law.

**ANALYSIS:**

The findings of fact and conclusions of law supporting the decision to uphold the award received by OSRHE on December 10, 2024, are as follows:



OFFICE OF ATTORNEY GENERAL  
STATE OF OKLAHOMA

December 10, 2024

Chancellor Sean Burrage  
Oklahoma State Regents for Higher Education  
655 Research Parkway, Suite 200  
Oklahoma City, OK 73104

RE: Recommendation to the Chancellor on Appeal of Purchasing Director's Denial of the Protest by SwiftMD related to the Request for Proposal No. B2402-1 for Telehealth Services for Oklahoma Public Institution's Enrolled Students

Chancellor Burrage:

**RECOMMENDATION TO THE CHANCELLOR OF FINDINGS OF FACT,  
CONCLUSIONS OF LAW AND RECOMMENDATION OF FINAL ORDER**

This written recommendation is being provided pursuant to OAC 610:1-11-7(5)(D), as a result of a request for administrative review by SwiftMD, an unsuccessful bidder for Request for Proposal B2402-1. The recommendation will include Findings of Fact and Conclusions of Law.

**FINDINGS OF FACT**

1. On March 18, 2024, the Oklahoma State Regents for Higher Education ("Regents") issued Request for Proposal ("RFP") B2402-1 Telehealth Service for Oklahoma Public Institution's Enrolled Students. The RFP had a proposal due date of May 1, 2024, at 12:00 pm. RFP, B2402-1.
2. SwiftMD submitted a proposal in response to the RFP on May 1, 2024. Three (3) other proposals were also received. September 23, 2024, Appeal Letter of SwiftMD, Exhibit B.
3. SwiftMD's proposal was comprehensive, but relevant to this administrative review it included both unlimited on-demand services, as required by the RFP, and unlimited scheduled services, which was optional under the RFP. September 23, 2024, Appeal Letter of SwiftMD, Pg. 15 and Exhibit L.
4. On September 3, 2024, SwiftMD was notified that another proposal was accepted. September 23, 2024, Appeal Letter of SwiftMD, Exhibit C, pg. 2.

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5. On September 10, 2024, SwiftMD filed a protest of the award pursuant to OAC 610:1-11-7(4) with the Purchasing Director for the Regents. September 23, 2024, Appeal Letter of SwiftMD, Exhibit H.
6. On September 13, 2024, the Purchasing Director denied the protest from SwiftMD. September 23, 2024, Appeal Letter of SwiftMD, Exhibit I.
7. SwiftMD timely sought an administrative review of the Purchasing Director's denial of the protest on September 23, 2024. SwiftMD alleges that the competitive bidding process was flawed in three (3) ways and asks that the Chancellor cancel the award of the contract and reissue the RFP.
  - a. The Regents failed to require presentations or conduct oral interviews. SwiftMD takes the position that this RFP sought a highly technical solution to providing remote health care to students and that the proposal could only be evaluated through presentations or in-person interviews.
  - b. A required scoring criteria was omitted for two (2) of the bidders. Specifically, the scorecard of the proposals produced by the Purchasing Director indicates that the reference scores for two (2) of the bidders, including SwiftMD, were omitted from consideration and not factored into the final score of the proposals.
  - c. The scope of work allowed for vast differences in the scope and amount of services offered, resulting in inconsistent proposals. The RFP sought two (2) types of services, on-demand behavioral and medical consultations and scheduled therapy sessions. The on-demand services were to be unlimited in nature. As to the scheduled services, the bidders had the option to include limited, unlimited, or both in their proposals. SwiftMD argues that it is the optional limited or unlimited scheduled services that creates an issue when evaluating the proposals.

September 23, 2024, Appeal Letter of SwiftMD.

8. Any Conclusion of Law more appropriately characterized as a Finding of Fact is hereby incorporated as such.

#### **CONCLUSIONS OF LAW**

9. The competitive bidding process for the Regents is governed by OAC 610:1-11-7.
10. Any bidder may protest the award of a bid by submitting a written protest notice within seven (7) days to the Regents' Purchasing Director. The protest is reviewed by the Purchasing Director who then responds to the protesting bidder. OAC 610:1-11-7(4).
11. If the protesting bidder does not agree with the response of the Purchasing Director, the bidder may then request an administrative review with the

Chancellor by filing a notice of appeal within seven (7) days of the response from the Purchasing Director. OAC 610:1-11-7(5).

12. The Chancellor may appoint a licensed attorney to conduct the administrative review. OAC 610:1-11-7(5)(C).
13. Agency decisions can be set aside if the “substantial rights” of the party seeking a review of the decision were prejudiced due to specific enumerated reasons. Relevant to this administrative review is that agency decisions that are “arbitrary or capricious” may be set aside. 75 O.S. § 322(1)(f).
14. An arbitrary or capricious agency decision is a one that is “not founded on reason” (*El Paso Natural Gas Co. v. Oklahoma Tax Comm’n*, 1996 OK CIV APP 69, ¶ 20, 929 P.2d 1002), and is “willful and unreasonable without consideration or in disregard of facts or without determining principle” or “unreasoning...in disregard of facts and circumstances” (*State ex rel. Bd. of Trustees of Teachers’ Ret. Sys. v. Garrett*, 1993 OK CIV APP 29, ¶ 6, 848 P.2d 1182). Citations omitted.
15. Under the terms of the RFP, in-person demonstrations and/or oral interviews were not required. RFP B2402-1.
16. Under the terms of the RFP “[t]he most advantageous offer will be chosen by evaluating and comparing other factors in addition to cost or price.” RFP B2402-1, Evaluation Criteria 5.1.
17. The proposals were evaluated based on four (4) criteria to include, the Scope of Services requests and requirements, the information on Firm requests and requirements, cost, and references. RFP B2402-1, Evaluation Criteria 5.2
18. The RFP included a Scope of Work (“SOW”) which set out the scope of services requested. The SOW required the telehealth services to include the following unlimited on demand services:

Behavioral health consultations with a licensed mental health provider, including personal counselors, social workers, and psychologists, available on-demand and are intended to be short in duration and scope; and

Medical health consultations with a licensed medical professional. Treatment administered during on-demand medical consultations may include writing prescriptions, administering medical advice, or referrals for in-person care.

RFP B2402-1, Section 3.3.

19. The SOW required the telehealth services to include the following limited or unlimited scheduled services:

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Scheduled therapy consultations scheduled with a consistent therapist. Students shall be able to choose their therapist in ongoing, scheduled therapy sessions. The therapist shall be a licensed mental health provider, such as a licensed social worker, personal counselor, or psychologist. These sessions should address issues in a more extensive manner than the unlimited, on-demand behavioral health consultations.

RFP B2402-1, Section 3.3.

20. Any Finding of Fact more appropriately characterized as a Conclusion of Law is hereby incorporated as such.

### ANALYSIS

While SwiftMD puts forth well-reasoned arguments as to why demonstrations or presentations are beneficial in evaluating some proposals responsive to an RFP, it has not shown that such presentations were required under the parameters of this RFP, required legally, or necessary in response to this RFP. Specifically in the Purchasing Director's September 13, 2024, letter it was noted that no page limit was placed on the proposals, that each proposal had ample opportunity to address the technical specifications needed to provide the requested services, and that the Purchasing Director felt that written proposals (without a presentation) were a more objective way to evaluate the proposals. The Purchasing Director's reasoning is not unreasonable and, combined with the lack of any legal requirement to have such presentations in every RFP, is not arbitrary or capricious.

SwiftMD argues that the reference scores should have been evaluated on a "qualitative" basis, i.e., the references gathered for all bidders, then each bidder's references compared to each other and subsequently scored. Thus, the references deemed best would receive the highest points available, the next best reference would get fewer reference points, and so and so forth from there.

The Regents explained that the reference scores for the bidders were evaluated on a "pass/fail" basis. References are checked by staff via a questionnaire sent to each reference indicated by the bidders. If the questionnaire is returned with all positive comments, that bidder gets the full score allotted for the reference criteria -- in this RFP, ten (10) points. If negative comments are received in response to the questionnaire, the bidder's reference score is reduced accordingly. In the present RFP, since the two (2) highest scored bidders received the full ten (10) points from their references, the remaining bidders' reference scores did not need to be evaluated since they could not change the outcome, even if those bidders' references received the full ten (10) points, as well.

Therefore, the question is whether the reference scores should be evaluated on an objective basis as done by the Regents, or on a subjective/comparative basis as advocated for by SwiftMD. Swift MD puts forth no legal authority for the proposition that reference scores should be evaluated subjectively; rather, it points to the language of the RFP itself to support this position. In the RFP, it indicates that "[t]he most advantageous offer will be chosen by evaluating and comparing other factors in addition to cost or price." RFP B2402-1, Evaluation

Criteria 5.1. This language, while indicating that respective proposals will be evaluated by comparing aspects of each bid to the other, does not stand for the proposition that reference scores themselves will be evaluated on a subjective basis and subsequently assigned scores.

The Regents' evaluation and utilization of the reference scores in this RFP was reasonable and consistent with the language of the RFP itself, and was not arbitrary or capricious.

SwiftMD argues that the way the Regents determined the price score was flawed because it did not account for the differences in the proposals between limited and unlimited scheduled services.<sup>1</sup> Thus, proposals that included limited scheduled services had a lower cost, had an advantage over unlimited proposals. SwiftMD believes that the proposals should have been evaluated in such a way that accounted for the different scope of the proposals and the resulting costs differences.

The Regents respond that there is no flaw. The RFP clearly laid out that the scheduled services could be either limited or unlimited. This allowed flexibility in the proposals, as the Regents did not necessarily want unlimited scheduled services. Further, if the evaluation of the price scores was to in some way account for the differences between the cost of the unlimited scheduled services versus the limited scheduled services, this would skew scoring in favor of the unlimited services. As an option allowed by the RFP, the Regents maintain that this in fact would be arbitrary and capricious, when a preference for unlimited or limited services had not been expressed in the RFP.

SwiftMD provides no legal authority for the proposition that either the RFP itself or the evaluation of the pricing by the Regents pursuant to the RFP was arbitrary or capricious. All bidders were subject to the same RFP; all bidders had the option to respond to the scheduled services as they felt best, and in fact one bidder included multiple tiers to account for different options of scheduled services; and all proposals were evaluated using the same criteria. SwiftMD could have included multiple options in its RFP to account for unlimited scheduled services and limited scheduled services, but it chose not to.

### RECOMMENDATION

Pursuant to OAC 610:1-11-7(5)(D), upon the request of the Chancellor of the Oklahoma State Regents for Higher Education, it is the recommendation of the undersigned attorney that the decision of the agency concerning RFP B2402-1 was not arbitrary and capricious, that the appeal of SwiftMD should be DENIED, and that the decision of the Purchasing Director to deny the bid protest of SwiftMD should be UPHELD.

  
Joe Dewey<sup>2</sup>  
Assistant Attorney General

<sup>1</sup> One bidder capped the scheduled services at six (6) sessions per year; a second bidder, like SwiftMD, only included a proposal with unlimited scheduled services. A third submitted a proposal with three (3) tiers of available scheduled services, a six (6) session cap, a twelve (12) session cap, and an unlimited amount of scheduled services. SwiftMD pointed out that this proposal was only evaluated at the highest cost tier, but the Regents explained this was because the only tier that included unlimited on-demand medical consultations was the highest tier proposal.

<sup>2</sup> Recommendation being given in capacity as a hearing officer pursuant to OAC 610:1-11-7(5)(C).



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**AGENDA ITEM #15:**

**Investments.**

**SUBJECT:** Possible action on new Investment Managers.

*This item will be available at the meeting.*



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**AGENDA ITEM #16-a:**

**Administrative Rules.**

**SUBJECT:** Oklahoma National Guard Educational Assistance Program rulemaking. Possible action to approve and adopt permanent rules.

**RECOMMENDATION:**

**It is recommended that the State Regents approve and adopt the proposed permanent rules for the Oklahoma National Guard Educational Assistance Program.**

**BACKGROUND:**

During the 2022 session, the Oklahoma Legislature approved SB 1418 (now 70 O.S. §§ 3231 & 3232), which created the Oklahoma National Guard Educational Assistance Program. Subject to available funding, the bill authorized educational benefits equivalent to resident tuition, mandatory fees, and academic service fees, not to exceed 18 credit hours per semester at institutions in the Oklahoma State System of Higher Education. In addition to a maximum of 120 credit hours of undergraduate coursework, the bill authorized benefits for up to 40 credit hours of graduate coursework toward a master's degree.

SB 1418 also created the Oklahoma National Guard Educational Assistance Revolving Fund, a continuing fund not subject to fiscal year limitations consisting of state appropriations, from which the benefits are to be paid by the State Regents.

**POLICY ISSUES:**

The goal of the Oklahoma National Guard Educational Assistance Program is to increase the recruitment and retention of members of the Oklahoma National Guard by offering enhanced educational benefits.

**ANALYSIS:**

The proposed permanent rule revisions focus on the inclusion of flight costs and fees. Initially, flight costs and fees for aviation degree programs were excluded from award coverage to maximize student support and align with the intent of SB 1418, as well as with the Oklahoma National Guard's regulations. However, the Oklahoma National Guard now wishes to transition away from this approach and allow funding for flight costs and fees for aviation programs. It is essential that our rules align with this new approach. The proposed rules will allow academic service fees that include flight costs and fees for aviation students.

## **SUBCHAPTER 39. OKLAHOMA NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM**

### **610:25-39-3. Assistance**

(a) **Assistance amount.** Subject to the availability of funds, the amount of assistance shall be equivalent to the amount of resident tuition, mandatory fees and academic service fees for courses in which the eligible guard member is enrolled. The definitions of "resident tuition," "mandatory fees," and "academic service fees" shall be in accordance with the Oklahoma State Regents for Higher Education policy ~~4.18.2~~ 4.1 "Student Tuition and Fees Policy Budget and Fiscal Operations; Definitions." ~~Provided, for purposes of the Oklahoma National Guard Educational Assistance Program, flight costs and/or flight fees for aviation degree programs will not be considered as "resident tuition," "mandatory fees," or "academic service fees."~~

#### **(b) Assistance limitations**

- (1) Assistance may not exceed a maximum of eighteen (18) credit hours per semester;
- (2) Assistance for enrollment in an undergraduate program in pursuit of an associate and/or baccalaureate degree shall not exceed a maximum of one hundred twenty (120) credit hours or the completion of the requirements for a baccalaureate degree, whichever comes first; and
- (3) Assistance for enrollment in a graduate program in pursuit of a master's degree shall not exceed a maximum of forty (40) credit hours or completion of the requirements for a master's degree, whichever comes first.

#### **(c) Funding of Assistance.**

- (1) Assistance for an eligible Guard member shall be paid from the Oklahoma National Guard Educational Assistance Revolving Fund (Revolving Fund) by the Oklahoma State Regents for Higher Education (Regents) to the educational institution in which the Guard member is enrolled. By July 1 of each year the Regents shall notify the Adjutant General of the amount of funding in the Revolving Fund.
- (2) Funding for assistance for graduate programs will be provided subject to full funding of assistance to eligible Guard members enrolled in undergraduate programs.

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**AGENDA ITEM #16-b:**

**Administrative Rules**

**SUBJECT:** HB 1775 & Prohibition of Race and Sex Discrimination rulemaking. Possible action to approve and adopt permanent rules.

**RECOMMENDATION:**

**It is recommended that the State Regents approve and adopt the proposed permanent rules pursuant to 70 O.S. § 24-157(A).**

**BACKGROUND:**

The Oklahoma Legislature passed HB 1775 during the 2021 legislative session and the bill was signed into law by Governor Kevin Stitt on May 7, 2021. HB 1775 created a new section of law, codified at 70 O.S. § 24-157(A)(1), that provides the following: “No enrolled student of an institution of higher education within The Oklahoma State System of Higher Education shall be required to engage in any form of mandatory gender or sexual diversity training or counseling; provided, voluntary counseling shall not be prohibited. Any orientation or requirement that presents any form of race or sex stereotyping or a bias on the basis of race or sex shall be prohibited.”

In Black Emergency Response Team, et al. v. Drummond, et al., students, educators and others challenged 70 O.S. § 24-157 and its restrictions on training, counseling, orientation and requirements concerning race and gender at institutions of higher education among other restrictions on primary and secondary schools. Plaintiffs sought preliminary and permanent injunctive relief from enforcement of HB 1775.

On June 14, 2024, an Order of Preliminary Injunction was granted in part and denied in part and a Motion to Dismiss was granted in part and denied as moot in part. The case is still pending judgment on the merits.

Under 70 O.S. § 24-157, the Oklahoma State Regents for Higher Education are required to promulgate rules, subject to approval by the Governor and the Legislature, to implement the provisions of 70 O.S. § 24-157(A)(1). *See* 70 O.S. § 24-157(A)(2) (“Pursuant to the provisions of the Administrative Procedures Act, the Oklahoma State Regents for Higher Education shall promulgate rules, subject to approval by the Legislature, to implement the provisions of this subsection.”).

**POLICY:**

State agencies can make rules to implement laws under procedures set out in the Administrative Procedures Act (75 O.S. § 250 et. seq.). Administrative rules have the effect of law.

Before becoming effective, permanent rules are subject to a comprehensive rulemaking process that includes review and approval by the Governor and the Oklahoma Legislature. State agencies are required to draft and publish necessary documents, accept public comment about proposed rules and may also hold hearings on proposed rules.

Oklahoma's official rules, rulemaking notices, and executive orders are compiled in *The Oklahoma Register* and the *Oklahoma Administrative Code* by the Office of Administrative Rules.

## ANALYSIS:

The proposed permanent rule is necessary to comply with 70 O.S. § 24-157(A). The permanent rules will provide guidance to institutions and enrolled students.

The proposed permanent rule required by 70 O.S. § 24-157(A) is listed below:

### TITLE 610. STATE REGENTS FOR HIGHER EDUCATION CHAPTER 1. ADMINISTRATIVE OPERATIONS SUBCHAPTER 1. THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

#### **610:1-1-6. Prohibition of Race and Sex Discrimination [NEW]**

(a) **Purpose.** It is the policy of the Oklahoma State Regents for Higher Education and the institutions comprising the Oklahoma State System of Higher Education to prohibit any discrimination based on race or sex.

(b) **Definitions.**

- (1) "Institution" means an institution of higher education within the Oklahoma State System of Higher Education as provided in 70 O.S. § 3201 and includes constituent agencies as outlined under 610:1-1-3 of the Oklahoma Administrative Code.
- (2) "Mandatory" means required as a condition of attendance at an institution of higher education within the Oklahoma State System of Higher Education.

(c) **Application.** As expressly provided in 70 O.S. § 24-157(A)(1), this rule shall apply to all institutions and to any student enrolled at an institution of higher education within the Oklahoma State System of Higher Education. It applies only to mandatory training/counseling/orientation requirements of the institution itself and does not apply to the content of individual classroom instruction, lectures or discussions offered or facilitated by an institution.

(d) **General Prohibition.** No institution within the Oklahoma State System of Higher Education shall require its enrolled students to participate in any form of mandatory gender or sexual diversity training or counseling.

(e) **Exceptions to General Prohibition.** The following shall not be prohibited:

- (1) Training or counseling pertaining to sexual harassment or assault prevention as required by state or federal law, or by a state or federal regulatory authority.
- (2) Training or counseling imposed as part of the disciplinary process for an enrolled student found responsible under the institution's student conduct code for sexual misconduct or other conduct constituting discrimination or harassment based on sex or race.
- (3) Training or counseling required to establish or maintain eligibility for any federal grant or program if ineligibility would result in a deprivation or loss of federal funds to the institution.
- (4) Training or counseling required for obtaining or retaining institutional or discipline-specific accreditation.

(f) **Compliance.** Each institution within the Oklahoma State System of Higher Education will provide a process, or amend existing process, to allow for an enrolled student at their respective institution to file a complaint with the institution's administration or governing board alleging a violation of the provisions of 70 O.S. § 24-157(A)(1) or this rule. Only students who are currently enrolled and personally subject to a requirement alleged to be in violation of 70 O.S. § 24-157(A)(1) or this rule shall have standing to file complaints pursuant to this subsection.

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**AGENDA ITEM #17-a:**

**Agency Operations.**

**SUBJECT:** Possible action on purchases exceeding \$25,000.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases exceeding \$25,000 but less than \$100,000 between November 21, 2024 and December 31, 2024.**

**BACKGROUND:**

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

**POLICY ISSUES:**

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases exceeding \$25,000.

**ANALYSIS:**

For the time period between November 21, 2024 and December 31, 2024, there were 4 purchases exceeding \$25,000 but less than \$100,000.

Core

- 1) SAS in the amount of \$74,736.00 for on premise software licenses and support for the SAS systems for the period from December 2024 to June 30, 2025. This system is the data warehousing solution for our Oklahoma State Regents for Higher Education (OSRHE) System Analysis and Reporting division and is critical to the mission of the State Regents' data reporting process. (Funded from 210-Core).

OneNet

- 2) ISG Technology LLC in the amount of \$78,188.00 for firewall replacements for the State Election Board. Costs reimbursed by the State Election Board. (Funded from 718-OneNet).

OCAN

- 3) Telco Supply Company in the amount of \$51,761.54 for the construction of a new fiber entrance located from the Oklahoma Community Anchor Network (OCAN) route to the fiber hut located in Durant, Oklahoma. Costs recovered through OCAN subscriber fees. (Funded from 720-OCAN).

- 4) Carahsoft Technology Corporation in the amount of \$99,544.68 for network router required to provide Oklahoma Community Anchor Network (OCAN) services. Costs recovered through OCAN subscriber fees. (Funded from 720-OCAN).

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**AGENDA ITEM #17-b (1):**

**Resolutions.**

**SUBJECT:** Possible action on resolution honoring Janet Jackson.

*This item will be available at the meeting.*



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**AGENDA ITEM #17-b (2):**

**Resolutions.**

**SUBJECT:** Possible action on resolution honoring a retiring staff member.

*This item will be available at the meeting.*



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**AGENDA ITEM #18-a:**

**Reports.**

**SUBJECT:** Programs. Possible action to acknowledge receipt of the Current Status Report on program requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

The Status Report on New Program Requests tracks the status of all program requests received since July 1, 2024, as well as requests pending from the previous year.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Status Report on New Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2024-2025) and can be found online at [Status Report of New Program Requests](#).



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**AGENDA ITEM #18-b:**

**Reports.**

**SUBJECT:** Academic Policy Exception Quarterly Report. Possible action to acknowledge receipt of the Academic Policy Exception Quarterly Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Academic Policy Exception Quarterly Report.**

**BACKGROUND:**

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 91<sup>th</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Six exceptions to OSRHE academic policies were granted by the Chancellor since the November 7, 2024 report.

**ANALYSIS:**

**Northeastern State University (NSU)**

An exception was granted to OSRHE's Undergraduate Degree Requirements policy, which requires students to complete "a minimum of 30 hours of resident credit applied toward the baccalaureate degree [to] be taken at the awarding institution." The exception was approved to allow NSU to award two bachelor's degrees to students who were displaced when Bacone College was closed. Both students met all other degree requirements to be awarded a bachelor's degree.

**Rose State College (RSC)**

An exception was granted to OSRHE's Concurrent Enrollment policy, which requires students to maintain a college grade point average of 2.0 or higher on a 4.0 scale for continued enrollment, to permit RSC to allow a high school student to continue participation in concurrent enrollment. This exception was approved based on an advising error and the student's performance in the subsequent college course and recommendation of the president.

**Redlands Community College (RCC)**

Four exceptions were granted to OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to permit RSC to allow a high school sophomore to participate

in concurrent enrollment. This exception was approved based on the students' high school performance, ACT exam scores, and recommendation of the president.

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**AGENDA ITEM #18-c:**

**Reports.**

**SUBJECT:** Tulsa Reconciliation and Education Scholarship Program. Possible action to acknowledge the receipt of the 2023-24 Tulsa Reconciliation Education and Scholarship Program Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2023-24 Tulsa Reconciliation Education and Scholarship Program Year-End Report.**

**BACKGROUND:**

In 2001, the Oklahoma Legislature passed HB 1178, the “1921 Tulsa Race Riot Reconciliation Act of 2001,” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). HB 1178 authorized a minimum of 300 scholarships beginning with the 2002-2003 school year, subject to the availability of funds. The law authorized award amounts up to the cost of tuition and the scholarships would be renewable for up to five years. No public or private funding for the scholarships was provided in the 2001 legislative session.

During the following 2002 session, the Legislature passed HB 2238, which amended the statutes creating the scholarship program. The “minimum” requirement of 300 scholarships was changed to a “maximum” of 300 scholarships. Again, no specific funding for the 300 scholarships was provided in the 2002 legislative session. In addition, HB 2238 created a new second category of awards within the program which authorized the State Regents to annually award one-time scholarships to “two students at each of the high schools in the Tulsa School District for the purpose of preserving awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921.” The statutory eligibility requirements for this second category of awards included a family income limit of \$70,000. The State Regents allocated funding for the second category of scholarship and approved the first awards, set at \$1,000 by the Regents, beginning in 2003-2004.

In May 2022, the State Regents allocated \$1.5 million in one-time funds appropriated by the Legislature to the TRESP. This amount added to the TRESP Trust Fund’s existing balance of about \$800,000 to total about \$2.3 million. The earnings of the trust fund are intended to support scholarship expenses and grow the trust fund. In June 2022, the Regents acted to increase the award amount for the high school awards from \$1,000 to \$2,000 beginning with the 2022-2023 award year.

**ANALYSIS:**

Fourteen students received TRESP awards during the 2023-2024 academic year at a total cost of \$33,000. Twelve students received \$2,000 awards under the high school scholarship category, although three recipients did not attend in the spring semester. Additionally, for the first time since the program's inception, two students received higher award amounts of \$6,000 each under the second scholarship category

(renewable), which were approved by Chancellor Garrett. Recipients attended eight different Oklahoma institutions as shown in the following table.

2023-2024 TRESP Recipients by Institution

<u>Institution</u>	<u>Recipients</u>
Eastern Oklahoma State College	1
Langston University	1
NEO A&M	2
Oklahoma Panhandle State University	1
Oklahoma State University	2
University of Oklahoma	3 (1 renewable)
Tulsa Community College	3 (1 renewable)
University of Central Oklahoma	1
Total	14

The following two tables provide additional information about the 2023-2024 TRESP recipients.

2023-2024 TRESP Recipients by High School, Institution and Award Amount

<u>Award Category</u>	<u>Institution</u>	<u>Award</u>
Booker T. Washington High School	Langston University	\$1,000.00
Booker T. Washington High School	Oklahoma State University	\$2,000.00
Central High School	NEO A&M	\$1,000.00
Central High School	Oklahoma Panhandle State University	\$2,000.00
East Central High School	University of Oklahoma	\$2,000.00
East Central High School	Tulsa Community College	\$2,000.00
Memorial High School	Oklahoma State University	\$2,000.00
Memorial High School	University of Central Oklahoma	\$1,000.00
Webster High School	NEO A&M	\$2,000.00
Webster High School	University of Oklahoma	\$2,000.00
Will Rogers High School	Eastern Oklahoma State College	\$2,000.00
Will Rogers High School	Tulsa Community College	\$2,000.00
Category 2 Recipient (renewable)	Tulsa Community College	\$6,000.00
Category 2 Recipient (renewable)	University of Oklahoma	\$6,000.00
Total		\$33,000.00

Demographic Data for 2023-2024 TRESP Recipients

Award Category	Gender			Ethnicity			Total Recipients
	Male	Female	Not Reported	Black/African American	Other	Not Reported	
Booker T. Washington	1	1	0	2	0	0	2
Central High School	1	1	0	2	0	0	2
East Central High School	0	2	0	2	0	0	2
Memorial High School	1	1	0	2	0	0	2
Webster High School	1	1	0	2	0	0	2
Will Rogers High School	1	0	1	0	0	2	2
Category 2 (renewable)	0	2	0	1	1	0	2
Total	5	8	1	11	1	2	14



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**AGENDA ITEM #20:**

**Proposed Executive Session.**

- SUBJECT:** Possible discussion and vote to enter into executive session pursuant to:
- (1) 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (a) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; and (b) EEOC Charge #564-2024-02714, 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; and,
  - (2) 25 O.S. § 307(B)(1) for routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of the Chancellor.

