



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

April 24, 2025

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the April 24, 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 April 24, 2025.

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

AGENDA

Thursday, April 24, 2025 at 9:00 a.m.
Northeastern State University – Broken Arrow
Administrative Services Building – Annex (Room 106)
3100 E. New Orleans Street
Broken Arrow, OK 74014

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.)

ANNUAL PUBLIC HEARING ON TUITION & FEES

6. **Public Hearing.** Annual public hearing on tuition and fees, including review of tuition and mandatory fee limits for undergraduate and graduate programs; review of tuition and mandatory fee limits for professional programs; review of academic service fee proposals; and public comment on tuition and mandatory fee limits and academic service fee proposals. Page 1.

NORTHEASTERN STATE UNIVERSITY

7. **President's Welcome.** Welcome from President Rodney Hanley of Northeastern State University. Page 3. (Oral Presentation)

ACADEMIC

8. **New Programs.**
 - a. University of Oklahoma. Possible action on request to offer the Doctor of Philosophy in Social Work. Page 5.

- b. University of Oklahoma. Possible action on request to offer the Master of Fine Arts in Drama. Page 9.
 - c. East Central University. Possible action on request to offer the Master of Science in Sports Psychology. Page 13.
 - d. East Central University. Possible action on request to offer the Master of Science in Applied Psychology. Page 17.
9. **Program Deletions.** Possible action on institutional requests for program deletions. Page 21.
10. **Academic Policy.**
- a. Possible action on proposed revisions to the Undergraduate Transfer and Articulation of Courses policy. Page 23.
 - b. Possible action on proposed revisions to the Student Assessment Plan policy. Page 29.
11. **State Authorization.**
- a. Possible action on requests from private and out-of-state degree-granting institutions for re-authorization to operate in Oklahoma. Page 33.
 - b. Possible action on requests from private and out-of-state degree-granting institutions for initial authorization to operate in Oklahoma. Page 39.
 - c. Possible action on institutional request for approval of a substantive change of ownership. Page 45.

FISCAL

12. **E&G Allocation.** Possible action to allocate revenue derived from the sale of cigarettes and tobacco products to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center. Page 47.
13. **Contracts and Purchases.** Possible action on contracts over \$100,000 for FY2025. Page 49.
14. **Investments.** Possible action on new Investment Managers. Page 51.

EXECUTIVE

15. **Council of Presidents Policy.** Possible action on proposed revisions to the Constitution of the Council of Presidents policy. Page 53.

CONSENT DOCKET

16. **Consent Docket.** Possible action on the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. State Authorization Reciprocity Agreement. Possible action to ratify approval of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 59.
 - b. High School Courses for College Admission. Possible action to ratify approval of requests for high school courses to be considered for college admission. Page 61.
 - c. Contracts and Purchases.
 - (1) Possible action to ratify a modification to the Statement of Work in the contract between The Oklahoma Partnership for School Readiness Foundation, Inc. and Oklahoma State Regents for Higher Education. Page 63.
 - (2) Possible action to ratify purchases exceeding \$25,000 but less than \$100,000. Page 69.
 - d. Agency Operations. Possible action on adoption agreement, plan document, and amendment for existing agency 403(b) retirement plan. Page 71.
 - e. Personnel. Possible action to approve the Chancellor's formal employment agreement. Page 72.1.

REPORTS

17. **Reports.**
- a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 73.
 - b. Annual Reports. Possible action to acknowledge receipt of the Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2023-2024 report. Page 75. (Supplement)
18. **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.

19. **Proposed Executive Session.** Page 79.

- 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.

20. **Announcement of Next Regular Meeting.** The next regular meetings are scheduled to be held on Thursday, May 29, 2025 at 10:30 a.m. and Thursday, May 30, 2025 at 9:00 a.m. at the State Regents' office in Oklahoma City.

21. **Adjourn.***

***Following meeting adjournment, Regents will have the opportunity to tour the Northeastern State University – Broken Arrow campus.**

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 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
April 24, 2025

AGENDA ITEM #6:

Public Hearing.

SUBJECT: Annual public hearing on tuition and fees, including review of tuition and mandatory fee limits for undergraduate and graduate programs; review of tuition and mandatory fee limits for professional programs; review of academic service fee proposals; and public comment on tuition and mandatory fee limits and academic service fee proposals.

BACKGROUND:

The Oklahoma State Regents for Higher Education will conduct a public hearing on Thursday, April 24, 2025, at 9:00 a.m. for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held at Northeastern State University-Broken Arrow, with the option to participate remotely via Zoom.

The following will be presented for comment during the public hearing:

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

Date: Thursday, April 24, 2025

Time: 9:00 a.m.

Location: Northeastern State University – Broken Arrow Campus
Administrative Services Building – Annex (Room 106)
3100 New Orleans Street, Broken Arrow, Oklahoma

Zoom Link: <https://onenet.zoom.us/j/92019952754?pwd=N2kJbtfndNqEyVvPFXZa3bTpouxZKn.1>

Meeting ID: 920 1995 2754

Passcode: 779863

Meeting of the
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April 24, 2025

AGENDA ITEM #7:

President's Welcome.

SUBJECT: Welcome from President Rodney Hanley at Northeastern State University.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2025

AGENDA ITEM #8-a:

New Program.

SUBJECT: The University of Oklahoma. Possible action on request to offer the Doctor of Philosophy in Social Work.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Doctor of Philosophy in Social Work, 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.

- **Doctor of Philosophy in Social Work.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 12 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. The University of Oklahoma’s (OU) 2024-2025 Academic Plan is available at 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 379 degree and/or certificate programs as follows:

82	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
128	Baccalaureate Degrees
110	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 Doctor of Philosophy in Social Work at their January 30, 2025 meeting. OU is currently approved to offer 95 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:

Doctor of Philosophy in Social Work

Program purpose. The proposed Doctor of Philosophy in Social Work program will provide students with a rigorous and comprehensive education in social work research, practice, and pedagogy, preparing them for scholarly careers in academia, research institutions, or leadership positions in government or community-based organizations.

Program rationale and background. The proposed program stands as a pivotal response to a demonstrated demand among alumni, reflecting 260 individuals eager to pursue advanced studies in social work. This keen interest aligns with their career aspirations, emphasizing a strong desire for academic positions or leadership roles within non-profit agencies. Notably, the survey OU conducted illuminated a compelling trend, with two-thirds of respondents expressing a preference for a part-time Ph.D. program, underscoring the vital importance of flexibility for working professionals. In recognizing the desired fields of study within social work, the program strategically emphasizes mental health, poverty, and children, acknowledging the pressing need to address these critical areas within the profession and our state. This targeted approach ensures that graduates are equipped with the specialized knowledge and skills to contribute meaningfully to ongoing societal challenges.

Employment opportunities. The proposed Doctor of Philosophy in Social Work program strategically aligns with the burgeoning need for advanced social work professionals equipped with evidence-based practices and research expertise. Employers, spanning government agencies, non-profit organizations, and research institutions, actively seek individuals with a Doctor of Philosophy in Social Work to lead the development and implementation of effective interventions and policies. The program's emphasis on producing graduates with advanced research and analytical skills directly addresses this demand, positioning them as valuable assets in addressing complex societal issues. The varied career opportunities for Doctor of Philosophy in Social Work graduates encompass academia, research, leadership roles, and consultancy, all of which are in high demand across diverse sectors. According to a source on salary outlooks for Ph.D. holders in social work (source: <https://psydprograms.org.salary-outlook-phd-social-work/>), the projected job growth rate for individuals with a Social Work Ph.D. over the next ten years is

expected to be 8.8 percent. This growth rate aligns with the overall growth rate of the social work field, indicating a positive outlook for employment opportunities associated with the program. This data suggest that the demand for professionals with a Social Work Ph.D. is expected to remain steady and grow in line with the expanding field of social work. This positive outlook underscores the value and relevance of obtaining a Social Work Ph.D., as it positions individuals to capitalize on the increasing need for advanced social work practitioners, educators, researchers, and leaders in various sectors and settings.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2029
Minimum Graduates from the program	2	2029-2030

Duplication and impact on existing programs. There are currently no Doctor of Philosophy in Social Work programs in Oklahoma. A system wide letter of intent was communicated by email on May 30, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the uniqueness of the program and expected growth in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Social Work program will consist of 90 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	22
Specialization Electives	12
Advanced Statistics or Methods Electives	6
Dissertation Research	5
Additional Coursework	45
Total	90

Faculty and staff. New and existing faculty will teach the courses in the proposed program. OU plans to hire four additional tenure-track faculty in Social Work over the next three years.

Delivery method and support services. The proposed Doctor of Philosophy in Social Work 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 utilize funding from the Anne and Henry Zarrow Foundation to support the creation of the proposed program. The Anne and Henry Zarrow School of Social Work has also worked with OU's Office of Administration and Finance on allocation and reallocation of internal funding to cover the needs of the program. No additional funding is requested from the State Regents to support the program.

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AGENDA ITEM #8-b:

New Program.

SUBJECT: The University of Oklahoma. Possible action on request to offer the Master of Fine Arts in Drama.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Master of Fine Arts in Drama with an option in Directing, 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.

- **Master of Fine Arts in Drama.** Continuation beyond Fall 2031 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2030; and
 - Graduates: a minimum of 3 students in 2030-2031.

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.

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 379 degree and/or certificate programs as follows:

82	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
128	Baccalaureate Degrees
110	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 Fine Arts in Drama at their January 30, 2025 meeting. OU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Fine Arts in Drama

Program purpose. The proposed Master of Fine Arts in Drama program will prepare graduate students for professional careers in theatre.

Program rationale and background. The proposed program will be the beginning of a larger development in various theatrical fields as the School of Drama re-establishes itself as a major training ground for theatre professionals on a national scale, at the graduate level. The Master of Fine Arts in Drama will expand the school’s national profile, positively affecting recruiting, granting, and fundraising at the national level. It will also enhance the student population by providing a level of maturity and experience not currently present in the solely undergraduate student body. The initial program option of directing will allow room for students to explore career options in film directing, and theatre pedagogy. This degree will also be expanded to offer additional options, such as playwriting, costume technology, and other theatrical areas.

Employment opportunities. A Master of Fine Arts (MFA) is a terminal degree in the field of theatre. The following professional positions are possible, though the possibilities are not limited to these: Tenure-track professor, Free-lance Director, Artistic Director, Associate Artistic Director, Producing Director, Executive Director, Literary Manager. Most of the leaders of non-profit theatres in the United States have an MFA. Additionally, majority of the leading directors in the professional field have an MFA with an emphasis in Directing. As of February 2025, Artsearch, the main job board for non-profit theatre in the U.S., has 137 jobs listed in which an MFA in theatre is required. Graduates are likely to pursue academia while directing an average of two productions per year. The average salary for this track, according to Glassdoor, is approximately \$100,000. On the jobs board for the Chronicle of Higher Education in early March 2025, there were dozens of jobs listed for tenure track positions teaching acting and/or directing, where directing productions was a required part of the professor’s creative activity. All require a master’s degree, and all say an MFA is preferred.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2030
Minimum Graduates from the program	3	2030-2031

Duplication and impact on existing programs. There are currently no Master of Fine Arts in Drama programs in Oklahoma. A system wide letter of intent was communicated by email on December 16, 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 Master of Fine Arts in Drama program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
Required Courses	9
Graduate Directing Seminar	6
Graduate Directing Practicum	18
Graduate Directing Studio	18
Electives	10
Total	60

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

Delivery method and support services. The proposed Master of Fine Arts in Drama will be offered via traditional delivery. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Financing. The program will use existing funds and support from central OU administration. No additional funding is requested from the State Regents to support the program.

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April 24, 2025

AGENDA ITEM #8-c:

New Program.

SUBJECT: East Central University. Possible action on request to offer the Master of Science in Sports Psychology.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University’s request to offer the Master of Science in Sports Psychology, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Sports Psychology.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 6 students in Fall 2029; and
Graduates: a minimum of 3 students in 2029-2030.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. East Central University’s (ECU) 2024-2025 Academic Plan is available at 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

ECU offers 57 degree and/or certificate programs as follows:

13	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
27	Baccalaureate Degrees
16	Master’s Degrees

1	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

ECU’s faculty developed the proposal, which was reviewed and approved by institutional officials. ECU’s governing board approved delivery of the Master of Science in Sports Psychology at their January 24, 2025 meeting. ECU is currently approved to offer 22 degree and certificate programs through electronic delivery. ECU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Sports Psychology

Program purpose. The proposed Master of Science in Sports Psychology program will focus on developing skills in motivation, performance enhancement, and the ability to maximize human potential.

Program rationale and background. ECU currently offers the option of Sport Psychology within the Master of Science in Psychological Services (086) program. The transition of this option to a stand-alone program will allow for a credit hour reduction from 60 to 45 and the institution will be able to adopt industry standards regarding the courses required to obtain a Certified Mental Performance Consultant (CMPC) credential through the American Association of Sport Psychology. The proposed program will serve a diverse range of students who have an interest in an advanced psychology degree that prepares them to provide mental performance consultation. Objectives of the program will include: 1) Preparing students to conduct psychological assessments to evaluate mental strengths and areas for improvement; 2) Preparing students to develop customized mental conditioning programs to enhance athletic performance; 3) Develop skills for collaborating with coaches, trainers, and other professionals to create a comprehensive support system for athletes and performers; 4) Create an understanding and ability to complete research that explores the psychological factors that impact performance and mental well-being; 5) Prepare students to work with individual and team athletes and performers on mental skills training, goal setting, and motivation using various evidence-based techniques; 6) Create an awareness of the psychology and counseling aspects of sport psychology. Lastly, by transitioning to a stand-alone program, also creates an opportunity for students to return to obtain the Licensed Practical Counselor (LPC) based degree and qualification. ECU surveyed students currently in the Master of Science in Psychological Services (086) program and approximately 75 percent of the students have a desire to obtain both the Sport Psychology Degree and an LPC-based degree.

Employment opportunities. Demand for a Master of Science in Sports Psychology program has been growing due to increased recognition of mental health as an important component to athletic performance successes. A master’s degree of this type within psychology is in demand by students who are specifically interested in obtaining a master’s degree in sport psychology because they are previous athletes or

performers and have inherent desire to continue to work in the area. Additionally, students who are interested in obtaining a consultation-based degree to complement the desire to provide individualized consultation to clients would also be interested in the proposed program. In terms of specific employment opportunities, it is projected overall that the employment of psychologists outside the area of counseling will grow approximately by 7 percent from 2023 to 2033, an average that is faster than the average for all occupations, with approximately 13,000 openings for psychologists are projected each year over the next decade. In regards to employment opportunities, sport psychologists work in many areas including professional and collegiate sports teams, health clinics and private practices, academic institutions, and government agencies and military organizations. Career options for sports psychologists include private practice, academic positions, athlete development roles, and consulting within corporate programs. Obtaining advanced doctoral level degrees following a master’s degree can lead to even higher-paying roles such as clinical sports psychologists and sports psychology professors. Sports psychologists can work in various environments, including schools, universities, sports organizations, hospitals, and private practice. Alternative career paths for sport psychologists include roles in human resources, where knowledge of psychology can improve employee well-being and productivity, as well as positions in coaching, athletic training, and sports management. The Bureau of Labor Statistics projects the field of sports psychology to grow by 6 percent over the next decade. Individuals with a CMPC demonstrated a median income of \$85,000, and the median compensation by work setting varies from \$50,000 (working in schools) to \$115,000 (working with Olympic Committees). Other key job opportunities are University Athletics & Military (\$80,000), and Private Practice (\$62,500).

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2029
Minimum Graduates from the program	3	2029-2030

Duplication and impact on existing programs. There are currently no Master of Science in Sports Psychology programs in Oklahoma. A system wide letter of intent was communicated by email on November 11, 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 Master of Science in Sports Psychology program will consist of 45 total credit hours as shown in the following table.

Content Area	Credit Hours
Psychological Foundations	21
Sports Psychology Specialization	18
Field Experience	6
Total	45

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

Delivery method and support services. The proposed Master of Science in Sports Psychology program will be offered via traditional and electronic delivery. ECU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification

component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

Financing. The program will use existing funds that is currently dedicated to graduate programs. No additional funding is requested from the State Regents to support the program.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2025

AGENDA ITEM #8-d:

New Program.

SUBJECT: East Central University. Possible action on request to offer the Master of Science in Applied Psychology.

RECOMMENDATION:

It is recommended that the State Regents approve East Central University’s request to offer the Master of Science in Applied Psychology, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Applied Psychology.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2029; and
 - Graduates: a minimum of 3 students in 2029-2030.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. East Central University’s (ECU) 2024-2025 Academic Plan is available at 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

ECU offers 57 degree and/or certificate programs as follows:

13	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
27	Baccalaureate Degrees
16	Master’s Degrees

1	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

ECU’s faculty developed the proposal, which was reviewed and approved by institutional officials. ECU’s governing board approved delivery of the Master of Science in Applied Psychology at their January 24, 2025 meeting. ECU is currently approved to offer 22 degree and certificate programs through electronic delivery. ECU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Applied Psychology

Program purpose. The proposed Master of Science in Applied Psychology program will focus on developing enhanced skills in various psychological topics along with research design, data analysis, and critical thinking skills.

Program rationale and background. The proposed program will serve a diverse range of students who have an interest in an advanced psychology degree that differs from a desire to become a mental health counselor. The curriculum will prepare students to work in various industries, achieve advancement in their current profession, or prepare them for further graduate education at the doctoral level. The design of the curriculum allows students to customize their focus of study so that they can obtain the psychology knowledge-base and research skills that best suits their interests and future aspirations. Based on exit survey data, a consistent percentage (10 to 15 percent) of ECU’s undergraduate students are interested in obtaining a master’s degree in psychology that does not involve a counseling focus. These are typically students who are interested in the research/applied focus of psychology and are often students considering pursuing a doctoral-level program.

Employment opportunities. Jobs that specifically function to service scientific research and development are expected to grow by 9.4 percent over the next decade according to the Bureau of Labor Statistics (BLS). While this includes more general areas of scientific research, areas related specifically to the areas of social sciences and the humanities in regards to research & development are expected to grow by 6.5 percent. However, given the versatility of this degree, it is also important to consider jobs outside the specific area of psychology, and includes areas of professional, scientific, and technical services. In these areas, there is an expected growth of 9.3 percent over the next decade according to the BLS. In terms of specific employment opportunities, it is projected overall that the employment of psychologists outside the area of counseling will grow approximately by 7 percent from 2023 to 2033, an average that is faster than the average for all occupations. On average, about 13,000 openings for psychologists are projected each year over the next decade.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2029
Minimum Graduates from the program	3	2029-2030

Duplication and impact on existing programs. There are currently no Master of Science in Applied Psychology programs in Oklahoma. A system wide letter of intent was communicated by email on November 11, 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 Master of Science in Applied Psychology program will consist of 30 total credit hours as shown in the following table.

Content Area	Credit Hours
Psychological Foundations	12
Research Foundations	9
Electives	9
Total	30

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

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

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

Financing. The program will use existing funds that is currently dedicated to graduate programs. No additional funding is requested from the State Regents to support the program.

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AGENDA ITEM #9:

Program Deletions.

SUBJECT: Possible action on approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU) requests authorization to delete the program listed below:

- Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379)

Southeastern Oklahoma State University (SEOSU) requests authorization to delete the programs listed below:

- Bachelor of Arts in Spanish (106)
- Bachelor of Science in Special Education Mild/Moderate Disabilities (099)

Northeastern Oklahoma A&M College (NEOAMC) requests authorization to delete the program listed below:

- Associate in Arts in Mass Communications (053)

Tulsa Community College (TCC) requests authorization to delete the program listed below:

- Associate in Applied Science in Interior Design (111)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings (379) program, effective immediately. This program was approved at the September 9, 2010 State Regents' meeting. OU reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

SEOSU requests authorization to delete the Bachelor of Arts in Spanish (106) program, effective immediately. This program was approved at the February 13, 2004 State Regents' meeting. SEOSU reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- Ten courses will be deleted.
- No funds are available for reallocation.

SEOSU requests authorization to delete the Bachelor of Science in Special Education Mild/Moderate Disabilities (099) program, effective immediately. This program was approved at the August 3, 2012 State Regents' meeting. SEOSU reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- Ten courses will be deleted.
- No funds are available for reallocation.

NEOAMC requests authorization to delete the Associate in Arts in Mass Communications (053) program, effective immediately. This program was approved prior to the April 4, 2011 State Regents' meeting. NEOAMC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Applied Science in Interior Design (111) program, effective immediately. This program was approved at the January 14, 2010 State Regents' meeting. TCC reports:

- Deletion of the degree program is due to low enrollment.
- There are currently no students enrolled in the program.
- All Interior Design (INTD) prefix courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #10-a:

Academic Policy.

SUBJECT: Possible action on proposed revisions to the Undergraduate Transfer and Articulation of Courses policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Undergraduate Transfer and Articulation of Courses 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 Undergraduate Transfer and Articulation of Courses 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
3.11.1	Purpose	<ul style="list-style-type: none">• Reordered the list of educational entities
3.11.2	Transfer of Courses Within the State System from Degree-Granting Institutions	<ul style="list-style-type: none">• Updated terminology for accuracy and clarity.• Clarified intent of policy that courses listed on the course equivalency matrix are equivalent regardless of course level.• Added a subsection for associate degree-granting institutions to maintain a current list of program requirements.• Requires institutions to keep current transfer guides and include a link to the course equivalency matrix.

		<ul style="list-style-type: none"> • Added language to clarify that the articulation of courses listed on the course equivalency matrix are also bound by the academic year for when the student completed the course. • Added language that removes course modality as a consideration on determining course equivalency.
3.11.3	Transfer of Courses from Non-State System, Degree-Granting Institutions	<ul style="list-style-type: none"> • Added clarifying language referencing policy. • Corrected references to other sections of policy.
3.11.4	Transfer of Courses from Oklahoma Technology Centers Through the Statewide Articulation Agreement	<ul style="list-style-type: none"> • Renamed section to Articulation of Courses from Oklahoma Career Technology Centers Through an Articulation Agreement. • Updated language to better reflect practice of collaborations with technology centers. • Updated reference to policy section.

Attachment

3.11 UNDERGRADUATE TRANSFER AND ARTICULATION OF COURSES

3.11.1 Purpose

This policy facilitates the transfer of students between and among career technology centers, community colleges, ~~career technology centers~~, and universities to ensure maximum transfer of credit hours and course work for students and improve degree completion.

3.11.2 Transfer of Courses Within the State System from Degree-granting Institutions

State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, credit for prior learning as defined in the State Regents' *Credit for Prior Learning* policy, as well as through the Course Equivalency Project. The following guidelines for transfer of credits ~~students~~ among institutions have been adopted for the State System.

- A. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided there is an appropriate correspondence of disciplinary study.
- B. Programs with additional licensure or separate accreditation standards may require transfer students to take additional general education courses to meet those requirements.
- C. It is the responsibility of the transferring institution to provide adequate advising to enable a student to complete during the freshman and sophomore years those lower-division courses that are published prerequisites to pursuit of junior level courses of his or her chosen major.
- D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, provided the general education requirements specified in the Undergraduate Degree Requirements policy ~~herein~~ are met. If, ~~for any reason~~, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.
- E. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted

toward the baccalaureate degree for students continuing in the professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses listed on the CEP and classified as upper-division generally taken by sophomores at senior institutions, even though if taught at a community college as lower-division courses, ~~should~~ shall be transferable as satisfying that part of the student's requirement in the content area.

- F. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided the courses are included in the community college's approved instructional program.
- G. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success for these students in upper division coursework.
- H. Each associate degree-granting institution shall list and update the requirements for each program leading to the associate degree and shall publicize those requirements for use by all other institutions in the State System. Each associate degree-granting institution shall include in its official publications (whether print or electronic) information stating all pre-requisite requirements for each of its courses. All requirements for admission to a college or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in the associate degree-granting institution shall govern prerequisites, provided the student has had continuous enrollment as defined in the official college publications.
- I. Each baccalaureate degree-granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize those requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending granting institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided the student has had continuous enrollment in the State System as defined in the official college or university publications.
- J. Institutions ~~are encouraged to~~ must publish, ~~distribute, and keep~~ current transfer guides and keep archived copies. The transfer guides ~~should~~ shall include institutional procedures for the evaluation of course equivalency and a description of the appeals process. Institutions will include a link on their website to the A systemwide course equivalency matrix, which is maintained online and updated annually by the State Regents.

- K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' Credit for Prior Learning policy.
- L. Courses listed ~~under the same Common Course category~~ on the Course Equivalency Project Matrix shall be accepted by all institutions listed ~~in that category~~ as equivalent for the academic year during which those institutions' courses are listed and for when the student completed the course. By participating in the same process as State System institutions, independent HLC accredited degree-granting institutions based in Oklahoma may list courses on the Course Equivalency Project Matrix.
 - 1. The Course Equivalency Project Matrix is updated each academic year.
 - 2. In Common Course categories where faculty members in the discipline have established student learning outcomes, a course must contain all the specified outcomes, as a minimum, in order to be included in the category.
 - 3. Courses listed on the Course Equivalency Project Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' *Undergraduate Degree Requirements* policy must be met before the degree may be awarded.
 - 4. Course equivalency determinations shall be made without reference to course modality.

3.11.3 Transfer of Courses 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 meet the following:

- A. Transcripts of record from colleges and universities accredited by the HLC will be given full value.
 - 4. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
 - 5. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet ~~this policy's~~ current retention standards described in the *Institutional Admission and Retention* policy, whichever is higher) at the institution from which the applicant plans to transfer.
- B. 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~~A.1 and ~~1-b~~A.2 above.
- C. 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.

6. Each undergraduate applicant must meet the conditions of ~~1-a~~A.1 and ~~1-b~~A.2 above.
7. Each undergraduate applicant who meets ~~1-a~~A.1 and ~~1-b~~A.2 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.

D. Non-native Speakers of English

1. 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 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.
2. 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 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.

3.11.4 ~~Transfer~~ Articulation of Courses from Oklahoma Career Technology Centers Through ~~the~~ an ~~Statewide~~ Articulation Agreement

State System institutions may accept ~~transfer~~ credit from Oklahoma technology centers using a Cooperative Agreement, as defined in State Regent policy 3.6.3.B.3.

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AGENDA ITEM #10-b:

Academic Policy.

SUBJECT: Possible action on approval of revisions to the Student Assessment Plan policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Student Assessment Plan 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 Student Assessment Plan 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
3.20 Policy Name	<ul style="list-style-type: none"> • Renamed policy to Student Assessment
3.20.1 Purpose	<ul style="list-style-type: none"> • Updated language to better articulate the purpose of the policy
3.20.2.B Accountability and Institutional Effectiveness	<ul style="list-style-type: none"> • Updated language to align with the elimination of remedial courses
3.20.2.C Supplemental Instruction	<ul style="list-style-type: none"> • Renamed section to Supplemental and Co-Requisite Instruction to align with practice. • Defined co-requisite courses and supplemental instruction. • Provided guidance on options for co-requisite and supplemental instruction.

3.20.5 Student Engagement and Satisfaction	<ul style="list-style-type: none">• Added language to clarify the assessment student perceptions of academic and campus programs and services
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Attachment

3.20 STUDENT ASSESSMENT PLAN

3.20.1 Purpose

This policy outlines the requirements to assure student learning through assessment and program improvement for all students including for students with gaps in essential curricular and fundamental academic skills ~~gaps in the domains of~~ English, mathematics, reading, and science and to provide guidance on ~~to~~ addressing these deficiencies within the State System.

3.20.2 Standards

A. Improvement of Teaching and Learning

To improve teaching and learning, each college and university shall assess students using criteria in line with the institutional programs and mission. Assessment will be consistent with the HLC's Criteria for Accreditation and Core Components and consistent with State Regents' *Academic Program Review* policy.

B. Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be included in the Academic Program Reviews, as defined in policy 3.7.

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

Assessments for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. Supplemental and Co-requisite Instruction

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in those disciplines assume a student's knowledge base is gained in high school or other previous experiences. It is, therefore, imperative that students who are ~~not assessed as not to be~~ college ready in these fundamental disciplines participate in supplemental instruction or receive comparable additional support. The support course placement eligibility criteria shall be detailed in the institution's assessment plan. Students who demonstrate competency in an academic field, even ~~though~~ if they did not take the required course(s) in high school, will have the curricular deficiency waived.

Any institution that admits students who are assessed as being underprepared for college must provide ~~supplemental instruction and support to those students~~ one or more of the following options to students.

1. Co-requisite courses. Co-requisite courses are courses that provide just-in-time academic support to students who are simultaneously enrolled in a connected college-level course. Such courses may be supported through

tuition, student fees or other funding sources. Credit hours for corequisite courses must be fewer than the minimum credit hours required for the connected course.

2. Supplemental instruction. These are non-credit bearing academic support activities that occur alongside credit-bearing courses. Examples of supplemental instruction include but are not limited to peer-led tutoring, instructor-led tutoring, in-person or online labs. Supplemental instruction activities shall be supported through mandatory fees, academic service fees, or other external funding sources.

All State System institutions may offer 0-level remediation courses that serve a special population, such as English language learner or adult students who elect to enroll in such a course. Each subject area (such as English, mathematics, or reading) must be limited to a single tier of 0-level remediation courses and a single-tier of co-requisite courses. These courses may be supported through tuition, student fees, or other funding sources.

~~Supplemental instruction and support courses and services at all State System institutions shall be fully supported through student fees or external sources, such as foundation support or grants.~~

3.20.3 Course Placement Evaluation

Institutional assessment programs should include an evaluation of past academic performance. Student assessment results will be used in the placement and advisement process. Tracking systems for evaluation of institutional assessment programs must be in place and documented. The purpose is to validate that information from assessment and course completion is used to evaluate, innovate and strengthen programs to accelerate student achievement and development. The data collection activities must be clearly linked to instructional improvement efforts.

3.20.4 General Education Assessment

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

3.20.5 Student Engagement and Satisfaction

To assess student perceptions of academic and campus programs and services, methods such as surveys and interviews can be employed. The data collected from these evaluations will be used to enhance the quality of programs and services offered.

3.20.6 Planning and Reporting

Every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be posted on the institution's website.

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AGENDA ITEM #11-a:

State Authorization.

SUBJECT: Possible action on requests from private and out-of-state degree-granting institutions for re-authorization to operate in Oklahoma

RECOMMENDATION:

It is recommended that the State Regents approve the applications for authorization submitted by the private and out-of-state degree-granting institutions as described below.

BACKGROUND:

On October 29, 2010, United States Department of Education (USDE) published final regulations that, as a condition of eligibility for federal financial aid, required higher education institutions to obtain authorization in each state in which they maintain a physical location and, effective in 2016, in each state in which they offer distance education according to that state's distance education authorization requirements. In response, the Oklahoma legislature created 70 O.S. §4103 to establish the Oklahoma State Regents for Higher Education (OSRHE) as Oklahoma's state authorization entity for non-exempt private and out-of-state public degree granting institutions operating in Oklahoma. Additionally, the State Regents approved revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization) to implement its new state authorization function for institutions operating in the state with a physical presence. However, neither 70 O.S. 4103 nor OSRHE policy addressed out-of-state institutions operating in Oklahoma by distance education.

In Spring 2023, Senator Ally Seifried introduced Senate Bill (SB) 550 to the 2023 Oklahoma legislative session to add consumer protection safeguards for Oklahoma students of all non-exempt private and out-of-state public institutions operating in Oklahoma. The legislation revised 70 O.S. § 4103 to require all non-exempt private and out-of-state public institutions to be authorized by the OSRHE to offer degree courses and programs to students in Oklahoma by distance education as well as through a physical location. The bill also required all non-exempt private and out-of-state public institutions pay an annual authorization fee to offset the administrative costs of authorization, and to make payments into a student tuition recovery fund to protect students from financial loss in the event of a sudden closure. Additionally, the legislation expanded the scope of OSRHE responsibilities and authority to ensure that all non-exempt private and out-of-state public institutions operating in Oklahoma meet the same standards of academic quality and fiscal responsibility required for institutions in the state system, and to deny, not renew, or revoke the authorization of institutions that do not. Finally, SB 550 directed the State Regents to promulgate rules to implement the new requirements. The administrative rules were promulgated in spring 2024 and became effective July 25 as OAC 610:10-1.

In Spring of 2024, Representatives Dana Prieto and David Bullard introduced House Bill (HB) 4050 to the 2024 Oklahoma legislative session that exempts from accreditation and OSRHE authorization degrees used solely for religious purposes within a religious organization and higher education institutions whose

primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501 (c) (3) of the Internal Revenue Code, 26 U.S.C., Section 501 (c) (3). The bill further required each degree title offered under the exemption provided in the bill to include a religious modifier to be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications. Enacted as 70 O.S. §4104, the bill became effective July 1, 2024.

At their December 5, 2024 meeting, the State Regents approved changes to OSRHE 3.1, Institutional Accreditation and State Authorization, which authorized State Regents’ staff to develop and implement procedures for the collection of the fees and student tuition recovery fund payments mandated by 70 O.S. §4103.

Authorization Fees

All currently authorized institutions that apply and are approved will be charged the re-authorization fee and out-of-state institutions that are operating in Oklahoma by distance education without prior authorization (as permitted under the old policy) are charged the Initial Authorization Fee. The fees that are now charged to each authorized institution are listed in the table below and will be used to support staff administration of state authorization in Oklahoma.

Application Fee (per application)	\$500
Initial Authorization Fee	\$2,500
Re-Authorization Fee (annual)	\$2,000
Location Fee (annual per instructional location)	\$1,000

Student Tuition Recovery Fund Payments (private (non-exempt) institutions only)

All institutions are charged the initial authorization payment the first year, regardless of whether they are currently authorized or currently operating in the state. These payments will be deposited into a revolving fund which will be used to reimburse tuition costs of Oklahoma students who suffer financial loss from the closure of the private institution they are attending. The student tuition recovery fund payments charged to authorized private institutions are listed below.

Initial Authorization STRF Payment	\$2,500
Re-Authorization STRF Payment	0.25 percent of the institution’s gross annual tuition from Oklahoma students or \$250, whichever is greater

Currently Authorized Institutions

Currently, 24 private and out-of-state institutions are authorized to operate in Oklahoma with a physical presence under the prior policy:

<ul style="list-style-type: none"> • Aquinas Institute of Theology • Asbury Theological Seminary • ATA College • Baylor University • Central Oklahoma College • Chamberlain University • Columbia College • Embry Riddle Aeronautical University • Heavy Equipment Colleges of America • John Brown University • Marian University • Miller-Motte College (FKA Platt College) 	<ul style="list-style-type: none"> • Newman University • Park University • Saint Paul School of Theology • Southeastern University • Southwestern Assemblies of God University • Spartan College of Aeronautics and Technology • Strayer University • Tulsa Welding School • Upper Iowa University • Webster University • Wichita State University
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• New York University	
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In January 2025, new authorization applications were provided to each currently authorized institution. Additionally, direct notification of the new authorization requirements and exemptions were provided to a list of contacts derived from out-of-state institutions contacting OSRHE staff asking about authorization in Oklahoma over the past 4 years. Finally, staff submitted updates to the State Authorization Guide, a nationally available resource for the authorization requirements of all U.S. states, districts, and territories.

POLICY ISSUES:

This action is consistent with the Institutional Accreditation and State Authorization policy, which establishes the requirements and standards that non-exempt private and out-of-state public institutions must meet to operate as a degree granting institution in Oklahoma.

ANALYSIS:

By the application deadline for this meeting, State Regents’ staff received an application for re-authorization, accompanied by payment of the application fee, from the following institutions:

- Embry Riddle Aeronautical University
- Heavy Equipment Colleges of America
- New York University

Institutional Summaries

The tables below summarize the institutions’ presence and activities in Oklahoma during the reporting period, the 2023-2024 academic year. Detailed Oklahoma program offerings and enrollment are provided in a supplement to this agenda, available upon request.

Embry Riddle Aeronautical University

Home/Main Campus Location	Daytona, Florida
Parent Company Name/Location	None
Institution Type	Private Non-Profit
Accreditation	Southern Association of Colleges and Schools
Federal Financial Responsibility Composite Score ¹	3.0
Oklahoma Physical Location	Oklahoma City
Modality	Hybrid*

* Part of the program is offered in-person and part of it is offered electronically.

Degree Programs Offered in Oklahoma	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	7	0	1	0
Bachelor’s Programs	19	4	5	0
Master’s Programs	24	4	4	0
Doctoral Programs	0	0	0	0
Graduate and Undergraduate Certificates	18	0	0	0
Totals	68	8	10	0

Heavy Equipment Colleges of America

Home/Main Campus Location	Oklahoma City
Parent Company Name/Location	Argosy Investment Partners SBIC VI, LP/ Pennsylvania
Institution Type	Private For-Profit
Accreditation	Accrediting Commission of Career Schools and Colleges
Federal Financial Responsibility Composite Score ¹	Non-Title IV
Oklahoma Physical Location	Oklahoma City
Modality	Hybrid

Degree Programs Offered in Oklahoma	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	1	6	3	0
Bachelor's Programs	0	0	0	0
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Graduate and Undergraduate Certificates	0	0	0	0
Totals	1	6	3	0

New York University

Home/Main Campus Location	New York City
Parent Company Name/Location	None
Institution Type	Private Non-Profit
Accreditation	Middle States Commission on Higher Education
Federal Financial Responsibility Composite Score ¹	2.7
Oklahoma Physical Location	Tulsa
Modality	Hybrid

Degree Programs Offered in Oklahoma at Physical Location*	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	0	0	0	0
Bachelor's Programs	0	0	0	0
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Graduate and Undergraduate Certificates	0	0	0	0
Totals	0	0	0	0

* By the end of the reporting period, NYU had not yet completed establishing its Tulsa location; no programs were offered and no students received instruction during that time.

After reviewing the applications and required documentation, State Regents' staff determined that these institutions meet the authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents approve these institutions'

requests for authorization for the 2025-2026 academic year.

- ¹ For private and proprietary institutions that participate in Title IV funding programs, the USDE calculates and publishes an institutional Federal Financial Responsibility Composite (FFRC) Score each year, based on an institution's audited financial statement using a prescribed, publicly available method.

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

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 24, 2025

AGENDA ITEM #11-b:

State Authorization.

SUBJECT: Possible action on requests from private and out-of-state degree-granting institutions for initial authorization to operate in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve the applications for initial authorization submitted by the private and out-of-state degree-granting institutions as described below.

BACKGROUND:

On October 29, 2010, United States Department of Education (USDE) published final regulations that, as a condition of eligibility for federal financial aid, required higher education institutions to obtain authorization in each state in which they maintain a physical location and, effective in 2016, in each state in which they offer distance education according to that state's distance education authorization requirements. In response, the Oklahoma legislature created 70 O.S. §4103 to establish the Oklahoma State Regents for Higher Education (OSRHE) as Oklahoma's state authorization entity for non-exempt private and out-of-state public degree granting institutions operating in Oklahoma. Additionally, the State Regents approved revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization) to implement its new state authorization function for institutions operating in the state with a physical presence. However, neither 70 O.S. 4103 nor OSRHE policy addressed out-of-state institutions operating in Oklahoma by distance education.

In Spring 2023, Senator Ally Seifried introduced Senate Bill (SB) 550 to the 2023 Oklahoma legislative session to add consumer protection safeguards for Oklahoma students of all non-exempt private and out-of-state public institutions operating in Oklahoma. The legislation revised 70 O.S. § 4103 to require all non-exempt private and out-of-state public institutions to be authorized by the OSRHE to offer degree courses and programs to students in Oklahoma by distance education as well as through a physical location. The bill also required all non-exempt private and out-of-state public institutions pay an annual authorization fee to offset the administrative costs of authorization, and to make payments into a student tuition recovery fund to protect students from financial loss in the event of a sudden closure. Additionally, the legislation expanded the scope of OSRHE responsibilities and authority to ensure that all non-exempt private and out-of-state public institutions operating in Oklahoma meet the same standards of academic quality and fiscal responsibility required for institutions in the state system, and to deny, not renew, or revoke the authorization of institutions that do not. Finally, SB 550 directed the State Regents to promulgate rules to implement the new requirements. The administrative rules were promulgated in spring 2024 and became effective July 25 as OAC 610:10-1.

In Spring of 2024, Representatives Dana Prieto and David Bullard introduced House Bill (HB) 4050 to the 2024 Oklahoma legislative session that exempts from accreditation and OSRHE authorization degrees used solely for religious purposes within a religious organization and higher education institutions whose

primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501 (c) (3) of the Internal Revenue Code, 26 U.S.C., Section 501 (c) (3). The bill further required each degree title offered under the exemption provided in the bill to include a religious modifier to be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications. Enacted as 70 O.S. §4104, the bill became effective July 1, 2024.

At their December 5, 2024 meeting, the State Regents approved changes to OSRHE 3.1, Institutional Accreditation and State Authorization, which authorized State Regents’ staff to develop and implement procedures for the collection of the fees and student tuition recovery fund payments mandated by 70 O.S. §4103.

Authorization Fees

All currently authorized institutions that apply and are approved will be charged the re-authorization fee and out-of-state institutions that are operating in Oklahoma by distance education without prior authorization (as permitted under the old policy) are charged the Initial Authorization Fee. The fees that are now charged to each authorized institution are listed in the table below and will be used to support staff administration of state authorization in Oklahoma.

Application Fee (per application)	\$500
Initial Authorization Fee	\$2,500
Re-Authorization Fee (annual)	\$2,000
Location Fee (annual per instructional location)	\$1,000

Student Tuition Recovery Fund Payments (private (non-exempt) institutions only)

All institutions are charged the initial authorization payment the first year, regardless of whether they are currently authorized or currently operating in the state. These payments will be deposited into a revolving fund which will be used to reimburse tuition costs of Oklahoma students who suffer financial loss from the closure of the private institution they are attending. The student tuition recovery fund payments charged to authorized private institutions are listed below.

Initial Authorization STRF Payment	\$2,500
Re-Authorization STRF Payment	0.25 percent of the institution’s gross annual tuition from Oklahoma students or \$250, whichever is greater

Currently Authorized Institutions

Currently, 24 private and out-of-state institutions are authorized to operate in Oklahoma with a physical presence under the prior policy:

<ul style="list-style-type: none"> • Aquinas Institute of Theology • Asbury Theological Seminary • ATA College • Baylor University • Central Oklahoma College • Chamberlain University • Columbia College • Embry Riddle Aeronautical University • Heavy Equipment Colleges of America • John Brown University • Marian University 	<ul style="list-style-type: none"> • Newman University • Park University • Saint Paul School of Theology • Southeastern University • Southwestern Assemblies of God University • Spartan College of Aeronautics and Technology • Strayer University • Tulsa Welding School • Upper Iowa University • Webster University
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<ul style="list-style-type: none"> • Miller-Motte College (FKA Platt College) • New York University 	<ul style="list-style-type: none"> • Wichita State University
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In January 2025, new authorization applications were provided to each currently authorized institution. Additionally, direct notification of the new authorization requirements and exemptions were provided to a list of contacts derived from out-of-state institutions contacting OSRHE staff asking about authorization in Oklahoma over the past 4 years. Finally, staff submitted updates to the State Authorization Guide, a nationally available resource for the authorization requirements of all U.S. states, districts, and territories.

POLICY ISSUES:

This action is consistent with the Institutional Accreditation and State Authorization policy, which establishes the requirements and standards that non-exempt private and out-of-state public institutions must meet to operate as a degree granting institution in Oklahoma.

ANALYSIS:

Implementation of SB 550 requires authorization for out-of-state institutions to offer online only distance education in Oklahoma, as a result of which institutions that have been offering online only programs in Oklahoma must now obtain authorization to continue doing so. By the application deadline for this meeting, State Regents’ staff received an application for initial authorization, accompanied by payment of the application fee, from the following institutions:

- University of San Diego
- Walden University

Institutional Summaries

The tables below summarize the institutions’ presence and activities in Oklahoma during the reporting period, the 2023-2024 academic year. Detailed Oklahoma program offerings and enrollment are provided in a supplement to this agenda, available upon request.

University of San Diego

Home/Main Campus Location	San Diego, California
Parent Company Name/Location	None
Institution Type	Private Non-Profit
Accreditation	Western Association of Schools and Colleges Senior College and University Commission
Federal Financial Responsibility Composite Score ¹	3.0
Oklahoma Physical Location	none
Modality	100 percent online

Degree Programs Offered in Oklahoma	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	0	0	0	0
Bachelor’s Programs	0	0	0	0
Master’s Programs	14	0	0	0

Doctoral Programs	2	0	0	0
Graduate and Undergraduate Certificates	0	0	0	0
Totals	16	0	0	0

Walden University

Home/Main Campus Location	Minneapolis, Minnesota
Parent Company Name/Location	Adtalem Global Education
Institution Type	Private For-Profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score ¹	0.2*
Oklahoma Physical Location	None
Modality	100 percent online

*This is the score calculated for the parent corporation, not specifically for Walden University itself.

Degree Programs Offered in Oklahoma	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	0	0	0	0
Bachelor's Programs	23	100	7	73
Master's Programs	44	122	13	86
Doctoral Programs	26	78	11	55
Graduate and Undergraduate Certificates	62	6	1	3
Totals	93	306	32	217

After reviewing the application and required documentation, State Regents' staff determined that these institutions meet the authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents approve these institutions' requests for authorization for the 2025-2026 academic year.

¹ For private and proprietary institutions that participate in Title IV funding programs, the USDE calculates and publishes an institutional Federal Financial Responsibility Composite (FFRC) Score each year, based on an institution's audited financial statement using a prescribed, publicly available method.

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

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

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

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AGENDA ITEM #11-c:

State Authorization.

SUBJECT: Possible action on institutional request for approval of a substantive change in ownership.

RECOMMENDATION:

It is recommended that the State Regents approve the request for approval of a substantive change in ownership.

BACKGROUND:

For purposes of institutional eligibility for federal financial aid, federal regulations require private institutions that undergo a change in ownership resulting in a change in control of the institution to submit to the United State Department of Education documentation of “approval of the change of ownership from each State in which the institution is physically located ...” ([34 CFR 600.20\(h\)\(3\)\(ii\)](#)).

Earlier this year, the corporate owner of Miller-Motte College (MMC), Ancora Intermediate Holdings, LLC (Ancora), notified State Regents’ staff of the proposed sale of substantially all of its assets and liabilities, including MMC in Tulsa, to Lindenwood Education System (LES), a Missouri nonprofit corporation and tax-exempt charitable organization under 26 U.S.C. §501(c)(3) of the Internal Revenue Code. The transaction, which was finalized on April 1, 2025, qualifies as requiring state approval as set forth in [34 CFR 600.20\(h\)\(3\)\(ii\)](#).

MMC is a private, for-profit career college physically located in Tulsa that has been authorized by the Oklahoma State Regents for Higher Education (OSRHE) since 2017 (under the name Platt College prior to December 2021), to offer an associate in occupational studies degree in practical nursing. MMC is accredited by Accrediting Commission of Career Schools and Colleges, it is licensed for its non-degree programs by the Oklahoma Board of Private Vocational Schools (OBPVS), and its most recent federal financial composite score is 1.5.

LES is the non-profit parent entity of Lindenwood University in Missouri and Dorsey College in Michigan. In an interview with Forbes in 2023 about the acquisition of Dorsey College, LES vice president and general counsel reported that LES is “establishing a system structure that by design allows for schools with different markets, students, and programs to come together and create a portfolio of schools for greater durability and sustainability into the future while advancing common educational missions and reaching more students.” Lindenwood University’s most recently published federal financial responsibility composite score is 2.2 and that of Dorsey College is 1.7.

POLICY ISSUES:

This action is consistent with 70 O.S. §4103, which establishes the OSRHE as the state entity responsible for federally required institutional state authorization actions for degree-granting institutions, and OSRHE

policy 3.1, Institutional Accreditation and State Authorization, which implements the requirements of 70 O.S. §4103.

ANALYSIS:

ACCSC has approved MMC's application for change in ownership and it was approved by the OBPVS on April 2, 2025 (to be formalized by board ratification at their May 7, 2025 meeting), so MMC's non-degree students can maintain uninterrupted eligibility for federal financial aid to complete their program and enter the workforce.

In order for MMC's degree program students to do the same, approval is required from the OSRHE. Staff review of LES suggests that it is effectively positioning itself to successfully navigate the rapid and unpredictable changes currently impacting the higher education environment. As a result, the transfer of ownership is anticipated to provide long-term benefit to MMC, its students, and the state of Oklahoma.

Therefore, it is recommended that the State Regents approve the request for approval of a substantive change in ownership.

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AGENDA ITEM #12:

E&G Allocation.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,359,149.58 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,359,149.58 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$2,718,299.16 This amount is sufficient for a transfer of \$1,359,149.58 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$115,384,478.57.

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

5-Year History of Allocations	Amount to transferred out
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Total	\$4,589,909.61
FY 2025 Y-T-D	\$3,215,585.90

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AGENDA ITEM #13:

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. Pinnacle Business Systems in the amount of \$101,312.00 to add capacity to storage array needed to provide subscribers with virtual infrastructure. Costs will be recovered through OneNet subscriber fees. (Funded from 718-OneNet.)

GEAR UP

2. Inside Track in the amount of \$141,762.00 to provide extensive in person and virtual training for the 8 GEAR UP College Success Coaches located at UCO, ECU, SEOSU, SWOSU and NSU. The program will extend from May 1, 2025 through August 31, 2026. The total cost is \$141,762.00 to be paid with OK GEAR UP funds. Inside Track provided training for the concluding Grant IV and now for the new Grant V. (Funded from 730-GEAR UP).

OCAN

3. Dobson Technologies Transport in the amount of \$281,682.00 for the Oklahoma Community Anchor Network (OCAN) fiber construction that is required by the Oklahoma Department of Transportation road relocation project in Latimer County. Costs for this project will be recovered through the OCAN subscriber fees. (Funded from 720-OCAN).

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AGENDA ITEM #14:

Investments.

SUBJECT: Possible action on new Investment Managers.

This item will be available at the meeting.

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AGENDA ITEM #15:

Council of Presidents Policy.

SUBJECT: Possible action on proposed revisions to the Constitution of the Council of Presidents policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Constitution of the Council of Presidents policy.

BACKGROUND:

The Council of Presidents is an advisory body to the Chancellor and State Regents, whose purpose is to:

- Promote and encourage collaboration among state system institutions;
- Provide a forum to discuss issues impacting Oklahoma higher education;
- Develop coordinated approaches to identifying and solving common challenges facing state system institutions; and
- Advocate the critical role higher education plays in advancing the state’s educational and economic priorities.

POLICY ISSUES:

The proposed revisions amend State Regents’ policy 2.22 *Constitution of the Council of Presidents*, which outlines the creation, purpose, membership, and governance of the Council.

POLICY ANALYSIS:

The proposed revisions update the policy to match practice.

Policy	Substantive Recommendation
2.22.3 Article III – Membership and Governance	<ul style="list-style-type: none">• Clarifies that the Council of Presidents coordinates with OSRHE staff for support rather than employ its own staff.
2.22.4 Article IV - Officers	<ul style="list-style-type: none">• Clarifies the officers of the Council of Presidents and the term of office.• Adds procedures for selecting a slate of officers each year.• Clarifies membership on the Executive Committee.

2.22.5 Article VI – Meetings	<ul style="list-style-type: none"> • Clarifies that meetings of the Council of Presidents are not subject to the provisions of the Open Meeting Act.
2.22.6 Article VI – Institutional Dues	<ul style="list-style-type: none"> • Amends the votes needed to make changes to institutional membership dues.
2.22.6 Article VII – Amendments and Procedure	<ul style="list-style-type: none"> • Amends the votes needed to make changes to the Constitution of the Council of Presidents.

Attachment

ATTACHMENT

2.22 CONSTITUTION OF THE COUNCIL OF PRESIDENTS

2.22.1 Article I – Name

The name of this organization shall be the Council of Presidents (“COP”) of the Oklahoma State System of Higher Education.

2.22.2 Article II – Purposes

The purposes of this organization shall include, but not be limited to, the following:

1. To promote and encourage harmonious and productive working relationships among State System institutions of various types and levels.
2. To provide a forum for the discussion of issues confronting Oklahoma higher education or any of its components.
3. To provide an opportunity for a coordinated approach to the identification and solution of common problems.
4. To foster an economic, social, and political climate favorable to development and proper functioning of the state higher education system and its individual units.
5. To promote public understanding of the significance of higher education to the quality of life in Oklahoma.

2.22.3 Article III – Membership and Governance

A. Membership

The President of each college or university in the Oklahoma State System of Higher Education shall be eligible for membership and have equal standing. Branch campus Presidents may attend meetings but will not have voting rights.

B. Powers of the Council of Presidents

The power of the COP shall include, but may not be limited to, the following:

1. Set dues and assessments.
2. Set meeting dates, schedules, activities, and events.
3. Define duties of officers and delegate authority for specific actions.
4. Authorize and define the functions of committees.
5. Adopt position papers, statements, resolutions, or take other actions as appropriate.
6. Initiate proposals for the improvement of the State System and its services to the public.
7. Provide for release of information and the promotion of positions taken through any appropriate methods.
8. Provide for seminars and other educative and social activities for its membership and for others significant to organizational purposes.
9. Take any appropriate measure, which may be agreed upon to foster the welfare of the State System and its members.

10. Adopt budgets, authorize expenditures, ~~employ staff and coordinate with OSRHE staff to,~~ and do all things necessary to provide for the orderly conduct of council business.

C. Advisory Role to Chancellor

1. When called into session by the Chancellor or chair, the COP acts in an advisory capacity to the Chancellor, giving advice and counsel regarding projects, problems, and policies of the State System.
2. During such sessions the Chancellor participates fully, with the exception of motions and voting. The Chancellor participates with the chair in setting the agenda for that meeting. Minutes of the meeting are kept by a designated member of the OSRHE staff. Senior members of the OSRHE staff may attend.
3. The COP may choose to have partitioned meetings, acting in one segment in its advisory role to the Chancellor and in the other segment as an autonomous body. In such cases, the agenda shall be separated and records kept independently.

2.22.4 Article IV – Officers

Officers of the council shall be a chair, a vice-chair (chair-elect), ~~and a~~-secretary--treasurer, and the immediate past chair. Each of these officers will serve terms of one calendar year (July 1 – June 30). An officer may serve no more than two consecutive terms in the same position, unless warranted by extenuating circumstances. -A Nominating Committee shall be appointed by the COP Chair each May to develop a slate of officers for consideration and election at the June COP meeting. Typically, officer nominations will alternate between two-year and four-year institutions to the extent practicable. Elections shall be held in June or as soon thereafter as the council meets.-An Executive Committee of the council may perform duties as assigned by the council. -The Executive Committee shall consist of ~~the three officers normally associated with each office or as otherwise prescribed by the COP~~the COP officers and the chairs and vice chairs of COP committees appointed by the COP Chair.

2.22.5 Article V – Meetings

- A. Meetings of the COP shall be in the frequency and at the times and places set by that body, or as arranged by those officers to whom such decisions may be delegated within proscribed limits.
- B. A quorum for official business at meetings is a majority of the membership.
- C. Meetings of the COP serving in an advisory role, as described above in Article III(C), may be called by the Chancellor or chair.
 4. D. Meetings of the COP are not subject to the provisions of the Open Meeting Act.

2.22.6 Article VI – Institutional Dues

~~Institutional Adjustments to membership~~ dues and assessments shall be as adopted by the COP by a ~~two-thirds~~ majority vote. Designation of funds and accounting procedures are directed by the council.

2.22.7 Article VII – Amendments and Procedure

A. Amendments

Amendments to this Constitution may be made by a ~~two-thirds~~ majority with proposed amendments emailed or otherwise provided to each member at least five days prior to the meeting. With unanimous consent, that 5-day notice requirement may be waived. Amendments are subject to ratification by the State Regents.

B. Procedure

The COP will generally follow Robert's Rules of Order (current edition), but strict adherence is not required.

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AGENDA ITEM #16-a:

State Authorization Reciprocity Agreement.

SUBJECT: Possible action to ratify approval of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which is posted on the NC-SARA website. According to this source, in Fall 2023, Oklahoma public and private institutions enrolled a total of 8,971 (up from 7,764 the previous year) out-of-state students in distance education programs, more

than 4.5 times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

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

POLICY ISSUES:

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

ANALYSIS:

Prior to April 24, 2025, State Regents' staff received a SARA renewal application from the institutions listed below:

- Langston University;
- Northern Oklahoma College;
- Oklahoma State University-Oklahoma City;
- Oklahoma City University, and
- Family of Faith University.

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

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AGENDA ITEM #16-b:

High School Courses for College Admission.

SUBJECT: Possible action to ratify approval of requests for high school courses to be considered for college admission.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed in policy section 3.9.2 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

“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.”

ANALYSIS:

Prior to April 24, 2025, State Regents’ staff received a request from the Oklahoma Department of Career and Technology Education to approve courses for college admission. The table below details the courses, as well as the college admission subject area, in which the courses are categorized:

Course	Subject Area
Introduction to AI	Computer Technology
Biotechnology I	Lab Science
Advanced Biotechnology I	Lab Science
Licensed Practical Nursing	Lab Science

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

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AGENDA ITEM #16-c (1):

Contracts and Purchases.

SUBJECT: Possible action to ratify a modification to the Statement of Work in the contract between The Oklahoma Partnership for School Readiness Foundation, Inc. and Oklahoma State Regents for Higher Education.

RECOMMENDATION:

It is recommended that the State Regents ratify a modification to the Statement of Work in the contract between the Oklahoma Partnership for School Readiness and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Beginning May 1, 2025, the percentage of financial support for childcare providers who are approved for the Scholars for Excellence in Child Care scholarship and enrolled in a Certificate of Mastery at a participating community college or in the Pathway to Your National Credential program at a participating technology center, is being reduced from 100 percent to 90 percent of tuition and fees. The percentage of financial support for the scholarship recipients who are applying for the National Child Development Associate (CDA) Credential is also being reduced from 100 percent to 90 percent. Also, students who are enrolled in an associate degree at a participating community college or a bachelor's degree at a participating university are now included in the scope of work.

The Oklahoma Partnership for School Readiness (OPSR) agrees to pay the 10 percent funding gap for scholarship participants through December 30, 2024 with the opportunity to renew the contract for two additional grant cycles of December 31, 2024 through December 30, 2025 and December 31, 2025 through December 30, 2026. Through this partnership, the cost for education to increase childcare credentials for the scholarship participants will be free.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions, and other state agencies.

ANALYSIS:

The Scholars for Excellence in Childcare program (Scholars Program) has achieved success since its inception. Through summer 2023, there have been approximately 444 childcare providers that, through taking courses at the community colleges, have obtained a Child Development Associate (CDA), a nationally recognized credential and approximately 4,530 have earned a certificate of mastery and 1,379 an associate degree through the Scholars Program initiative. There have been 735 directors/assistant directors who have

obtained a Director's Certificate of Completion awarded through the Scholars Program. Forty-five scholars have received a bachelor's degree through the bachelor's Scholars Program

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered online and classroom training to prepare students for the national CDA Credential, and the Scholars Program has provided a scholarship to assist with the cost. Since June 2023, approximately 591 childcare providers in the state have obtained a national CDA Credential.

THE OKLAHOMA PARTNERSHIP FOR SCHOOL READINESS FOUNDATION, INC.
2ND MODIFICATION OF
Independent Contractor Agreement
With
“Oklahoma State Regents for Higher Education”
ALN# 93.434

This Agreement, made and entered into on the later signature date below, by and between The Oklahoma Partnership for School Readiness Foundation, Inc. (OPSRF) and Oklahoma State Regents for Higher Education (OSRHE) constitutes a modification of the agreement executed and effective May 1, 2024 and renewed December 31, 2024 through December 30, 2025 by and between the above-named parties.

IT IS AGREED AND UNDERSTOOD THAT:

- 1. The Statement of Work in Schedule A of the Independent Contractor Agreement shall be deleted and replaced with the Statement of Work attached to this Agreement as Schedule A.
- 2. In all other respects the original contract as amended, including the budget, shall remain in effect.

Signatures

For the faithful performance of the terms of this Agreement, the parties hereto, in their capacities as stated, affix their signatures.

For OPSRF:

For Contractor/OSRHE:

Executive Director

Chancellor Sean Burrage

Date

Date



SCHEDULE A
STATEMENT OF WORK

Purpose of Contract:

The purpose of this contract is to outline the terms and conditions under which the Oklahoma Partnership for School Readiness (OPSR) Preschool Development Grant (PDG) agrees to provide additional financial support for the Scholars for Excellence in Child Care (Scholars) program, administered by the Oklahoma State Regents for Higher Education (OSRHE). The initial contract timeframe is May 1, 2024 through December 30, 2024 with the possibility of a two-year extension for grant cycles of December 31, 2024 through December 30, 2025 and December 31, 2025 through December 30, 2026 contingent on availability of funds and the execution of a contract extension agreed upon by OPSR and OSRHE.

Statement of Work

The Statement of Work covers four different areas—the Technology Center Scholarship, the Child Development Associate Assessment Scholarship, the Community College Scholarship, and the University Scholarship. Responsibilities of OSRHE and OPSR are defined separately under each area.

Technology Center Scholarship

OSRHE/Scholars for Excellence in Child Care Responsibilities:

- As per the established Scholars regulations, OSRHE will identify the students pursuing Pathway to Your National Credential coursework at participating technology centers.
- As per the established Scholars regulations, OSRHE will pay 90% (\$4.95) per clock hour of the total tuition for the students identified as enrolled in the Pathway to Your National Credential units at the participating technology centers for the fall, spring and summer semesters identified in this agreement.
- OSRHE will invoice the OPSR for the fall, spring, and summer semesters identified in this agreement for 10% (\$0.55) per clock hour for students enrolled for the Pathway to Your National Credential coursework. Per student, this amount may total up to \$82.50. The total invoice per semester will be based on the total number of units enrolled per semester.
- Upon receipt of the OPSR funds, OSRHE agrees to pay the participating technology centers the 10% (\$0.55) per clock hour for the students participating in the Scholars program and enrolled in Pathway to Your National Credential coursework.

Oklahoma Partnership for School Readiness Responsibilities:

- Within 30 days of receipt of invoice from OSRHE for the 10% (\$0.55) per clock hour for students enrolled for the Pathway to Your National Credential coursework, per participating technology center, OPSR agrees to pay OSRHE through wire transfer for the total invoiced amount, not to exceed \$82.50 per scholar.

Child Development Associate Assessment Scholarship

OSRHE/Scholars for Excellence in Child Care Responsibilities:

- As per the established Scholars regulations, OSRHE will identify the students pursuing the CDA credential coursework at participating institutions.
- Qualified Scholars participants will be working toward a National Child Development Associate (CDA) Credential.
- OSRHE will invoice OPSR for a total of \$45.00 per eligible CDA Candidate through July 31, 2025 on a monthly basis for the time frame identified in this agreement. Beginning August 1, 2025, OSRHE will invoice OPSR for a total of \$55.00 per eligible CDA Candidate on a monthly basis for the time frame identified in this agreement.

Oklahoma Partnership for School Readiness Responsibilities:

- Within 30 days of receipt of invoice from OSRHE, OPSR agrees to pay OSRHE through wire transfer for the total invoiced amount, not to exceed \$45.00 per CDA Candidate through July 31, 2025 and \$55.00 thereafter.

Community College Scholarship

OSRHE/Scholars for Excellence in Child Care Responsibilities:

- As per the established Scholars regulations, OSRHE will identify the students enrolled in the Certificate of Mastery in Child Development 18-credit hour certificate coursework and enrolled in the approved child development associate program at 12 participating community colleges for the fall, spring and summer semesters identified in this agreement. After all financial aid awards are applied to participating student bursar balances, as per the established regulations, the OSRHE Scholars program will pay 90% of the students' remaining tuition and fees balances.
- The students' remaining amount of 10% will be paid to the 12 participating community colleges with the OPSR PDG federal funds for the fall, spring and summer semesters identified in this agreement.
- OSRHE agrees to invoice OPSR for each semester (fall, spring, summer) identified in this agreement for the 10% portion of the balance of the scholars' total tuition and fees that remains following the regular Scholars payment.
- Upon receipt of OPSR funds, OSRHE will pay the 12 participating community colleges the 10% balance for the students enrolled in Certificate of Mastery and associate degree coursework.

University Scholarship

OSRHE/Scholars for Excellence in Child Care Responsibilities:

- As per the established Scholars regulations, OSRHE will identify the students enrolled at Southeastern Oklahoma State University, Cameron University and University of Central Oklahoma in the Bachelor's Degree scholarship for the fall, spring and summer semesters identified in this agreement. After all financial aid awards are applied to participating student bursar balances, as per the established regulations, the OSRHE Scholars program will pay 90% of the students' remaining tuition and fees balances.
- The students' remaining amount of 10% will be paid to the three participating universities with the OPSR PDG federal funds for the fall, spring and summer semesters identified in this agreement.

- OSRHE agrees to invoice OPSR for each semester (fall, spring, summer) identified in this agreement for the 10% portion of the balance of the scholars' total tuition and fees that remains following the regular Scholars payment.
- Upon receipt of OPSR funds, OSRHE will pay the three participating universities the 10% balance for the students' enrolled in the bachelor degree scholarship.

Oklahoma Partnership for School Readiness Responsibilities:

- Within 30 days of receipt of invoice from OSRHE for the 10% total balance for tuition and fees for students enrolled in Certificate of Mastery, associate degree, and bachelor's degree coursework, OPSR agrees to pay OSRHE by wire transfer for the invoiced amount.

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AGENDA ITEM #16-c (2):

Contracts and Purchases.

SUBJECT: Possible action on purchases exceeding \$25,000 but less than \$100,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases exceeding \$25,000 but less than \$100,000 between February 5, 2025 and March 7, 2025.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

For the time period between February 5, 2025 and March 7, 2025, there were 4 purchases exceeding \$25,000 but less than \$100,000:

Core

- 1) Software House International in the amount of \$29,780.94 for the Enterprise Pro Plan Plus Premium Support package for Smartsheets, which is used for Academic Affairs processes and to track strategic plan progress. (Funded from 210-Core).

OneNet

- 2) Carahsoft Technology Corporation in the amount of \$42,981.42 for optical equipment to upgrade the OneOklahoma Friction Free Network (OFFN) connections to 400G at Langston University and the University of Central Oklahoma as part of the OFFN9 National Science Foundation award. The costs for this project are recovered from the OFFN9 Grant (Funded from 718-OneNet).
- 3) Utility Services Associates Construction Company, Inc. in the amount \$75,222.56 for fiber repair of cable from the Garnett Hut to the Tierpoint DC2. (Funded from 718-OneNet).
- 4) Clifford Power Systems Incorporated in the amount of \$54,942.00 for the annual maintenance for the OneNet and OCAN Cummins generators, which provide emergency power if commercial power is interrupted. Contract includes 2-hour load bank testing at all locations. Costs recovered through OneNet subscriber fees. (Funded from OneNet)

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AGENDA ITEM #16-d:

Agency Operations.

SUBJECT: Possible action on adoption agreement, plan document and amendment for existing agency 403(b) retirement plan.

RECOMMENDATION:

It is recommended that the State Regents approve, and authorize the Chancellor to execute, the Adoption Agreement, the Basic Plan Document #25, and the SECURE Act Amendment.

BACKGROUND:

In 2008, the State Regents approved a formal plan document for an existing agency 403(b) retirement plan. The document was prepared by outside tax counsel. This was done in response to a new Internal Revenue Service (IRS) requirement that all such plans must have a formal plan document. At the time that the IRS made this a requirement, it did not provide any model form for a formal plan document.

In accordance with Internal Revenue Services (IRS) requirements the plan document must be amended and restated at this time for legal updates on an IRS pre-approved model document, and also amended in order to document the provisions of the SECURE Act.

The Adoption Agreement, the Basic Plan Document #25, and an 11/29/2024 letter from the IRS to the third-party private company that created the model form, and the SECURE Act Amendment are available upon request. The Adoption Agreement, the Basic Plan Document #25, and the SECURE Act Amendment will have no fiscal or administrative effect on the existing agency 403(b) retirement plan. There will be no change in employee eligibility, and neither the State Regents nor agency employees will be affected in any way.

ANALYSIS:

On the advice of outside employee benefits counsel, it is recommended that the Adoption Agreement, the Basic Plan Document #25, and the SECURE Act Amendment be approved so that the agency's existing 403(b) retirement plan can maintain its tax-qualified status.

These documents are provided in a supplement to this agenda, available upon request.

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AGENDA ITEM #16-e:

Personnel.

SUBJECT: Possible action to approve the Chancellor's formal employment agreement.

This item will be available at the meeting.

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AGENDA ITEM #17-a:

Programs.

SUBJECT: Possible action to acknowledge receipt of the Current Status Report on New Program Requests.

RECOMMENDATION:

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

BACKGROUND:

The Current 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 Current 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 #17-b:

Annual Reports.

SUBJECT: Possible action to acknowledge receipt of the Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2023-2024 Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2023-2024 Report.

BACKGROUND:

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

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

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

This publication reports the income and expenditures for FY2024 with comparisons to FY2023 and FY2021.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2024 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

<i>Total Educational and General Part I Income: FY2024 compared to FY2023</i>				
<i>25 Colleges and Universities</i>				
Income:	FY2024	FY2023	\$ Change	% Chg
Tuition and Student Fees	1,383,037,801	1,288,565,373	94,472,428	7.3%
State Appropriations	610,910,921	525,968,077	84,942,844	16.1%
Federal Stimulus	29,836,200	61,721,435	(31,885,235)	-51.7%
Gifts and Grants	131,162,433	133,011,427	(1,848,994)	-1.4%
Other Sources	103,395,687	99,393,408	4,002,279	4.0%
Total Income	2,258,343,042	2,108,659,720	149,683,321	7.1%

<i>Total Educational and General Part I Expenditures: FY2024 compared to FY2023</i>				
<i>25 Colleges and Universities</i>				
Expenditures	FY2024	FY2023	\$ Change	% Chg
Instruction	857,704,159	815,527,555	42,176,603	5.2%
Research	81,919,382	71,885,082	10,034,300	14.0%
Public Service	21,380,899	20,703,921	676,978	3.3%
Academic Support	258,829,462	244,363,482	14,465,980	5.9%
Student Services	170,663,329	155,316,958	15,346,371	9.9%
Institutional Support	177,634,767	171,516,298	6,118,469	3.6%
Physical Plant	285,140,115	291,390,439	(6,250,324)	-2.1%
Scholarships	358,713,439	335,220,256	23,493,183	7.0%
Total	2,211,985,551	2,105,923,992	106,061,560	5.0%
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2024 compared to FY2023</i>				
<i>25 Colleges and Universities</i>				
Expenditures	FY2024	FY2023	\$ Change	% Chg
Teaching Salaries	456,102,416	432,278,026	23,824,390	5.5%
Professional Salaries	344,513,520	319,882,695	24,630,824	7.7%
Other Salaries & Wages	177,078,396	175,650,281	1,428,114	0.8%
Fringe Benefits	329,105,857	313,814,713	15,291,144	4.9%
Sub-Total	1,306,800,189	1,241,625,716	65,174,473	5.2%
Professional Services	86,218,076	62,579,137	23,638,939	37.8%
Travel	20,911,494	19,063,688	1,847,806	9.7%
Utilities	76,779,740	74,098,085	2,681,655	3.6%
Supplies & Other Operating Expenses	243,715,382	239,143,175	4,572,207	1.9%
Property, Furniture & Equipment	62,878,717	74,876,878	(11,998,162)	-16.0%
Library Books & Periodicals	27,118,916	21,052,993	6,065,923	28.8%
Scholarships & Other Assistance	355,279,917	341,936,833	13,343,084	3.9%
Transfers & Other Disbursements	32,283,121	31,547,487	735,634	2.3%
Sub-Total	905,185,363	864,298,276	40,887,087	4.7%
Total	2,211,985,551	2,105,923,991	106,061,560	5.0%
<i>Columns May Not Add Due to Rounding</i>				

Ten Constituent Agencies:

<i>Total Educational and General Part I Income: FY2024 compared to FY2023</i>				
<i>10 Constituent Agencies</i>				
<i>Income:</i>	<i>FY2024</i>	<i>FY2023</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	200,120,458	193,605,523	6,514,935	3.4%
<i>State Appropriations</i>	193,743,694	180,077,028	13,666,666	7.6%
<i>Federal Stimulus</i>	13,875,300	14,643,868	-768,568	-5.2%
<i>Gifts and Grants</i>	29,369,176	23,177,547	6,191,628	26.7%
<i>Other Sources</i>	74,095,459	86,486,974	(12,391,515)	-14.3%
<i>Total Income</i>	511,204,086	497,990,940	13,213,146	2.7%

<i>Total Educational and General Part I Expenditures: FY2024 compared to FY2023</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2024</i>	<i>FY2023</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	245,323,298	219,681,320	25,641,978	11.7%
<i>Research</i>	16,108,140	51,776,016	(35,667,876)	-68.9%
<i>Public Service</i>	56,442,032	53,440,634	3,001,398	5.6%
<i>Academic Support</i>	57,010,967	62,547,030	(5,536,064)	-8.9%
<i>Sub-Total</i>	374,884,436	387,445,000	(12,560,564)	-3.2%
<i>Student Services</i>	19,015,376	15,739,039	3,276,337	20.8%
<i>Institutional Support</i>	61,192,103	47,627,072	13,565,031	28.5%
<i>Physical Plant</i>	83,262,179	66,836,507	16,425,671	24.6%
<i>Scholarships</i>	22,430,281	21,225,615	1,204,666	5.7%
<i>Sub-Total</i>	185,899,938	151,428,233	34,471,705	22.8%
<i>Total</i>	560,784,374	538,873,233	21,911,141	4.1%

<i>Total Educational and General Part I Expenditures: FY2024 compared to FY2023</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2024</i>	<i>FY2023</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	113,509,003	105,951,060	7,557,943	7.1%
<i>Professional Salaries</i>	112,125,374	120,718,340	(8,592,966)	-7.1%
<i>Other Salaries & Wages</i>	48,711,517	51,032,857	(2,321,340)	-4.5%
<i>Fringe Benefits</i>	86,023,141	84,565,859	1,457,281	1.7%
<i>Sub-Total</i>	360,369,035	362,268,117	(1,899,082)	-0.5%
<i>Professional Services</i>	13,213,466	11,655,545	1,557,921	13.4%
<i>Travel</i>	4,680,807	4,751,384	(70,577)	-1.5%
<i>Utilities</i>	19,494,184	19,109,262	384,922	2.0%
<i>Supplies & Other Operating Expenses</i>	93,118,735	83,030,043	10,088,691	12.2%
<i>Property, Furniture & Equipment</i>	11,212,535	10,923,088	289,448	2.6%
<i>Library Books & Periodicals</i>	6,415,953	6,343,531	72,422	1.1%
<i>Scholarships & Other Assistance</i>	22,686,654	21,535,375	1,151,279	5.3%
<i>Transfers & Other Disbursements</i>	29,593,006	19,256,888	10,336,118	53.7%
<i>Sub-Total</i>	200,415,340	176,605,117	23,810,223	13.5%
<i>Total</i>	560,784,374	538,873,233	21,911,141	4.1%

Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:

Total Income for the 25 College and Universities and the 10 Constituent Agencies				
FY2024 compared to FY2023				
Income	FY2024	FY2023	\$ Change	% Chg
<i>E&G Part I</i>	2,769,547,128	2,606,650,661	162,896,467	6.2%
<i>Sponsored Research</i>	695,963,416	614,696,553	81,266,863	13.2%
<i>Student Aid</i>	402,125,715	357,305,544	44,820,171	12.5%
<i>Auxiliary Services</i>	957,978,240	911,864,546	46,113,694	5.1%
<i>Hospitals and Clinics</i>	161,855,881	664,933,368	(503,077,487)	-75.7%
<i>Agency Special</i>	472,675,861	430,080,728	42,595,133	9.9%
Total	5,460,146,242	5,585,531,400	(125,385,158)	-2.2%

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies				
FY2024 compared to FY2023				
Expenditures	FY2024	FY2023	\$ Change	% Chg
<i>E&G Part I</i>	2,772,769,926	2,644,797,225	127,972,701	4.8%
<i>Sponsored Research</i>	695,963,416	614,696,553	81,266,863	13.2%
<i>Student Aid</i>	417,621,613	377,746,463	39,875,150	10.6%
<i>Auxiliary Enterprises</i>	829,239,979	778,615,175	50,624,804	6.5%
<i>Hospitals and Clinics</i>	433,284,762	457,788,638	(24,503,876)	-5.4%
<i>Agency Special</i>	416,761,091	364,803,306	51,957,786	14.2%
Total	5,565,640,787	5,238,447,359	327,193,428	6.2%

Meeting of the
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AGENDA ITEM #19:

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.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

MINUTES

Eight Hundred and Forty-seventh Meeting



March 27, 2025

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

Minutes of the Eight Hundred and Forty-seventh Meeting
March 27, 2025

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**Minutes of the Eight Hundred and Forty-seventh Meeting
of the**

Oklahoma State Regents for Higher Education

March 27, 2025

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a regular meeting at 9:00 a.m. on Thursday, March 27, 2025, at the State Regents Office in Oklahoma City, Oklahoma. Notice of the meeting had originally been filed with the Secretary of State on September 11, 2024, and amended on January 8, 2025. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Dennis Casey called the meeting to order at 9:00 a.m. and presided. Present for the meeting were State Regents Jack Sherry, Dennis Casey, Steven W. Taylor, Jeffrey W. Hickman, Michael C. Turpen, Ken Levit, and Courtney Warmington. Regents Phillip Mitchell “Mitch” Adwon and Dustin J. Hilliary were absent.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Turpen, to approve the minutes of the State Regents’ meetings in February 2025. Voting for the motion were Regents Sherry, Casey, Taylor, Hickman, Turpen, Levit and Warmington. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Casey thanked Governor Stitt for reappointing him to serve on the State Regents board and noted that he looks forward to continuing to work with his fellow Regents. Chair Casey reminded Regents that Higher Education and Oklahoma’s Promise Day at the State Capitol is scheduled for Tuesday, April 15 and Senate President Pro Tempore Lonnie Paxton and Speaker Kyle Hilbert are

confirmed speakers for the formal program in the House Chamber that day. Chair Casey concluded by reminding Regents that the April 2025 State Regents meetings will be held offsite at Northeastern State University in Tahlequah and Broken Arrow.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Burrage began his comments by congratulating Chair Casey on his reappointment to the board. He then shared leadership updates from the campuses. The University of Oklahoma Board of Regents approved the selection of Dr. Shane Hunt as the 18th President of Cameron University, effective July 1. Additionally, earlier this week, the selection of Dr. Don Raleigh as the next President of Rogers State University was announced. Dr. Raleigh will begin his role on June 1. Chancellor Burrage announced that the State Regents are preparing to implement a new academic program review process focused on low-producing programs to ensure greater alignment between academic offerings and workforce needs and to promote the effective use of institutional resources. Finally, Chancellor Burrage thanked the Regents for a very productive retreat the preceding day. He is encouraged by the thoughtful discussion that occurred regarding the development of a new funding formula, institutional scope and function, geographic service areas, and the financial health of state system colleges and universities.

6. **LEGISLATIVE UPDATE.** Chair Casey introduced Senate Education Committee Chair Adam Pugh to provide an update on educational priorities during the current legislative session. Senator Pugh believes that our country's system of higher education is one of the strongest in the world, and he noted the impact of higher education on his career trajectory. He asked the Regents to keep in mind affordability, the cost of attendance, and the value proposition for students to pursue higher education. He noted he wants to collaborate with the State Regents and he wants higher education to be nimble, agile and flexible. He believes that institutions should focus on the things they do well and to not try to be all things to all people. He encouraged consideration of closing programs not aligned with workforce needs. Senator Pugh noted the funding investments the Legislature has made in higher education over the last few years. The Legislature wants to invest in things that work and asked for metrics to demonstrate success. He wants to see continued collaboration

between the K-12, CareerTech, and higher education system. He closed by noting the correlation between educational attainment and a state's overall economic growth and prosperity. Chair Casey thanked Senator Pugh for his comments. Regent Taylor noted that several of the priorities he outlined align with issues the State Regents have been discussing. Regent Hickman mentioned that the previous day the State Regents held a retreat to discuss the development of a new performance funding formula, are looking to review low-producing programs, and are appreciative of Senator Pugh's efforts to shine a light on the higher education budget process.

7. **NEW PROGRAMS.** Regent Turpen presented Agenda Item #7, which is a request from Tulsa Community College to offer the Associate in Science in Physical Sciences, and asked Dr. Stephanie Beauchamp, Interim Vice Chancellor for Academic and Student Affairs, to explain the request. Dr. Beauchamp indicated that degree is a 60-credit hour program that designed for students who are curious about the foundational laws that shape the universe and will pave the way for careers in various fields such as medicine, astronomy, physics, chemistry, forensic science, environmental conservation, engineering, and other science-related fields. Regent Turpen moved, seconded by Regent Sherry, to approve TCC's request offer the Associate in Science in Physical Sciences. Voting for the motion were Regents Casey, Taylor, Hickman, Turpen, Levit, Warmington, and Sherry. Voting against the motion were none.

8. **PROGRAM DELETION.** Regent Turpen presented Agenda Item #8, which is a request from Tulsa Community College to delete the Certificate in Biotechnology. He indicated that it appears no students will be negatively impacted by the deletion. Regent Turpen moved, seconded by Regent Levit, to approve TCC's request to delete the Certificate in Biotechnology. Voting for the motion were Regents Taylor, Hickman, Turpen, Levit, Warmington, Sherry, and Casey. Voting against the motion were none.

9. **ACADEMIC POLICY.**

- a. Chair Casey noted that Item #9-a is the posting of proposed revisions to the Undergraduate Transfer and Articulation of Courses policy. This item is for posting only at this time.
 - b. Chair Casey noted that Item #9-b is the posting of proposed revisions to the Student Assessment Plan policy. This item is for posting only at this time.
 - c. Regent Turpen presented Agenda Item #9-c, which is a request from Cameron University for an exception to the State Regents' Concurrent Enrollment policy to continue allowing 10th-grade students to enroll at the institution during the 2025-2026 academic year. Of 10th grade students allowed to participate under Cameron's current exception, 81 percent earned either As or Bs in concurrent classes. Regent Turpen moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Hickman, Turpen, Levit, Warmington, Sherry, Casey and Taylor. Voting against the motion were none.
10. **EARLY COLLEGE PROGRAMS.** Regent Turpen presented Agenda Item #10, which is a request from Murray State College to implement an additional Early College High School Program with Durant Public Schools. Staff analysis of Murray State College's proposal determined that it is a well-designed, robust early college program. The program will begin in Fall 2025 with a five-year approval concluding in Spring 2030. An interim report on program outcomes will be submitted at the conclusion of the Fall 2028 semester. Regent Turpen moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Turpen, Levit, Warmington, Sherry, Casey, Taylor, and Hickman. Voting against the motion were none.
11. **STATE AUTHORIZATION.**
- a. Regent Turpen presented Item #11-a, which is approval of ATA College's request for authorization to operate as a degree-granting institution in Oklahoma. After reviewing the application and required documentation, State Regents' staff

determined that this institution meets the authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy. Regent Hickman asked if this is the first institution to pay a fee for authorization under the new policy. Vice Chancellor for Administration Kylie Smith confirmed that it is. Regent Turpen moved, seconded by Regent Warmington, to approve the request for state authorization from ATA College. Voting for the motion were Regents Levit, Warmington, Sherry, Casey, Taylor, Hickman, and Turpen. Voting against the motion were none.

- b. Regent Turpen presented Item #11-b, which is a request to approve continuation of Oklahoma's membership in the State Authorization Reciprocity Agreement. SARA requires states to renew membership biennially. The SREB last approved renewal of Oklahoma's SARA membership in June 2023; therefore, Oklahoma must submit a state renewal application to the SREB S-SARA Regional Steering Committee (RSC) at its June 2025 meeting to be approved for membership through June 2027. Regent Turpen moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Hickman, Turpen, and Levit. Voting against the motion were none.

12. **TUITION AND FEES.**

- a. Regent Hickman presented Item #12-a, which is the posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2026 and posting of institutional requests for changes to academic services fees for Fiscal Year 2026. He asked Vice Chancellor for Budget and Finance Mark Tygret to explain the item. Vice Chancellor Tygret provided an overview of legislative tuition and mandatory fee limits as outlined in 70 O.S. § 3218.8. State Regents staff compiled a comparison of Oklahoma institutions' tuition and fees to peer institutions in the Big 12, surrounding states, and similar professional programs. While many peer institutions increased their rates in FY25, Oklahoma's average resident tuition and fees remain below peer averages: 71.1% of the Big 12 average for research universities (up 0.3 percentage

points), 81.4% for regional universities (down 3.8 percentage points), and 63.6% for community colleges (down 0.4 percentage points). Vice Chancellor Tygret also reported on academic services fee changes for FY2026. Nineteen of the state's 25 public institutions submitted a total of 241 requests—an increase of 45 from the prior year—including 82 new fees, 115 modifications, and 44 deletions. The requested changes cover categories such as special instruction, facility and equipment utilization, testing and clinical services, classroom and lab supplies, and other special fees. Regent Hickman moved, seconded by Regent Taylor, to approve the posting. Voting for the motion were Regents Sherry, Casey, Taylor, Hickman, Turpen, Levit, and Warmington. Voting against the motion were none.

- b. Chair Casey noted that Item #12-b is the announcement of the public hearing on tuition and fees as required by statute. The public hearing will take place on Thursday, April 24 at 9:00 a.m. at the Northeastern State University-Broken Arrow Campus, with a Zoom option available.
13. **MASTER LEASE PROGRAM.** Regent Hickman presented Item #13, which is a request to authorize for submission to the Council of Bond Oversight the 2025 Real Property Master Lease Series. Projects from four institutions total approximately \$37.9 million. Regent Hickman moved, seconded by Regent Turpen to approve the request. Voting for the motion were Regents Casey, Taylor, Hickman, Turpen, Levit, Warmington, and Sherry. Voting against the motion were none.
14. **REVENUE BONDS.** Regent Hickman presented Item #14, which is a is a request to certify to the Attorney General of Oklahoma that the Statement of Essential Facts for OSU's General Revenue and Refunding bonds – Series 2025A (tax-exempt) and Series 2025B (taxable) – in the amount of \$35 million is substantially accurate. The Series 2025 financing is currently anticipated to generate net present savings from the refinancing of Master Lease Real Property Bond Series 2015A in the amount of approximately \$436,451, or 3.7%. Regent Hickman moved, seconded by Regent Taylor, to approve the request.

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

15. **EPSCoR.** Regent Hickman presented Item #15, which is a request to approve an allocation in the amount of \$30,000 to Northeastern State University for EPSCoR's annual Oklahoma Research Day. Regent Hickman moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Hickman, Turpen, Levit, Warmington, Sherry, Casey, and Taylor. Voting against the motion were none.

Regent Warmington exited the meeting at 9:45 a.m.

16. **CONTRACTS AND PURCHASES.** Regent Hickman presented Agenda Item #16, which is a request to approve purchases exceeding \$100,000. Regent Sherry moved, seconded by Regent Levit, to approve the request. Voting for the motion were Regents Turpen, Levit, Sherry, Casey, Taylor, and Hickman. Voting against the motion were none.
17. **INVESTMENTS.** Regent Taylor indicated that there were no investment manager recommendations for Regents' action at this meeting. He noted that the Investment Committee met with Tim Westrich with Mercer by Zoom earlier this week. During the meeting, they received a performance update and reviewed performance estimates through March 15th. While the portfolio saw small declines in February and March, the Fiscal Year-to-Date composite return is still positive at 4.2%.
18. **COUNCIL OF PRESIDENTS POLICY.** Chair Casey noted that Item #18 is the posting of proposed revisions to the Constitution of the Council of Presidents policy. This item is for posting only at this time.
19. **HIGH SCHOOL INDICATORS REPORT.** Regent Sherry presented Item #19, which is a request to acknowledge receipt of the 2023 High School Indicators Report, and asked Dr. Stephanie Baird, Associate Vice Chancellor for System Analysis and Reporting, to review the report. This report is required by state statute and is made up of the four

following reports: High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges and Universities, Headcount, Semester Hours, and Grade Point Averages (GPA) Report, Mean ACT Scores by Oklahoma High School Site, and Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995). There were 43,946 students graduated from Oklahoma's public high schools during the 2022-23 academic year. Of those graduates, 35.7 percent enrolled as first-time students at an Oklahoma college or university in Fall of 2023, reflecting a 0.9 percentage point increase from the previous year. 6.2 percent of graduates attended an out-of-state institution in Fall of 2023. Of the 14,462 first-time, degree-seeking students in Fall 2023 who earned college credit hours, approximately 53 percent achieved a GPA of 3.0 or higher in freshman-level credit hours. According to ACT, 1,386,335 high school graduates across the United States took the ACT in 2023, marking a 2.7 percent increase from the previous year. Of those test-takers, 38,460 were Oklahoma high school graduates. The statewide average ACT composite score was 18.0, reflecting a 0.1-point decrease from the prior year. Of the 14,887 first-time, degree-seeking students who entered an Oklahoma college or university in Fall 2023, 21 percent enrolled in at least one 0-level remedial course. Regent Sherry moved, seconded by Regent Hickman, to acknowledge receipt of the report. Voting for the motion were Regents Levit, Sherry, Casey, Taylor, Hickman, and Turpen. Voting against the motion were none.

20. **COMMENDATIONS.** Regent Turpen moved, seconded by Regent Sherry, to recognize staff for service on state and national projects. Voting for the motion were Regents Sherry, Casey, Taylor, Hickman, Turpen, and Levit. Voting against the motion were none.
21. **CONSENT DOCKET.** Regent Turpen moved, seconded by Regent Taylor, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:
 - a. State Authorization Reciprocity Agreement. Possible action to ratify approval of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

- b. Agency Operations. Personnel. Possible action to ratify personnel appointment.

Voting for the motion were Regents Casey, Taylor, Hickman, Turpen, Levit, and Sherry.

Voting against the motion were none.

22. **REPORTS.** Regent Hickman moved, seconded by Regent Sherry, to acknowledge receipt of the following Reports.

- a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests.

- b. Annual Reports.

- (1) Possible action to acknowledge receipt of the Oklahoma College Savings Plan Update for 2024.

- (2) Possible action to acknowledge receipt of the FY2024 System-wide Report on the Value of Institutional Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.

Voting for the motion were Regents Taylor, Hickman, Turpen, Levit, Sherry, and Casey.

Voting against the motion were none.

23. **REPORT OF THE COMMITTEES.**

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

- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

- c. Strategic Planning, Personnel and Technology Committee. The Strategic Planning, Personnel and Technology Committee had no additional items for Regents' action.
 - d. Investment Committee. The Investment Committee had no additional items for Regents' action.
24. **PROPOSED EXECUTIVE SESSION.** Chris Turner, Interim General Counsel, advised Regents that an executive session was not needed.
25. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Casey announced that the next regular meetings are scheduled to be held on Wednesday, April 23, 2025 at 10:30 a.m. at Northeastern State University – Tahlequah and Thursday, April 24, 2025 at 9:00 a.m. at Northeastern State University – Broken Arrow. He reminded everyone that the April 24th meeting will include the annual public hearing on tuition and fees.
26. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Dennis Casey, Chair

Steven W. Taylor, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Park in Oklahoma City, Oklahoma

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**
Wednesday, March 26, 2025

1. **ANNOUNCEMENT FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a regular meeting at 10:30 p.m. on Wednesday, March 26, 2025, at the OSU Hamm Institute for American Energy in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, September 11, 2024 and amended on January 8, 2025. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Dennis Casey called the meeting to order at 10:30 a.m. and presided. Present for the meeting were State Regents Dustin J. Hilliary, Courtney Warmington, Jack Sherry, Michael C. Turpen, Dennis Casey, Steven W. Taylor, and Phillip Mitchell “Mitch” Adwon. Regent Ken Levit entered the meeting at 10:36 a.m. Regent Jeffrey W. Hickman entered the meeting at 11:02 a.m.
3. **WELCOME.** Dr. Ann Bluntzer Pullin, Executive Director of the OSU Hamm Institute for American Energy, welcomed the Regents and attendees. She explained that the Hamm Institute’s mission is to advance American energy security by ensuring that domestic natural resources are available globally in the most economical way. The Institute partners with regional and international organizations to further this mission. Dr. Bluntzer Pullin shared highlights from her recent trip to Japan and Korea as part of Governor Stitt’s December 2024 delegation. She described it as an eye-opening experience that revealed significant opportunities for Oklahoma’s students, workforce, and energy sector. She noted that administrative transitions in those countries present key moments for engagement and partnership. Japan and Korea’s strategic priorities could align with Oklahoma’s strengths, offering potential for collaboration in areas such as manufacturing and job creation. She emphasized the importance of reciprocal relationships—not only what Oklahoma can gain from Japan and Korea, but also what the state can offer in return. One of the Institute’s goals is to provide a venue for international delegations to convene, exchange ideas, and inform Oklahoma’s legislators, educators, and families about current market demands and global trends. Dr. Bluntzer Pullin encouraged the Regents to consider these opportunities and explore ways to partner with the Hamm Institute to maximize the potential of this convening space. She also announced upcoming events focused on geothermal energy, nuclear energy, and natural gas—areas she believes are key to unlocking America’s energy future. Following her remarks, Regent Casey asked about workforce supply in the energy sector, specifically the output of graduates entering the industry and whether there is currently unmet demand. Dr. Bluntzer Pullin responded that there are gaps in traditional energy-related degrees, such as geology and petroleum engineering. While some institutions, such as the University of Oklahoma, are experiencing growth in these areas, others—including Oklahoma State University and Texas A&M—are seeing declines. She noted that increased use of artificial intelligence may contribute to reduced demand for certain roles in the industry moving forward.
4. **STATE REGENTS PERFORMANCE FUNDING FORMULA.** Discussion and update on progress toward the development of a new performance funding formula. Will Carroll and Tom

Allison with HCM Strategists provided an update on the development of a new performance funding formula for Oklahoma's public higher education system. They shared that over the past two years, they have worked on performance-based funding models in other states, gaining insight into best practices for aligning funding with state priorities and improving student outcomes. HCM reviewed Oklahoma's strategic priorities, including those outlined in Blueprint 2030, and was tasked with developing a "strawman" framework that incorporates those priorities. As part of their work, they have already analyzed Oklahoma's funding levels and distribution patterns and compared them to national best practices. HCM has examined major components and metrics of the proposed formula and evaluated how well it supports Oklahoma's goals. Next steps will include presenting key policy decisions that the State Regents will need to consider in designing the final model. HCM shared four principles of a strong postsecondary finance system: 1) Ensure a minimum level of funding for all institutions; 2) Be responsive to changing conditions; 3) Align with current state needs; and 4) Account for varying student needs. HCM then reviewed the five primary components of the proposed formula framework: 1) Operations and maintenance/core costs; 2) Enrollment; 3) Retention and student success; 4) Opportunity (equity and access); and 5) Workforce alignment. Regent Warmington asked whether these components are common in other states. HCM confirmed that they are, though rural institutions may require adjustments. She also asked about the implications of weighting each component differently. HCM recommended placing greater weight on student population to ensure institutions serving high-need student groups receive sufficient funding. The discussion concluded with further dialogue on national trends and approaches to performance funding.

5. **SYSTEM-WIDE ACEDMIC PLANNING.** Discussion on trends, function exceptions, and the board's role in system-wide academic planning. Dr. Terry Brown, Vice President of Academic Innovation and Transformation at the American Association of State Colleges and Universities (AASCU), provided a presentation on national trends and their implications for academic planning. Dr. Brown noted that following the 2025 academic year, the nation is expected to experience a significant decline in the number of high school graduates due to lower birth rates following the Great Recession. However, projections for Oklahoma do not indicate a steep drop in graduation rates compared to other states. She highlighted a shift in student enrollment trends, with more students enrolling at flagship universities and fewer choosing regional public universities and community colleges. To remain competitive, regional and community institutions are creating new programs and credentials. Between 2002 and 2022, higher education institutions across the country added nearly 20,000 new academic programs—a 40% increase—while undergraduate enrollment grew by only 8%. Dr. Brown cautioned that this imbalance stretches institutional resources and may lead to inefficiencies, especially when new programs are added without discontinuing others. As institutions expand their credential offerings, it can also create confusion for students who may struggle to identify which credentials align with their career goals. These trends, she explained, reinforce the importance of coordinated academic planning at the state level. Dr. Brown encouraged campuses to regularly monitor program viability and suggested that the State Regents consider setting enrollment thresholds for program continuation. Dr. Brown also addressed current shifts in program offerings: some two-year institutions are exploring the addition of bachelor's degrees, while regional universities are considering offering associate degrees. While she acknowledged the enrollment and workforce incentives driving these changes, she advised caution. First, she emphasized that institutions should only offer credentials they are best equipped and mission-aligned to deliver in order to maintain academic quality. Second, she warned of the risk of creating unnecessary competition among institutions, which can lead to inefficiencies and ultimately harm students. Instead, Dr. Brown advocated for increased collaboration among institutions to better serve the workforce needs of their respective regions. Chancellor Burrage asked about the underlying motivations for institutions seeking to offer degrees outside their traditional scope. Dr. Brown responded that both enrollment pressures and workforce alignment are key factors. The

Regents also discussed current recruiting trends and strategies. In closing, Dr. Brown reiterated that effective academic planning should prioritize understanding what students need and delivering high-quality credentials in the most efficient and coordinated manner possible.

6. **TUITION AND FEES.** Review of institutional organizational and financial health indicators. Vice Chancellor for Budget and Finance Mark Tygret provided an update on the State Regents' efforts to improve the tuition and fee decision-making process. His remarks focused on objectives to enhance the timeliness of data submission and review, improve the clarity and accessibility of financial and organizational information, support more comprehensive evaluations of institutional financial health, increase institutional engagement and accountability, and better align tuition and fee decisions with the State Regents' long-term strategic goals. Vice Chancellor Tygret noted that previous reviews had identified inefficiencies in the timeline for assembling institutional data. In response, the committee examined alternative timelines and identified the potential value of developing a concise institutional profile for each institution. He emphasized that this profile is a work in progress and intended to evolve over time. The institutional profile is being developed to include core data related to student outcomes, such as enrollment and retention; measures of affordability, including tuition and fees and participation in federal student loan programs; budget information; efficiency indicators such as student-to-faculty ratios; and financial health metrics, including reserve balances as a percentage of the operating budget and Composite Financial Index (CFI) scores. Vice Chancellor Tygret reviewed how to interpret CFI scores and provided an example to demonstrate how these indicators can inform the Regents' evaluation of institutional financial health and sustainability.
7. **GEOGRAPHIC SERVICE AREAS.** Discussion on institutional geographic service areas. Vice Chancellor for Government Relations Dr. Jarrett Jobe and Interim Vice Chancellor for Academic Affairs Dr. Stephanie Beauchamp provided updates to the Regents. Dr. Jobe reviewed key differences between legislation – SB 701, which deals exclusively with the delivery of lower division courses at Northeastern State University in Broken Arrow and HB 2854, which more broadly removes all statutory provisions related to geographic service delivery for a period of five academic years. Dr. Beauchamp reviewed State Regents' policies that would need to be updates should either one of the bills be enacted.
8. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor Tygret presented the Regents with an update on budget and revenue. He reported that revenue year-to-date is right on schedule but he will continue to monitor comments and requests related to the budget development. The February certification by the Board of Equalization did not see many changes and the revenue available is on top of the amount of appropriations made for the year. There are other appropriations needed to be made in other areas, as well. Vice Chancellor Tygret is optimistic from a budget perspective that there will be continued positive discussion in the area of deferred maintenance.
9. **LEGISLATIVE UPDATE.** Dr. Jobe provided the Regents with an overview of current legislative topics. Over several committee meetings at the sub-appropriations level in the House and the Senate, the theme has been that some of the uncertainty at the federal level is trickling down into Oklahoma's budgetary process. It is causing some budgetary pauses. Current topics being discussed within the Legislature are the looming income tax conversation with other tax structures being considered and conversations about ad valorem taxes. The deferred maintenance request on accelerating those dollars has settled well and Dr. Jobe believes that the legislators in both chambers understand why it is being requested due to inflation and the need to get these projects done quickly. The question that still stands is what that structure looks like. The five bills that were filed on behalf of the state system of higher education made it out of their chambers and are headed to the other side. He reviewed SB 140, SB 28, SB 363, HB 2888, and HB 2903. Dr. Jobe provided a status

update on other ongoing bills. Regent Hickman urged the board to finalize statutory language needed to create an account for the extension dollars for Langston University in order to verify how that funding is being spent.

10. **PROPOSED EXECUTIVE SESSION.** Mr. Chris Turner, Interim General Counsel for the Oklahoma State Regents for Higher Education, advised the State Regents that an executive session was needed at this time pursuant to:
 - a. 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; (b) EEOC Charge # 564-2023-01525; (c) 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,
 - b. 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.

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

13. **“BEST OF HIGHER EDUCATION.”** Regents received the update on institutional activities via e-mail on March 25, 2025.
14. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
15. **ADJOURN.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Dennis Casey, Chair

Steven W. Taylor, Secretary