OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

June 26, 2025

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the June 26, 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 June 26, 2025.

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

AGENDA

Thursday, June 26, 2025 at 9:00 a.m.
Regents Conference Room
655 Research Parkway, Suite 200
Oklahoma City, Oklahoma 73104

Chair Dennis Casey, Presiding

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

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

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

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

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

AWARDS

6. **Council for Online Learning Excellence Awards**. Ratification and recognition of awards to honor outstanding faculty, staff, institutions, teams or groups for their work in advancing online learning in Oklahoma. Page 1.

ECONOMIC IMPACT STUDY

7. **Economic Impact Study.** Possible action to acknowledge receipt of economic impact study for the state system of higher education. Page 5. (Supplement)

ACADEMIC

8. **New Programs.**

    a.   Oklahoma State University.

         (1)   Possible action on request to offer the Master of Science in Accounting Systems. Page 7.

14. **State Authorization.**

    a.   Possible action on requests for re-authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 57. (Supplement)

    b.   Possible action on requests for initial authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 65. (Supplement)

FISCAL

15. **Tuition & Fees.**

    a.   Possible action on institutional requests for changes to academic service fees for Fiscal Year 2026. Page 73. (Supplement)

    b.   Possible action on Fiscal Year 2026 tuition and mandatory fees. Page 75. (Supplement)

16. **E&G Budget.**

    a.   Possible action on FY26 Educational and General allocations and budgets for institutions, constituent agencies, the higher education center, special programs, and other programs. Page 77. (Supplement)

    b.   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 79.

    c.   Possible action to continue agreement with the Oklahoma Historical Society for the Higher Education Archives project for F26. Page 81.

17. **Capital.** Possible action to acknowledge receipt of the FY26 Annual Campus Master Plan and authorize for submission to the Oklahoma Long-Range Capital Planning Commission. Page 83. (Supplement)

18. **Contracts and Purchases.**

    a.   Possible action on contracts over $100,000 for FY2026. Page 85.

    b.   Possible action on contract with Attorney General for legal services. Page 89.

19. **Investments.** Possible action on new Investment Managers. Page 91.

CONSENT DOCKET

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

 a. Contracts and Purchases. Possible action to ratify purchases exceeding $25,000 but less than $100,000. Page 93.

 b. Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Possible action to ratify recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service for the 2025-26 academic year. Page 95.

 c. Personnel. Possible action to ratify personnel appointment. Page 97.

 d. Resolutions. Possible action on resolutions honoring retiring staff members. Page 103.

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REPORTS

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21. **Reports.**

 a. Possible action to acknowledge receipt of the Current Status Report on New Program Requests. Page 105.

 b. Annual Reports.

  (1) Possible action to acknowledge receipt of the Teacher Education Annual Report on Systemwide Review. Page 107. (Supplement)

  (2) Possible action to acknowledge receipt of the Inspired to Teach 2024-25 Year-End Report. Page 111. (Supplement)

  (3) Possible action to acknowledge receipt of the 2023-2024 Teacher Education Program Admission Study. Page 115.

22. **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.

23. **Proposed Executive Session.** Page 125.

 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.

24.   **Officers.** Possible action to elect State Regents' officers for 2025-26. Page 127.

25.   **Recognition.** Recognition of outgoing Chair Dennis Casey.

26.   **Announcement of Next Regular Meeting.** The next regular meetings are scheduled to be held on Wednesday, September 3, 2025 at 10:30 a.m. and Thursday, September 4, 2025 at 9:00 a.m. at the State Regents' office in Oklahoma City.

27.   **Adjourn.**

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

The Oklahoma State Regents for Higher Education are committed to ensuring that persons with disabilities are able to access the State Regents' public meetings. If you will need specialized assistance for an upcoming State Regents' meeting, please e-mail your request to accessibility@osrhe.edu or call 405.225.9122 at least 24 hours prior to the meeting. We will make every reasonable effort to accommodate your needs.

AGENDA ITEM #6:

        Council for Online Learning Excellence Awards.

SUBJECT: Ratification and recognition of awards to honor outstanding faculty, staff, institutions, teams or groups for their work in advancing online learning in Oklahoma.

RECOMMENDATION:

> **It is recommended that the State Regents ratify and recognize recipients of the Council for Online Learning Excellence Awards, honoring outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma.**

BACKGROUND:

In 2012, the State Regents created the Online Education Task Force, which was tasked with reviewing the delivery of online education throughout the State System to determine the extent to which the delivery of online education was accessible, efficient and effective. After a period of information gathering and analysis, the Online Education Task Force formed the Council for Online Learning Excellence (COLE) in 2016. COLE is comprised of faculty, staff, and administrators representing each tier of Oklahoma's public and private colleges and universities, as well as other entities connected to online learning technologies. The mission of COLE is to improve online and hybrid learning experiences in Oklahoma through a framework that grows knowledge networks and advances collaborative initiatives that enhance student, faculty and institutional success in the state of Oklahoma. COLE works to accomplish this mission through its four guiding principles: capacity through collaboration, mission empowerment, teaching and learning focus, and thought leadership.

As part of the effort to improve online learning in Oklahoma, COLE's members recognize the excellent work of faculty, staff, and administrators at Oklahoma's colleges and universities. In 2017, the Oklahoma Online Excellence Awards were established to formally recognize those individuals and teams that have done excellent work in online or hybrid learning. Nominations are submitted by peers and judged by a committee of COLE members. Nominees are scored using a standard rubric based on the metrics of leadership, innovation, collaboration, and results.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The recipient of the **Oklahoma Online Excellence Award for Open Education Impact** is the **Dr. Cindy Akkerman, Healthcare Management Department Head.**

Dr. Akkerman has demonstrated outstanding leadership and dedication to advancing the use of Open Educational Resources (OER) in online education, significantly increasing access and affordability for

students at Oklahoma State University and beyond. Through her innovative course design and development of open-access materials in the health sciences and business fields, Dr. Akkerman has successfully eliminated the need for costly textbooks in multiple programs, resulting in substantial savings for students. Her OER initiatives have not only enhanced the accessibility and quality of learning materials but also promoted student engagement and academic success. In addition to developing openly licensed resources, Dr. Akkerman actively mentors faculty on best practices for adopting and creating OER, offering professional development opportunities that foster a culture of openness and collaboration. Her efforts have contributed to the sustainability and scalability of open education practices across the institution. Dr. Akkerman's commitment to reducing barriers to education and promoting equitable access through open resources exemplifies her impact as a leader in the open education movement in Oklahoma.

The recipient of the **Oklahoma Online Excellence Award for Accessibility** is **Clarissa Anderson.**

As a champion of digital accessibility at the University of Oklahoma, Clarissa has demonstrated exceptional leadership and innovation in advancing inclusive online learning environments. Through her role, she has been instrumental in developing and implementing comprehensive accessibility initiatives that ensure all students, including those with disabilities, have equitable access to digital content and learning experiences. Clarissa has led campus-wide efforts to integrate accessibility best practices into course design and instructional materials, offering workshops, consultations, and training that empower faculty and staff to create accessible learning environments. Her collaborative approach has fostered a culture of inclusion, significantly improving the accessibility of online programs and digital resources. Under her guidance, the university has made measurable strides in meeting and exceeding accessibility standards, benefiting not only students but also enhancing the overall quality of online education. Clarissa's dedication to equity, combined with her expertise in accessibility tools and universal design principles, has made a profound and lasting impact on the University of Oklahoma and the broader educational community in Oklahoma.

The recipient of the **Oklahoma Online Excellence Award for Teaching** is **Dr. Tugba Sevin, Associate Professor, Southwestern Oklahoma State University.**

Dr. Sevin is a dedicated and innovative educator who has made significant contributions to online teaching, particularly in the field of world languages. She is recognized for her ability to create engaging and accessible online courses that foster student success in traditionally challenging subjects. Dr. Sevin employs a variety of active learning strategies and incorporates multimedia resources to enhance understanding and retention. Her course design emphasizes clear communication, structured learning paths, and interactive components that encourage student participation and collaboration. A strong advocate for inclusivity, Dr. Sevin continuously adapts her courses to support diverse learners, integrating best practices in Universal Design for Learning (UDL) and accessibility. She actively seeks and applies student feedback to refine her instructional methods, ensuring an engaging and supportive online learning environment. Through her commitment to excellence in online teaching and her innovative approaches to student engagement, Dr. Sevin has had a profound impact on her students' academic success and confidence in learning world languages.

The recipient of the **Oklahoma Online Excellence Award for Individual Leadership** is **Dr. Dana Jo Lindon-Burgett, Director, Academic Technology, Rose State College.**

Dr. Lindon-Burgett has demonstrated visionary leadership in advancing quality online education across Oklahoma and beyond. As a founding member representative of the Oklahoma Online Course Optimization (OCO) group since its inception in 2018 and a dedicated coordinator for the Oklahoma Quality Matters (QM) System since 2011, she has played an instrumental role in shaping the standards of online learning within the state. With over a decade of experience, Dr. Lindon-Burgett has served in numerous key roles within QM, including Lead QM Coordinator, Master Reviewer, and Course Review Manager, as well as a

certified facilitator for multiple QM workshops such as Applying the QM Rubric (APPQMR), Designing Your Online Course (DYOC), and Improving Your Online Course (IYOC). In 2023, she was selected to train new facilitators for the updated Higher Education Rubric, extending her leadership to develop the next generation of online educators. Known for her approachable, collaborative, and encouraging style, Dr. Lindon-Burgett fosters a supportive learning environment for faculty, staff, and administrators across Oklahoma. Her dedication to quality, accessibility, and student success has positively impacted both higher education and K-12 online learning communities.

The recipient of the **Oklahoma Online Excellence Award for Team Leadership** is the **Center for Instructional Development and Technology (CIDT), Southeastern Oklahoma State University**.

The CIDT team has demonstrated exceptional leadership in advancing online learning through innovative instructional design, faculty support, and the implementation of cutting-edge technologies that enhance the digital learning experience. As a central resource for faculty development at Southeastern Oklahoma State University, the CIDT provides comprehensive training and one-on-one consultations to ensure the creation of high-quality, accessible, and engaging online courses. Their collaborative approach has fostered a campus-wide culture of continuous improvement and instructional excellence, supporting faculty in adopting best practices for online teaching. Under the team's leadership, Southeastern has seen significant growth in online program offerings and increased student satisfaction in virtual learning environments. Through their strategic initiatives, including the development of standardized course templates and robust faculty certification programs, the CIDT team has positioned Southeastern as a leader in delivering high-impact online education. Their commitment to student success, faculty empowerment, and technological innovation continues to have a transformative effect on online learning at the university and throughout the region.

The recipient of the **Oklahoma Online Excellence Award for Innovation** is the **Center for eLearning and Connected Environments Learning Design Team, University of Central Oklahoma.**

The CeCE Learning Design Team has demonstrated outstanding innovation in the development and delivery of transformative online learning experiences that meet the evolving needs of students and the workforce. Through its forward-thinking initiatives, the team has expanded access to high-quality, flexible education by designing and supporting a wide range of online programs and professional development opportunities. Their cutting-edge use of instructional design, emerging technologies, and user-centered approaches has elevated the online learning experience for both students and faculty. The Learning Design Team's innovative strategies include the integration of adaptive learning tools, immersive media, and personalized learning pathways, all aimed at enhancing engagement, accessibility, and student success. In addition to providing comprehensive faculty development and support services, the team's collaborative efforts with academic departments has resulted in programs that address critical workforce needs while maintaining rigorous academic standards. Through its commitment to innovation and continuous improvement, the University of Central Oklahoma's CeCE Learning Design Team has set a benchmark for excellence in online education and has made a significant impact on the future of digital learning in Oklahoma and beyond.

AGENDA ITEM #7:

> **Economic Impact Study.**

SUBJECT: Possible action to acknowledge receipt of economic impact study for the state system of higher education.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of *The Economic and Fiscal Impact of the Oklahoma State System for Higher Education* report.**

BACKGROUND:

As part of Blueprint 2030 (Item #16A), the Oklahoma State Regents for Higher Education commissioned a comprehensive Economic Impact Study to assess the economic and fiscal contributions of the State System of Higher Education to Oklahoma. The 2025 study, conducted by the University of Cincinnati Economics Center, provides data-driven insights into the return on investment for taxpayers and policymakers while illustrating the state system's role as a driver of economic growth.

POLICY ISSUES:

None.

ANALYSIS:

The 2025 Economic Impact Study quantifies the direct and indirect impacts of institutional operations, student spending, and alumni activity across Oklahoma. In fiscal year 2024, these combined activities generated:
- $14.61 billion in total economic output,
- 111,132 supported jobs (direct and indirect), and
- $7.07 billion in wages.

In terms of fiscal impact, public higher education activities contributed over $461.8 million in state and local tax revenues, including $275.9 million in income tax and $185.9 million in sales tax revenue.

Further analysis reveals that for every dollar of state appropriations invested in higher education, the Oklahoma economy sees a return of $17.48 in total economic output.

Supplement.

AGENDA ITEM #8-a (1):

New Programs.

SUBJECT: Oklahoma State University. Possible action on request to offer the Master of Science in Accounting Systems.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University request to offer the Master of Science in Accounting Systems in Stillwater and Tulsa, with options in Cyber Audit and Data Analytics, 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 Science in Accounting Systems.** 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. Oklahoma State University's (OSU) 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

OSU offers 397 degree and/or certificate programs as follows:

133	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
123	Baccalaureate Degrees
85	Master's Degrees

| 56 | Doctoral Degrees |
| 0 | First Professional Degrees |

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

Program Development Process
OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Science in Accounting Systems at their December 6, 2024 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Accounting Systems

Program purpose. The proposed Master of Science in Accounting Systems program will equip students with state-of-the-art data analytics and information systems skills needed in today's accounting profession.

Program rationale and background. The Accounting profession has become more interdisciplinary and relies increasingly on integrating information systems, data analytics, and cybersecurity into the necessary preparation for graduates. Market evidence demonstrates that traditional accounting roles are rapidly evolving toward technology-driven positions requiring advanced analytical and cybersecurity skills. According to The CPA Journal (2024), a lack of data analytics skills among CPAs makes many of them less marketable than they were in previous generations. Tech-focused skills such as artificial intelligence knowledge experienced the highest growth rate among the top skills for accountants in 2024 (UPCEA, 2024). This transformation has created a bifurcated market between declining demand for traditional bookkeeping roles and a surging need for technology-savvy professionals. The CPA Journal reports that current accounting education inadequately prepares graduates for these evolving roles. Modern business transformation with the advancement of technology has modified the skills required for accounting students. They need new skills to apply modern analytical techniques in financial modeling, prediction, and data visualization to attract prospective employers. The proposed program directly addresses this gap by providing integrated technical training within an accounting framework. Adding technology-related coursework will help students prepare for the future accounting landscape, giving graduates a competitive edge. The Industry Advisory Board members of both the Management Information Systems Division and the School of Accounting strongly support the creation of interdisciplinary programs combining Management Information Systems and Accounting in both the Data Analytics and Cyber Audit areas. This presents a clear opportunity for a specialized educational program that addresses this skill gap.

Employment opportunities. The need for professionals who can interpret complex data, including financial data, and generate actionable insights is growing. Journal articles from 2024 show that market research indicates data analyst roles are likely to be one of the hottest jobs in finance and accounting in the coming years, with compensation reflecting this demand. Data analyst positions in corporate accounting range from $61,750 for entry-level to $140,000 for managerial roles. The cybersecurity component

addresses an equally critical need. Cybersecurity risk is a spectrum, and while the risk profile may vary across organizations, it is unlikely that a company is immune to cybersecurity risk in today's environment according to the Center for Audit Quality. Modern auditors must understand both traditional financial controls and emerging cyber threats as the cybersecurity risk landscape continues to evolve. The CPA Journal reports that employers seek professionals who can use technology to improve efficiency and provide data-driven insights. Professional accounting organizations have already recognized this shift. The CPA Evolution Initiative changed the CPA licensure model. Beginning in 2024, there is now a greater focus on technology in response to the change in knowledge and skills required of newly licensed CPAs (The CPA Journal, 2024). The initiative introduces specialized tracks, including "Information Systems and Controls," which directly validates the relevance of cybersecurity skills in accounting education. Graduates of the Data Analytics option will be prepared for positions in Data Analytics, Financial Insights Managers, Business Intelligence Analysts, and Financial Planning and Analysis. Graduates of the Cyber Audit option will be equally prepared for positions in Cybersecurity Risk Assessment, IT Auditing, Compliance Consulting, Forensic Accounting and Data Analytics, and Financial Insights Managers. According to the Bureau of Labor Statistics, over the next 10 years, the field of data analytics is expected to grow by 20 percent, accounting data analysts by 20 percent, business analysts by 15 percent, and accounting analysts by 15 percent. Launching the proposed program allows OSU to meet critical industry needs while providing students with highly marketable credentials that command premium salaries in growing fields.

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

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

Duplication and impact on existing programs. There are currently no Master of Science in Accounting Systems programs in Oklahoma. A system wide letter of intent was communicated by email on October 3, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Core Courses	18
Advanced Courses	3
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 Accounting Systems program will be offered via traditional delivery. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Financing. The program will leverage existing funding and courses to support the proposed program. No

additional funding is requested from the State Regents to support the program.

AGENDA ITEM #8-a (2):

New Programs.

SUBJECT: Oklahoma State University. Possible action on request to offer the Master of Science in Data Science.

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to offer the Master of Science in Data Science in Stillwater and Tulsa, with options in Computer Science, Mathematics/Statistics, and Engineering, 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 Data Science.** 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. Oklahoma State University's (OSU) 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

OSU offers 397 degree and/or certificate programs as follows:

133	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
123	Baccalaureate Degrees
85	Master's Degrees

| 56 | Doctoral Degrees |
| 0 | First Professional Degrees |

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

Program Development Process
OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Science in Data Science at their April 25, 2025 meeting. OSU is currently approved to offer 160 degree and certificate programs through electronic delivery. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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Master of Science in Data Science

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Program purpose. The proposed Master of Science in Data Science program will provide a core foundation in statistics, mathematics, and computer science, along with deep knowledge of how to develop and apply data science to solve problems in industrial engineering.

Program rationale and background. The proposed program aims to train the next generation of workers to operate in and advance an economy that is heavily data-driven. Students completing this degree will possess highly sought-after skills to fill high-demand jobs. National student demand for master's degrees in data science has increased dramatically in the past 3 years. According to data from the Integrated Postsecondary Education Data System, in 2020, when the CIP code for data science was introduced, only 153 Master of Science in Data Science degrees were awarded by 19 universities. In 2023, that number had ballooned to 2,325 degrees awarded by 89 universities. Within Oklahoma, there are a limited number of Master of Science in Data Science programs which force students to look outside the state for this degree program.

Employment opportunities. Data Science has become part of many career pathways across various applications, including agricultural, industrial, medical, and commercial. A quick search of the internet for jobs in Data Science indicated over 12,000 current high-paying job openings across many industries. Annual projected job openings are anticipated to grow significantly over the next 10 years, placing data science roles on Oklahoma's top 100 critical occupations list. In fact, according to the U.S. Bureau of Labor Statistics (BLS), data science jobs were listed as one of the fastest-growing areas in the United States, with a growth rate of 36 percent in the next 10 years. In Oklahoma, it is estimated that the demand will increase by 17 percent by 2030.

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

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

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

Institution	Existing Program
University of Oklahoma	Master of Science in Data Science and Analytics (406)
Southwestern Oklahoma State University	Master of Business Administration in Data Science and Technology (113)
University of Central Oklahoma	Master of Science in Data Science (246)

A system wide letter of intent was communicated by email on April 3, 2025. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Data Science program will consist of 33 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	15
Required Courses	9
Electives	9
Total	**33**

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

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

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

Financing. The program will be funded through tuition and fee revenue. No additional funding is requested

from the State Regents to support the program.

AGENDA ITEM #8-a (3):

      New Programs.

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

RECOMMENDATION:

> **It is recommended that the State Regents approve Oklahoma State University's request to offer the Master of Science in Artificial Intelligence in Stillwater and Tulsa, with options in Computer Science, Health Care Administration, and Computer Engineering, 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 Artificial Intelligence.** 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. Oklahoma State University's (OSU) 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

OSU offers 397 degree and/or certificate programs as follows:

133	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
123	Baccalaureate Degrees
85	Master's Degrees

56	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process
OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Master of Science in Artificial Intelligence at their March 7, 2025 meeting. OSU is currently approved to offer 160 degree and certificate programs through electronic delivery. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:
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Master of Science in Artificial Intelligence

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Program purpose. The proposed Master of Science in Artificial Intelligence program aims to train the next generation of workers to operate in and advance an Artificial Intelligence-driven economy.

Program rationale and background. National student demand for a Master's degree in Artificial Intelligence has increased dramatically in the past 5 years. According to data from the Integrated Postsecondary Education Data System in 2018, 247 Master of Science in Artificial Intelligence degrees were awarded by 13 universities. In 2022, that number had risen to 712 degrees awarded by 74 universities. The proposed program provides a core foundation in artificial intelligence and machine learning, along with deep knowledge of how to apply artificial intelligence to solve problems in computer and information sciences, engineering, and health care administration.

Employment opportunities. Artificial Intelligence and machine learning have become part of many career pathways, including computer science, engineering, and health care administration. A quick Internet search for jobs in Artificial Intelligence results in over 25,000 current high-paying job openings across many industries throughout the United States. Within Oklahoma City alone, there are currently 193 job openings posted on Indeed.com for Artificial Intelligence specialists. Annual projected job openings are anticipated to grow significantly over the next 10 years, placing artificial intelligence roles on Oklahoma's top 100 critical occupations list. According to the U.S. Bureau of Labor Statistics, employment for artificial intelligence and machine learning professionals is estimated to grow by 22 percent by 2030, almost three times the rate for all occupations.

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. The proposed Master of Science in Artificial Intelligence program may share similar content with the following program:

Institution	Existing Program
University of Oklahoma	Master of Science in Applied Artificial Intelligence (532)

A system wide letter of intent was communicated by email on April 29, 2025. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Artificial Intelligence program will consist of 33 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	9
Required Courses	18
Electives	6
Total	**33**

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

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

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

Financing. The program will be funded through tuition and fee revenue. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 26, 2025

AGENDA ITEM #8-b:

      New Programs.

SUBJECT: Northeastern State University. Possible action on request to offer the Doctor of Education in Community Based Leadership.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern State University's request to offer the Doctor of Education in Community Based Leadership, with options in Civic Leadership, Indigenous Leadership, Professional Studies and Instructional and Curriculum Leadership, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

> - **Doctor of Education in Community Based Leadership.** Continuation beyond Fall 2031 will depend upon meeting the following criteria:
>   Majors enrolled: a minimum of 4 students in Fall 2030; and
>   Graduates: a minimum of 2 students in 2030-2031.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Northeastern State University's (NSU) 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

NSU offers 158 degree and/or certificate programs as follows:

63	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
67	Baccalaureate Degrees
27	Master's Degrees

0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process
NSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Doctor of Education in Community Based Leadership at their January 24, 2025 meeting. NSU is currently approved to offer 111 degree and certificate programs through electronic delivery. NSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Education in Community Based Leadership

Program purpose. The proposed Doctor of Education in Community Based Leadership program will empower civic, tribal, and educational leaders with the skills needed to foster collaboration across Oklahoma's diverse communities, enhancing positive outcomes statewide.

Program rationale and background. The proposed program directly aligns with NSU's mission and vision by equipping future leaders with the skills needed to thrive in a rapidly evolving, globally competitive environment. The program is designed to meet the needs of subject matter experts in various fields who require the skills and expertise to step into leadership roles. The core curriculum centers on leadership studies, emphasizing forward-thinking leadership to effectively initiate change within their organizations. Acknowledging the crucial role regional institutions play in community development, the program will offer specializations in Civic Leadership, Indigenous Leadership, and Instructional and Curriculum Leadership. The program will connect theory with practice through immersive, application-based learning.

Employment opportunities. Student demand for a doctoral program in Educational Leadership in Oklahoma is strong, with a Google search volume of 1,380 open postings, placing it in the 88th percentile nationally for job vacancies. Student enrollment and completion rates are very high, ranking in the 99th percentile for educational leadership programs. This data highlight significant interest and a steady flow of students pursuing advanced leadership education, confirming strong demand for the Doctor of Education in Community Based Leadership program at NSU. The employment outlook for graduates of a community-based leadership program in Oklahoma is strong, with an entry level salary of $68,661 (81st percentile) and a post entry level median salary of $82,572 (76th percentile). Job postings per graduate are balanced at a 1-1 ratio, and current employment levels are high, with the Bureau of Labor Statistic (BLS) current employment and job postings both in the 99th percentile nationally. These figures highlight a solid demand for individuals with advanced leadership skills, making the proposed program an excellent choice for career advancement. The BLS projects a 5.3 percent growth in demand for doctoral-prepared professionals. The Oklahoma Employment Security Commission anticipates a 5.8 percent job growth for Education Administrators, a sector this degree will target. NSU conducted a survey distributed to alumni, current

master's students, and publicly distributed through social media. There were 150 responses with 92.7 percent of the respondents indicating that Doctor of Education in Community Based Leadership program would serve the needs of their community. Respondents included small business owners, community leaders, educators, and non-profit leaders among others.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	4	Fall 2030
Minimum Graduates from the program	2	2030-2031

Duplication and impact on existing programs. The proposed Doctor of Education in Community Based Leadership program may share similar content with the following program:

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Organizational and Community Leadership (476)

A system wide letter of intent was communicated by email on October 9, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Education in Community Based Leadership program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
Leadership Core	18
Research & Evaluation	12
Dissertation	12
Area of Concentration	18
Total	**60**

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

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

Online Pedagogy and Training. Faculty who teach in online environments complete training in both the technical tools as well as pedagogical design. In addition, professional development sessions throughout

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

Financing. The program will use existing funds that are allocated within the College of Education and the Department of Educational Leadership. The Graduate College has designated a specific budget for marketing, with plans in place for comprehensive initial marketing efforts during the first academic year. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #8-c (1):

New Programs.

SUBJECT: Southwestern Oklahoma State University. Possible action on request to offer the Doctor of Community Health.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Doctor of Community Health, with options in Health Systems Leadership and Entrepreneurship, Rural Health Management, and Quality Improvement in Healthcare, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Doctor of Community Health.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 23 students in Fall 2028; and
  Graduates: a minimum of 16 students in 2028-2029.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southwestern Oklahoma State University's (SWOSU) 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

SWOSU offers 83 degree and/or certificate programs as follows:

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

0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process
SWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Doctor of Community Health at their January 17, 2024 meeting. SWOSU is currently approved to offer 31 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Community Health

Program purpose. The proposed Doctor of Community Health program will provide students with comprehensive development for innovation in community health research, policy development, program evaluation, and community engagement.

Program rationale and background. The proposed program aims to address the unmet employment demand in the field of community and population health management. Currently, there is a significant shortage of qualified professionals with advanced degrees in community health. This shortage is particularly evident in areas such as public health organizations, non-profit agencies, government departments, and community health research institutions. By offering a specialized doctoral program in community health, SWOSU aims to bridge this gap and meet the growing demand for highly skilled professionals in the field. The need for healthcare professionals to address community health issues is crucial in improving the overall health outcomes of populations and promoting health equity. Studies show that individuals with a doctorate in community health management have advanced analytical and leadership skills necessary for effectively managing community health initiatives. Their training enables them to assess the needs of populations, develop comprehensive strategies, and collaborate with stakeholders to implement sustainable solutions. They possess the ability to critically analyze health data, evaluate program effectiveness, and conduct policy analysis. Their expertise is particularly valuable in addressing health disparities and promoting health equity in underserved communities. Studies collectively support the need for individuals trained at the doctorate level in community and population health management. Their knowledge, skills, and expertise play a crucial role in addressing complex health challenges, developing evidence-based interventions, and implementing sustainable solutions to improve health outcomes at the community and population levels.

Employment opportunities. The U.S. Bureau of Labor Statistics job outlook estimates the growth of medical and health services managers to be 32 percent and health education specialists and community health workers to be 17 percent between 2021-2030. This growth is faster than the average job growth in the United States. The proposed Doctor of Community Health program will help meet the needs in the

SWOSU region while preparing graduates to address the quadruple aim of healthcare: better outcomes, lower costs, improved patient experience, and improved clinician experience. Upon completion of the proposed program, graduates will be equipped with the knowledge and skills necessary to tackle innovative approaches to complex community health issues. Graduates will be well-prepared for a wide range of career opportunities, including leadership positions in public health organizations, academia, and community-based organizations. The demand for professionals with a doctorate in community health is expected to continue to increase in the coming years. By establishing the proposed program, SWOSU aims to contribute to meeting this demand and producing highly qualified professionals who can drive positive change in community health.

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	23	Fall 2028
Minimum Graduates from the program	16	2028-2029

Duplication and impact on existing programs. The proposed Doctor of Community Health program may share similar content with the following program:

Institution	Existing Program
Oklahoma State University	Doctor of Philosophy in Community Health Sciences (333)

A system wide letter of intent was communicated by email on April 22, 2024. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Community Health program will consist of 48-66 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	21
Approved Electives in Field of Study	9
Research Method Courses	6
Field Research Project	12-30
Total	**48-66**

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

Delivery method and support services. The proposed Doctor of Community Health program will be offered via electronic delivery. SWOSU 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. Zoom and SuiteDash (Field Project Management) are also utilized for online success. The libraries, classrooms, and equipment are adequate for the proposed program.

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

Financing. The proposed program startup costs will be covered by existing funds. The program plans to move to a self-sustaining model utilizing enrollment funds. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #8-c (2):

New Programs.

SUBJECT: Southwestern Oklahoma State University. Possible action on request to offer the Education Specialist in Clinical Mental Health Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University's request to offer the Education Specialist in Clinical Mental Health Counseling, with options in School Counseling and Community Counseling, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Education Specialist in Clinical Mental Health Counseling.** 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. Southwestern Oklahoma State University's (SWOSU) 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

SWOSU offers 83 degree and/or certificate programs as follows:

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

0	Doctoral Degrees
1	First Professional Degrees

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

Program Development Process
SWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Education Specialist in Clinical Mental Health Counseling at their April 11, 2025 meeting. SWOSU is currently approved to offer 31 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Education Specialist in Clinical Mental Health Counseling

Program purpose. The proposed Education Specialist in Clinical Mental Health Counseling program is designed for students wanting to become a Licensed Professional Counselor (LPC).

Program rationale and background. The United States (U.S.) is currently facing a significant shortage of LPCs, leading to substantial unmet mental health needs across the country. The increasing emphasis on student mental health and academic success underscores the vital role of school counselors in the educational system. According to the Bureau of Health Workforce (BHW), as of December 2023, over half of the U.S. population, approximately 169 million people, reside in areas designated as Mental Health Professional Shortage Areas. In 2022, approximately 59 million U.S. adults (23 percent of the adult population) experienced a mental illness, with nearly half not receiving treatment. The BHW reports that by 2036, substantial shortages are anticipated in the behavioral health workforce. Specifically, a projected shortage of 69,610 mental health counselors is expected in the field, resulting in only 62 percent of demand being met. Rural areas are particularly affected, with 55 percent of U.S. counties lacking practicing psychiatrists, psychologists, or social workers.

The Counseling and Educational Psychology team in the Department of Education at SWOSU is proposing a new program for students who have completed the Master of Education in School Counseling (079) or the Master of Science in Community Counseling (155) programs. The reason for this proposal is to address a financial aid issue faced by many students. To become an LPC in Oklahoma, a qualifying degree is required, and both the Master of Education in School Counseling (079) and the Master of Science in Community Counseling (155) at SWOSU meet the licensing board's degree requirements. However, after completing the qualifying degree, students must complete an additional 27 credit hours to be eligible for candidacy with the licensing board. Currently, these 27 credit hours of coursework are coded as "LPC Curriculum," which is not recognized as a degree-seeking program for financial aid purposes. While this coursework is necessary for licensure, it is not eligible for financial aid under its current designation. Graduates who have completed a qualifying degree along with these additional 27 credit hours have

successfully pursued licensure as mental health professionals, thus providing services to a diverse range of clients. Given the increasing demand for mental health professionals in Oklahoma, SWOSU proposes a new program to cover these 27 additional credit hours, allowing students to access the financial aid needed to complete the required coursework and ultimately obtain licensure while pursuing an advanced specialist degree.

Currently, SWOSU has 43 students enrolled in LPC required coursework, with 22 students having completed the Master of Science in Community Counseling (155) and 21 having completed the Master of Education in School Counseling (079). These students are pursuing the final steps toward licensure but are unable to continue without access to financial aid. The proposed program would help ensure that these students can fulfill the necessary requirements to become licensed mental health professionals and meet the growing mental health needs in Oklahoma.

Employment opportunities. The demand for LPCs in the United States is experiencing significant growth, reflecting an increasing recognition of the importance of mental health services. According to the Bureau of Labor Statistics (BLS), in 2023, there were approximately 449,800 professionals employed as substance abuse, behavioral disorder, and mental health counselors. The BLS also reports that employment in this sector is projected to grow by 19 percent from 2023 to 2033, adding approximately 84,500 new positions. On average, approximately 29,100 openings for school and career counselors and advisors are projected each year throughout the next 10 years. These openings are anticipated to arise from the need to replace workers who transfer to different occupations or exit the labor force.

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. The proposed Education Specialist in Clinical Mental Health Counseling program may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)
University of Oklahoma	Master of Science in Clinical Mental Health Counseling (508)
University of Oklahoma	Master of Human Relations in Human Relations option in Clinical Mental Health Counseling (329)
Oklahoma State University	Master of Science in Counseling option in Mental Health Counseling (194)
East Central University	Master of Science in Human Resources in Human Resources option in Clinical Mental Health Counseling (089)
Northeastern State University	Master of Science in Counseling option in Clinical Mental Health Counseling (019)

Southeastern Oklahoma State University	Master of Arts in Clinical Mental Health Counseling (078)

A system wide letter of intent was communicated by email on April 25, 2025. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Education Specialist in Clinical Mental Health Counseling program will consist of 27 total credit hours as shown in the following table.

Content Area	Credit Hours
Clinical Mental Health Counseling Core	18
Electives	9
Total	**27**

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

Delivery method and support services. The proposed Education Specialist in Clinical Mental Health Counseling program will be offered via electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

Financing. The program will leverage existing courses and funding to support the proposed program. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #8-d:

New Programs.

SUBJECT: University of Central Oklahoma. Possible action on request to offer the Doctor of Education in Transformative Leadership and Learning.

RECOMMENDATION:

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

- **Doctor of Education in Transformative Leadership and Learning.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 10 students in Fall 2029; and
  Graduates: a minimum of 6 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 Central Oklahoma's (UCO) 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

UCO offers 151 degree and/or certificate programs as follows:

19	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
78	Baccalaureate Degrees
50	Master's Degrees

1	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process
UCO's faculty developed the proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Doctor of Education in Transformative Leadership and Learning at their January 24, 2025 meeting. UCO is currently approved to offer 29 degree and certificate programs through electronic delivery. UCO requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Education in Transformative Leadership and Learning

Program purpose. The proposed Doctor of Education (Ed.D.) in Transformative Leadership and Learning program will seek to prepare leaders for positions in education, public and private non-profit organizations, and community agencies.

Program rationale and background. The proposed program is an extension of the current Master of Education in Educational Leadership (031) offered through the Donna Nigh Department of Advanced Professional and Special Services in the College of Education and Professional Studies at UCO. UCO prepares students to become community competent — collaborating across contexts to positively impact the larger society. The proposed Ed.D. is poised to fully support the institutional mission and vision by combining future PK-12 leaders with future leaders of public and private non-profit organizations and community agencies. The innovative structure of the Doctor of Education in Transformative Leadership and Learning program is designed to provide transformative learning experiences throughout the program, providing relevant coursework with quality online learning experiences, focusing students on real-world problems of practice, and producing a scholarly dissertation project that will contribute to research and practice. The proposed program would, first and foremost, recruit students from the larger metropolitan area as well as seek out internships for students within the communities in which they live and work. The program would serve as a conduit linking a high-quality, rigorous, scholarly doctorate degree from UCO to the demand of metropolitan organizations and industries for competent and innovative leaders.

The proposed Doctor of Education in Transformative Leadership and Learning would be a 34-month, 60-hour, fully online program with an embedded dissertation, that is, students would begin working on their dissertation in the second semester of coursework and continue writing the dissertation throughout the duration of the program. Students will complete their dissertation with their coursework requirements. The program is designed for working adults, so the courses will be offered fully online in a 16-week or 8-week format to ensure students are not taking more than two courses at a time during any semester. The unique structure of the proposed program admits one cohort of students each fall and requires all students to take classes together for the 15 core hours of coursework, 12 hours of research coursework, and 15 hours of

dissertation. Students also separate into their cognate areas and take 18 hours of specialized courses. The proposed program includes two initial cognate areas: Leadership for PK-12 Administration and Leadership for Community Development. This structure allows the University to add additional cognates to the program as its mission or demand allows.

Employment opportunities. Oklahoma currently has granted over 5,000 emergency certifications and 2,500 adjunct instructors across the state according to the Oklahoma State School Boards Association in 2024. The teacher shortage has implications for the pipeline to school leadership. In fact, current data show that demand for education administrators is higher than the national average. In Oklahoma in 2023, there were 52 job postings for superintendents and 206 postings for principals. K-12 education administrators are also identified by the State of Oklahoma as a critical occupation. Beyond K-12 education, Oklahoma has a critical need for leaders who would enroll in the Doctor of Education in Transformative Leadership and Learning program. General and Operations managers top the list of critical occupations for Oklahoma in 2022-2023, which also includes supervisors and managers. The proposed program would provide additional education and, in some cases, certification to address a number of occupations that are deemed critical by the state of Oklahoma and the region.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2030
Minimum Graduates from the program	6	2029-2030

Duplication and impact on existing programs. The proposed Doctor of Education in Transformative Leadership and Learning program may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Instructional Leadership and Academic Curriculum (064)
Oklahoma State University	Doctor of Philosophy in Educational Leadership and Policy Studies (461)

A system wide letter of intent was communicated by email on January 7, 2025. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the uniqueness of the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Education in Transformative Leadership and Learning program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	15
Research Courses	12
Dissertation Hours	15
Cognate	18

	Total	60

Faculty and staff. Existing faculty and four additional full-time faculty members will be needed to teach the courses in the proposed program. New faculty will be hired at a rate of one per year for the first four years of the program. One additional half-time support staff position will also be needed.

Delivery method and support services. The proposed Doctor of Education in Transformative Leadership and Learning will be offered via electronic delivery. UCO utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

Financing. The four full-time faculty positions will be reallocated at a rate of one per year for the first four years of the program from existing faculty lines that have been vacated due to retirements and resignations. UCO's Academic Affairs Office conducts an efficiency review annually of all full-time positions so they can ensure the redirection from programs that have declined in enrollment into areas supporting critical workforce development needs. The program will also utilize existing funds from the Center of eLearning and Connected Environments to fund the program and additional support staff needs. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #8-e:

New Programs.

SUBJECT: Eastern Oklahoma State College. Possible action on request to offer the Associate in Arts in Native American Studies.

RECOMMENDATION:

> **It is recommended that the State Regents approve Eastern Oklahoma State College's request to offer the Associate in Arts in Native American Studies, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

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

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Eastern Oklahoma State College's (EOSC) 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

EOSC offers 38 degree and/or certificate programs as follows:

11	Certificates
20	Associate in Arts or Science Degrees
7	Associate in Applied Science Degrees
0	Baccalaureate Degrees
0	Master's Degrees

0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with EOSC'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
EOSC's faculty developed the proposal, which was reviewed and approved by institutional officials. EOSC's governing board approved delivery of the Associate in Arts in Native American Studies at their February 21, 2025 meeting. EOSC is currently approved to offer 17 degree and certificate programs through electronic delivery. EOSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Arts in Native American Studies

Program purpose. The proposed Associate in Arts in Native American Studies program will provide students an appreciation for societies and culture for preservation of tribal history.

Program rationale and background. EOSC has endeavored to strengthen curriculum offerings and community relationships throughout their regional area. Located in the heart of the Choctaw Nation, EOSC would stand out as the only rural 2-year public institution in eastern Oklahoma offering this specialized program. EOSC has built a collaborative working association with the Choctaw Nation, which is one of the largest employers in the area in which EOSC serves. The proposed program will focus on subjects such as the History of American Indians, Native American Government, Tribal Law, and Native American Humanities, with language courses emphasizing Choctaw and other tribal languages. This program is designed for students aiming to pursue a bachelor's degree and is transferable to institutions like Northeastern State University, East Central University, Southeastern Oklahoma State University, Oklahoma State University, and the University of Oklahoma. The addition of an Associate in Arts in Native American Studies program that includes a language requirement will be beneficial to student learning and will help with understanding tribal culture. Additionally, EOSC will provide events and activities both on and off campus in which students will engage with various tribes of Native Americans. EOSC has support from the Native American nations of Choctaw, Cherokee, Chickasaw, Seminole, and Muscogee. Language courses will focus on Choctaw, but additional tribal languages will be provided as an option when appropriate. The proposed program will also offer electives that increase the understanding of the subject content for students pursuing Tribal Law, law enforcement, cultural artifacts, historical events, human relations and support within the tribal communities.

Employment opportunities. The proposed Associate in Arts in Native American studies is primarily designed to transfer to a 4-year program. The Bureau of Labor Statistics (BLS) estimates that careers related to Native American Studies are projected to grow by 10.4 percent between 2016 and 2026. Gaining proficiency in Indigenous languages and cultural practices enhances employability in community-focused roles. In Oklahoma, with its significant Native American population and numerous tribal nations,

opportunities are particularly robust in tribal organizations. Positions like grant writers, cultural program coordinators, legal representatives, and community outreach specialists are common and benefit from a background in Native American Studies. In Southeast Oklahoma, tribal entities such as the Choctaw Nation offer various employment opportunities. While specific roles may vary, the region's rich Indigenous heritage ensures a consistent demand for professionals versed in Native American cultures and issues. Nationally, there has been a 20 percent increase in degrees awarded for Native American studies. Salaries for graduates with a Bachelor's in Native American Studies vary based on experience, location, and sector. It is estimated that the median salary nationally is $50,466 annually.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2029
Minimum Graduates from the program	5	2029-2030

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

Institution	Existing Program
Rogers State University	Associate in Arts in Liberal Arts option in Native American Studies (023)
Rose State College	Associate in Arts in History option in Native American Studies (125)

A system wide letter of intent was communicated by email on March 12, 2025. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the distance between institutions, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education Courses	37-40
Native American Studies Courses	20-22
Electives	0-1
Total	**60**

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

Delivery method and support services. The proposed Associate in Art in Native American Studies program will be offered via traditional and electronic delivery. EOSC utilizes Blackboard Ultra as its learning management system, along with Zoom to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, an activity stream that includes a global calendar and global grades page, an announcement

feature which allows faculty to prompt students regarding dues dates, assessment feedback and progress tracking. 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. EOSC 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 leverage existing faculty and one new adjunct faculty member to develop native specific courses. There is potential for partnerships in funding with the Native American tribes, specifically Choctaw Nation and Chickasaw Nation. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #8-f:

New Programs.

SUBJECT: Oklahoma State University-Oklahoma City. Possible action on request to offer the Associate in Science in Pre-Nursing.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University-Oklahoma City's request to offer the Associate in Science in Pre-Nursing, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in Pre-Nursing.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 25 students in Fall 2027; and
  Graduates: a minimum of 5 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University-Oklahoma City's (OSU-OKC) 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

OSU-OKC offers 50 degree and/or certificate programs as follows:

17	Certificates
7	Associate in Arts or Science Degrees
23	Associate in Applied Science Degrees
3	Baccalaureate Degrees
0	Master's Degrees

0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process
OSU-OKC's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU-OKC's governing board approved delivery of the Associate in Science in Pre-Nursing at their March 7, 2025 meeting. OSU-OKC is currently approved to offer 23 degree and certificate programs through electronic delivery. OSU-OKC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Pre-Nursing

Program purpose. The proposed Associate in Science in Pre-Nursing program will provide a focused pathway for students who are interested in pursuing a 2-year or 4-year nursing program.

Program rationale and background. Students enter nursing programs with a range of career goals, from bedside care to nursing leadership and advanced practice. Traditionally, students declare nursing as a major and complete prerequisite course before applying to the Nursing program, often resulting in part-time enrollment once admitted. The proposed program would work alongside the Associate in Applied Science in Nurse Science (014) program, addressing these challenges by allowing students to take pre-Bachelor of Science in Nursing (BSN) general education courses concurrently with nursing coursework. This structure helps students maintain full-time enrollment, making them eligible for full financial aid while also progressing toward bachelor's degree requirements. For those who are unable to complete the nursing program within the standard timeframe, the integrated curriculum ensures they are still making meaningful progress toward the Associate in Science in Pre-Nursing. This not only provides a valuable academic credential but also maintains eligibility for transfer into most 2-year and 4-year nursing programs. Additionally, the program offers a cost-effective, transfer-friendly solution for students planning to pursue a BSN, minimizing redundant coursework and aligning with general education requirements at partner institutions.

Employment opportunities. This proposed program is designed to prepare students for admission to the Associate in Applied Science in Nurse Science program and to prepare them for transfer to 4-year nursing programs. While the proposed program itself does not directly lead to employment, this program streamlines the pathway for students to complete their BSN. While both Associate and Bachelor's degree nurses are prepared for patient care at the bedside, the additional education provided in leadership and community provides expanded opportunities for the BSN prepared nurse. The American Nurses Association (ANA) reviewed pay scale reports on the average salaries of both Associate Degree in Nursing (AND) and BSN salaries. BSN salaries were, on average, over $17,000 higher than ADN salaries.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2027
Minimum Graduates from the program	5	2027-2028

Duplication and impact on existing programs. The proposed Associate in Science in Pre-Nursing program may share similar content with the following programs:

Institution	Existing Program
Connors State College	Associate in Science in Pre-Nursing (034)
Oklahoma City Community College	Associate in Science in Diversified Studies with option in Health Sciences/Pre-Nursing (012)
Tulsa Community College	Associate in Science in Pre-Nursing (266)

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

Curriculum. The proposed Associate in Science in Pre-Nursing program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education Courses	37
Major Required Courses	17
Electives	6
Total	**60**

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

Delivery method and support services. The proposed Associate in Science in Pre-Nursing program will be offered via traditional and electronic delivery. OSU-OKC 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 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. OSU-OKC 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 leverage existing courses to create a pathway for pre-nursing students. No additional costs are anticipated outside of the need to cover the cost of instruction for normally offered courses. Normal personnel costs and/or adjunct funding will cover the costs associated with the proposed program. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #9:

Program Deletions.

SUBJECT: Possible action on institutional approvals for program deletions.

RECOMMENDATION:

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

BACKGROUND:

Rose State College (RSC) requests authorization to delete the programs listed below:
- Associate in Applied Science in Dental Assisting (054)
- Certificate in Dental Assisting (101)

Western Oklahoma State College (WOSC) requests authorization to delete the program listed below:
- Associate in Science in Infants and Toddlers (072)

POLICY ISSUES:

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

ANALYSIS:

RSC requests authorization to delete the Associate in Applied Science in Dental Assisting (054) program, beginning Fall 2025. This program was approved at the October 18, 1996 State Regents' meeting. RSC reports:
- Deletion of the degree program is due to low enrollment and funneling students into the Associate in Applied Science in Dental Hygiene (011) program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Dental Assisting (101) program, beginning Fall 2025. This program was approved at the October 18, 1996 State Regents' meeting. RSC reports:
- Deletion of the degree program is due to low enrollment and funneling students into the Associate in Applied Science in Dental Hygiene (011) program.
- There are currently 7 students enrolled in the program with the expected graduation of Spring 2026.
- The teach-out plan will include courses being offered through the Associate in Applied Science in Dental Hygiene (011) program that is still in place.
- No courses will be deleted.
- No funds are available for reallocation.

WOSC requests authorization to delete the Associate in Science in Infants and Toddlers (072) program, effective immediately. This program was approved at the April 21, 2016 State Regents' meeting. WOSC reports:

- WOSC currently offers an Associate in Science in Early Childhood (066), an Associate in Applied Science in Child Development (010), and a Certificate in Child Development Assistant (053), all of which effectively meet the educational and workforce needs previously addressed by the Associate in Science in Infants and Toddlers. Given these alternative pathways, the program is no longer necessary.
- There are currently no students enrolled in the program.
- Five courses will be deleted.
- No funds are available for reallocation.

AGENDA ITEM #10:

     Academic Policy.

SUBJECT: Possible action on policy exception request from Oklahoma Panhandle State University.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Oklahoma Panhandle State University (OPSU) is seeking an exception to Oklahoma State Regents for Higher Education (OSRHE) Policy 3.10 to allow qualified high school students in the Oklahoma Panhandle to enroll concurrently in technical courses through a pilot program called Panhandle Tech. These courses align with micro-credentials, certificate programs, and Associate of Applied Science (AAS) degrees in Technology. The initiative would lower traditional admission criteria—requiring a minimum 2.5 GPA and a high school counselor recommendation—to expand access for rural and underserved students.

Students would be limited to technical coursework initially, with enrollment in general education courses granted upon meeting the standard 3.0 GPA admission criteria for concurrent enrollment or upon high school graduation.

Eligible Programs Include:
- Associate in Applied Science in Drafting and Industrial Technology
- Associate in Applied Science in Emergency Medical Services
- Associate in Applied Science in Fire Protection
- Associate in Applied Science in Industrial Technology
- Associate in Applied Science in Metal Technology
- Certificate in Advanced Emergency Medical Technician
- Certificate in Fire Protection and Safety Training
- Certificate in Welding Technology
- Certificate in Wind Energy Maintenance Technology

The program is designed to address workforce shortages in the Panhandle region, which faces limited CareerTech access and low postsecondary attainment. Wraparound academic and career support will be provided through OPSU's Academic Resource Center.

OPSU will be required to submit student-level data for each tenth-grader enrolled under the authorization granted by this item after the conclusion of the 2025-2026 academic year. State Regents' approval is recommended.

AGENDA ITEM #11:

> **Intensive English Programs.**

SUBJECT: Possible action on request to extend the review schedule for Intensive English Programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve an extension of the review schedule for the English Language Institute – Oklahoma State University, the Center for English as a Second Language – University of Oklahoma, and the English as a Second Language – Tulsa Community College for one year.**

BACKGROUND:

English language centers have been reviewed through the State Regents' Intensive English Program Approval and Review policy since 1980 (formerly Policy Statement on Admissions of Students for Whom English is a Second Language). Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language programs have been hired to conduct the reviews.

In Fall 1996, an English Language Institute committee was convened to work with State Regents' staff to revise the policy to include standards for the centers and an approval process. This committee consisted of representatives from proprietary and institutionally-based English language centers. The State Regents approved this policy in April 1997. The policy was reviewed again and updated in 2009.

In response to federal legislation requiring accreditation status for Intensive English Programs (IEP) by December 2014, the policy was updated in 2012 to allow IEPs that have sought and obtained accreditation status from an accrediting body specializing in intensive English instruction recognized by the United States Department of Education (USDE) to use this accreditation status in lieu of a secondary visit by an evaluation team from the State Regents.

The approval process includes a self-study report and an external evaluation team visit. The evaluation team prepares a report of findings on each standard and recommends one of the following: (1) approval without qualification with reexamination in five years; (2) provisional approval with reexamination in one, two, three or four years; or (3) deny approval. The evaluators compare the self-study to the standards outlined in the policy and verify the information in the self-study with observations from the on-site visit, providing a written report with recommendations. The center's staff has the opportunity to provide a written response to the evaluators' report.

In December 2022, the Chancellor tasked State Regents' staff to conduct a thorough review of all State Regents' policies. The State Regents' Intensive English Program Approval and Review policy required an on-site evaluation facilitated by State Regents' staff and conducted by at least two qualified professionals with graduate credentials and expertise in intensive English programs. State Regents' staff concluded that these evaluations were time-intensive and noted that the policy also permitted IEPs to seek accreditation from specialized accrediting agencies recognized by the U.S. Department of Education. As a result, the policy was revised to eliminate the on-site evaluation requirement and instead require IEPs to be accredited

or actively pursuing accreditation through either the Commission on English Language Accreditation (CEA) or the Accrediting Council for Continuing Education and Training (ACCET). The State Regents approved these revisions at their September 7, 2023, meeting.

POLICY ISSUES:

This action is consistent with State Regents' Intensive English Program Approval and Review policy.

ANALYSIS:

At their May 2023 meeting, the State Regents approved an extension through June 30, 2025 to allow adequate time for ELI at OSU, CESL at OU, and ESL at TCC to begin the accreditation process. The following is an update on the IEPs' progress towards accreditation:

- ELI at OSU reports their accreditation site visit took place on February 20-22, 2025 and they are in the process of completing their response to the site visit team's report. ELI anticipates an accreditation decision to be finalized in Fall 2025.
- CESL at OU reports they have completed the self-study and site visit through CEA and are in the process of responding to the site visit team's report. CESL anticipates an accreditation decision to be finalized in Fall 2025.
- ESL at TCC reports they initially applied for ACCET accreditation but discovered that the accreditor was not an appropriate fit for a college or university IEP. They quickly exited ACCET's process and applied for accreditation through CEA. Their self-study is due November 1, 2025 and they expect to have a site visit sometime during the Spring 2026 semester.

Due to the progress made toward accreditation and meeting policy requirements, State Regents' staff recommend extending the approval for ELI at OSU, CESL at OU, and ESL at TCC through June 30, 2026.

AGENDA ITEM #12:

Temporary Assistance to Needy Families.

SUBJECT: Possible action to allocate funds to Oklahoma institutions of higher education participating in the Temporary Assistance to Needy Families (TANF) program pursuant to the contracts with Oklahoma Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between Oklahoma Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between Oklahoma Human Services (OHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 15 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology (OSUIT) and OSU-Oklahoma City (OSU-OKC).

Starting July 1, 2023, nine community colleges with twelve sites, and one technical branch, OSU Institute of Technology (OSUIT) with two sites, in McAlester and Atoka, are operational through funding provided through a contract between OHS and OSRHE. Murray State College and one technical branch, OSU-Oklahoma City (OSU-OKC) did not renew their programs.

Starting October 1, 2024, the Oklahoma State Regents for Higher Education and Oklahoma Human Services entered into a new contract with a new scope of work. The new TANF design was necessary to align with:
- A shift in TANF team roles and population needs.
- The reduction in adults receiving TANF emergency assistance payments.
- The introduction of Work Ready Oklahoma.
- Supporting short-term training programs that lead to sustainable employment opportunities.

With the new design, one Education Navigator will be employed at each of nine institutions of higher education: Carl Albert State College (CASC), Connors State College (CSC), Northern Oklahoma College – Enid (NOC), Oklahoma City Community College (OCCC), Oklahoma State University Institute of Technology, (OSUIT), Seminole State College (SSC), Tulsa Community College (TCC), Western Oklahoma State College (WOSC), and the University of Science and Arts of Oklahoma (USAO).

The nine Education Navigators will provide statewide coverage for TANF and Work Ready Oklahoma clients, allowing qualified participants to enroll at a community college or university to complete education leading to employment. The amounts below reflect the funds allotted for fiscal year 2026.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the TANF program continuation applications for FY26 by Oklahoma Human Services and State Regents' staff resulted in the recommended amounts listed:

INSTITUTIONAL ALLOCATIONS

Institution	Allocation
Carl Albert State College	$369,752
Connors State College	$286,243
Northern Oklahoma College-Enid	$252,531
Oklahoma City Community College	$306,774
Oklahoma State University Institute of Technology	$337,812
Seminole State College	$245,292
Tulsa Community College	$274,599
University of Science and Arts of Oklahoma	$209,355
Western Oklahoma State College	$191,331
Total Allocations	$2,473,689

AGENDA ITEM #13-a:

> **Scholars for Excellence in Child Care.**

SUBJECT: Possible action on contract renewal between Oklahoma Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program.

RECCOMENDATION:

> **It is recommended that the State Regents approve the contract renewal for the Scholars for Excellence in Child Care in the amount of $4,759,045.**

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and Oklahoma Human Services (OKDHS) have contracted to fund the Scholars for Excellence in Child Care (Scholars) program, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels, compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

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 Program has achieved success since its inception. Through summer 2024, there have been approximately 445 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate (CDA), a nationally recognized credential; approximately 4,886 have earned a certificate of mastery and 1,468 an associate degree through the Scholars program initiative. There have been 924 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program. Sixty-One scholars have received a bachelor's degree through the bachelor's scholarship.

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. The Scholars program has provided a scholarship to assist with the cost. Since June 2024, approximately 680 child care providers in the state have obtained a national CDA Credential.

The contract will continue through FY26.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

SECOND RENEWAL AND THIRD MODIFICATION OF CONTRACT

This Renewal of the current contract PO# 8309026681, is entered into by and between the Oklahoma Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE).

WHEREAS, on or about July 1, 2023, OKDHS and the OSRHE entered into an agreement effective July 1, 2023 through June 30, 2024 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at twelve community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (CDA), Certificate of Mastery, Director's Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor's degree. ("Agreement");

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one-year periods at the level of services outlined in Attachments A and B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the OKDHS;

WHEREAS, on or about December 7, 2023, OKDHS and OSRHE executed the first modification to the Agreement decreasing the Operations Budget amount of $58,725 (Fifty-Eight Thousand Seven Hundred Twenty-Five Dollars) to $52,051 (Fifty-Two Thousand Fifty-One Dollars) and increasing the Personnel Budget to $195,918 (One Hundred Ninety-Five Thousand Nine Hundred Eighteen Dollars);

WHEREAS, on or about July 1, 2024, OKDHS and OSRHE executed the second modification of the Agreement. A revised budget of $4,753,919 (Four Million Seven Hundred Fifty-Three Thousand Nine Hundred Nineteen Dollars) replaced the first modified budget and the provisions of a separate program contract were incorporated into the Agreement. The Agreement as modified was renewed for the first of three one-year renewal options effective July 1, 2024 through June 30, 2025;

WHEREAS, both parties desire to renew the Agreement for the second one-year period (effective July 1, 2025 through June 30, 2026) and modify the Agreement as set forth below;

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Renewal

   The contract amount for FY26 is not to exceed $4,759,045 (Four Million Seven Fifty-Nine Thousand Forty-Five Dollars).

   Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

   See Attachments A, B & C attached hereto.

This Agreement shall be renewed for the second of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2025 and ending June 30, 2026.

Except as expressly amended and modified by this Second Renewal and Third Modification, all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Second Renewal and Third Modification be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Human Services   **Oklahoma State Regents for Higher Education**

By: _____   By: _____
    OKDHS Official   Sean Burrage, Chancellor

Date:_____   Date:_____

Approved as to Form:

AGENDA ITEM #13-b:

Scholars for Excellence in Child Care.

SUBJECT: Possible action to allocate funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care program pursuant to the contract with Oklahoma Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college Scholars for Excellence in Childcare program FY26 allocations in the amounts set forth herein pursuant to the contract between Oklahoma Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and Oklahoma Human Services (OKDHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Twelve community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place, of which twelve house a scholar coordinator with a program operating budget.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies. No State Regents' policies are impacted by this action.

ANALYSIS:

A review of the community college Scholars program continuation applications by Oklahoma Human Services and State Regents' staff resulted in the following recommendations for FY26:

Community College	FY26 Allocation
Carl Albert State College	$168,858
Connors State College	$87,558
Northern Oklahoma College	$196,954
Northeastern A&M College	$84,973
Murray State College	$95,292
Oklahoma City Community College	$101,735
Oklahoma State University-Oklahoma City	$83,931
Redlands Community College	$180,498
Rose State College	$153,333
Seminole State College	$89,719
Tulsa Community College	$269,411
Western Oklahoma State College	$107,765
Total FY25 Allocation	**$1,620,027**

AGENDA ITEM #14-a:

> **State Authorization.**

SUBJECT: Possible action on requests for re-authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma.

RECOMMENDATION:

> **It is recommended that the State Regents approve the applications for re-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
In January 2025, new authorization applications were provided to each then 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.

Currently, 33 private and out-of-state institutions are authorized to operate in Oklahoma:

• Aquinas Institute of Theology	• Saint Paul School of Theology
• Asbury Theological Seminary	• South University
• ATA College	• Southeastern University
• Baylor University	• Southwestern Law School
• Central Oklahoma College	• Spartan College of Aeronautics and

• Chamberlain University	Technology
• Claremont Lincoln University	• Strayer University
• Columbia College	• Tulsa Welding School
• Embry Riddle Aeronautical University	• University of California Berkeley
• Golden Gate University	• University of California Davis
• Heavy Equipment Colleges of America	• University of San Diego
• John Brown University	• University of Saint Augustine for Health Sciences
• Marian University	
• Miller-Motte College	• Upper Iowa University
• Nelson University	• Walden University
• New York University	• Webster University
• Newman University	• Wichita State University
• Park University	

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:

- Columbia College
- Nelson University
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- Upper Iowa University
- Wichita State 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.

Columbia College

Home/Main Campus Location	Columbia, Missouri
Parent Company Name/Location	None
Institution Type	Private, non-Profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score[1]	2.2
Oklahoma Physical Location	Fort Sill

Modality	Online, but students have the option to take up to 75 percent of certain programs at the in-person location

Degree Programs Offered in Oklahoma at Physical Location	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	2	58	11	34
Bachelor's Programs	15	44	4	27
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	17	102	15	61

Nelson University

Home/Main Campus Location	Waxahachie, Texas
Parent Company Name/Location	None
Institution Type	Private Non-Profit
Accreditation	Southern Association of Colleges and Schools Commission on Colleges
Federal Financial Responsibility Composite Score[1]	1.9
Oklahoma Physical Location	Broken Arrow
Modality	Hybrid

Degree Programs Offered at Physical Location in Oklahoma*	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	7	2	0	2
Bachelor's Programs	6	2	0	1
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	13	4	0	3

* Graduate programs are delivered through SARA.

Spartan College of Aeronautics and Technology

Home/Main Campus Location	Tulsa, Oklahoma
Parent Company Name/Location	Spartan Education Group, LLC
Institution Type	Private For-Profit
Accreditation	Accrediting Commission for Career Schools and Colleges
Federal Financial Responsibility Composite Score[1]	0.2
Oklahoma Physical Location	Tulsa

Modality	Hybrid

Degree Programs Offered in Oklahoma	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	4	702	240	517
Bachelor's Programs	2	121	46	100
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	6	823	286	617

Strayer University

Home/Main Campus Location	District of Columbia
Parent Company Name/Location	Strategic Education, Inc., Herndon, Virginia
Institution Type	Private for-Profit
Accreditation	Middle States Commission on Higher Education
Federal Financial Responsibility Composite Score[1]	2.3
Oklahoma Physical Location	Oklahoma City
Modality	Online, but students have option to take some classes of some programs at the in-person location.

Degree Programs Offered in Oklahoma at Physical Location	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	6	15	7	12
Bachelor's Programs	6	420	6	384
Master's Programs	10	5	0	1
Doctoral Programs	0	0	0	0
Other Degree Programs	12	0	1	0
Totals	34	440	14	397

Tulsa Welding School

Home/Main Campus Location	Tulsa, Oklahoma
Parent Company Name/Location	StrataTech Holdings, LLC, Phoenix, Arizona
Institution Type	Private For-Profit
Accreditation	Accrediting Commission for Career Colleges and Schools
Federal Financial Responsibility Composite Score[1]	0.2
Oklahoma Physical Location	Tulsa
Modality	Hybrid

Degree Programs Offered in Oklahoma	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	1	108	76	87
Bachelor's Programs	0	0	0	0
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	1	108	76	87

Upper Iowa University

Home/Main Campus Location	Fayette, Iowa
Parent Company Name/Location	None
Institution Type	Private, non-profit
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score[1]	1.7
Oklahoma Physical Location	Fort Sill
Modality	Hybrid

Degree Programs Offered in Oklahoma at Physical Location	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	2	6	3	1
Bachelor's Programs	5	8	0	6
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	7	14	3	7

Wichita State University

Home/Main Campus Location	Wichita, Kansas
Parent Company Name/Location	none
Institution Type	Public
Accreditation	Higher Learning Commission
Federal Financial Responsibility Composite Score[1]	N/A for public institutions
Oklahoma Physical Location	Francis Tuttle Technology Centers: 1 location in Edmond and 3 locations in Oklahoma City
Modality	In Person

Wichita State University (WSU) currently offers no degree programs in Oklahoma but does offer concurrent enrollment courses at the four Francis Tuttle Technology Center locations. WSU offers courses

in the disciplines of Chemistry, Physics, Math, Biology, Computer Science, Criminal Justice, Fine Arts, and Medical Terminology. No students were enrolled during the reporting period (2023-2024 academic year).

A supplement containing information on the individual courses and programs these institutions offer in Oklahoma is available upon request.

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
June 26, 2025

AGENDA ITEM #14-b:

> **State Authorization.**

SUBJECT: Possible action on requests for initial authorization of (non-exempt) private and out-of-state degree-granting institutions 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 institutions that apply for authorization must pay a non-refundable application fee prior to the review of their application. In addition, all institutions that are approved for authorization will be charged an authorization fee. Previously authorized institutions are 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. (In future years, these institutions will become previously authorized institutions and will be charged the re-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)
Private (non-exempt) institutions that are approved for authorization are required to contribute to the student tuition recovery fund. All such 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
In January 2025, new authorization applications were provided to each institution authorized at that time. 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. Staff also submitted updates to the State Authorization Guide, a nationally available resource for the authorization requirements of all U.S. states, districts, and territories.

Currently, 33 private and out-of-state institutions are authorized to operate in Oklahoma:

• Aquinas Institute of Theology	• Saint Paul School of Theology
• Asbury Theological Seminary	• South University
• ATA College	• Southeastern University
• Baylor University	• Southwestern Law School
• Central Oklahoma College	• Spartan College of Aeronautics and
• Chamberlain University	Technology
• Claremont Lincoln University	• Strayer University
• Columbia College	• Tulsa Welding School
• Embry Riddle Aeronautical University	• University of California Berkeley
• Golden Gate University	• University of California Davis
• Heavy Equipment Colleges of America	• University of San Diego
• John Brown University	• University of Saint Augustine for Health
• Marian University	Sciences
• Miller-Motte College	• Upper Iowa University
• Nelson University	• Walden University
• New York University	• Webster University
• Newman University	• Wichita State University
• Park University	

POLICY ISSUES:

This action is consistent with the Institutional Accreditation and State Authorization policy.

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:

- Academy of Art University
- California Coast University
- The Chicago School
- National University
- Pepperdine University
- San Jose State University
- Southern California University of Health Sciences

<u>Institutional Summaries</u>
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.

Academy of Art University

Home/Main Campus Location	San Francisco, California
Parent Company Name/Location	none

Institution Type	Private For-Profit
Accreditation	Western Association of Schools and Colleges Senior College and University Commission
Federal Financial Responsibility Composite Score[1]	1.7
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	4	4	2	3
Bachelor's Programs	14	29	0	11
Master's Programs	10	14	2	5
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	28	47	4	19

California Coast University

Home/Main Campus Location	Santa Ana, California
Parent Company Name/Location	none
Institution Type	Private For-Profit
Accreditation	Western Association of Schools and Colleges Senior College and University Commission
Federal Financial Responsibility Composite Score[1]	Institution does not participate in Title IV
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	6	1	1	0
Bachelor's Programs	9	10	1	0
Master's Programs	10	1	0	0
Doctoral Programs	3	1	0	0
Other Degree Programs	16	0	0	0
Totals	44	13	2	0

The Chicago School

Home/Main Campus Location	Los Angeles, 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
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	4	2	0	2
Master's Programs	17	16	0	15
Doctoral Programs	10	2	0	2
Other Degree Programs	13	1	1	1
Totals	44	21	1	20

National University

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]	2.2
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	5	14	1	7
Bachelor's Programs	40	70	5	29
Master's Programs	48	51	9	30
Doctoral Programs (Juris Doctorate)	23	85	11	42
Other Degree Programs	21	4	1	2
Totals	137	220	26	108

Pepperdine University

Home/Main Campus Location	Malibu, 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]	2.7
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	1	0	0	0
Master's Programs	14	10	3	7
Doctoral Programs	1	0	0	0
Other Degree Programs	0	0	0	0
Totals	16	10	3	7

San Jose State University

Home/Main Campus Location	San Jose, California
Parent Company Name/Location	California State University System
Institution Type	Public
Accreditation	Western Association of Schools and Colleges Senior College and University Commission
Federal Financial Responsibility Composite Score[1]	N/A for public institutions
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	2	0	0	0
Master's Programs	6	3	0	0
Doctoral Programs (Juris Doctorate)	0	0	0	0
Other Degree Programs	6	0	0	0
Totals	14	3	0	0

Southern California University of Health Sciences

Home/Main Campus Location	Whittier, 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
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	1	0	0	0
Master's Programs	5	2	0	2
Doctoral Programs	8	0	0	0
Other Degree Programs	6	0	0	0
Totals	20	0	0	0

A supplement containing information on the individual courses and programs these institutions offer in Oklahoma is available upon request.

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.

AGENDA ITEM #15-a:

Tuition & Fees.

SUBJECT: Possible action on institutional requests for changes to academic services fees for Fiscal Year 2026.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for fiscal year 2026 as reported in the supplemental schedules.

BACKGROUND:

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

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

State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2026 were posted at the State Regents' meeting held March 27, 2025. A public hearing was held April 24, 2025 at the State Regents' meeting for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

POLICY ISSUES:

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

ANALYSIS:

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2026. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The

requested changes to academic services fees for Fiscal Year 2026 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

Of the twenty-five public institutions in The State System, nineteen requested changes in academic services fees for Fiscal Year 2025 and six had no requests for changes in these fees. The institutions requested 73 changes in Special Instruction Fees, 5 changes in Facility/Equipment Utilization Fees, 30 changes in Testing/Clinical Services Fees, 71 changes in Classroom/Laboratory Supply and Material Fees, and 62 changes in various Other Special Fees. A total of 241 changes have been requested to academic services fees for Fiscal Year 2026, an increase of 45 requests when compared to FY25 requests. The fee requests consist of 82 new fees, 115 modifications to existing fees, and 44 deletions of current fees. The complete listing of requests for posting is attached.

It is recommended that the State Regents approve these institutional requests for changes to academic services fees for Fiscal Year 2026.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #15-b:

Tuition & Fees.

SUBJECT: Possible action on Fiscal Year 2026 tuition and mandatory fees.

This item will be available at the meeting.

AGENDA ITEM #16-a:

Educational and General Budgets.

SUBJECT: Possible action on FY26 Educational and General allocations and budgets for institutions, constituent agencies, the higher education center, special programs, and other programs.

RECOMMENDATION:

It is recommended that the State Regents approve the fiscal year 2026 (FY-2026) budgets for institutions, constituent agencies, the higher education program, special programs and other governance operations of the state system. It is recommended that the State Regents authorize the Chancellor to certify the budgets to the Office of Management and Enterprise Services. Budget detail is presented to the Regents as a supplement in the Educational and General Budgets, Summary and Analysis, Fiscal Year 2026 document.

BACKGROUND:

At the meeting of May 30, 2025, the State Regents allocated $1,118,405,926 in state-appropriated funds for FY-26 educational and general operating budgets for institutions, constituent agencies, the higher education program, specific special programs and other State Regents' operations. Budgets for these entities have been submitted and upon approval by the State Regents, a certified copy will be filed with the Office of Management and Enterprise Services for the establishment of allotments so institutions and programs may encumber and expend funds for fiscal year 2026. The Oklahoma's Promise Scholarship Fund is funded with $70,740,310 in the state appropriations approved at the May meeting and is included in this total for FY26.

POLICY ISSUES:

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

ANALYSIS:

The supplemental report provides schedules that summarize each institution's budgeted amounts for personnel services; travel; utilities; supplies and other operating expenses; property, furniture and equipment; library books and periodicals; and cash scholarships (excluding tuition waivers). Objects of expenditure are provided for primary educational and general operating budgets, sponsored budgets and special agency funds. Budget amounts are also available for the University Center at Ponca City, special programs and other operations of the State Regents.

State appropriations for total system operations increased by 2.34 percent to $1,047.7 million for FY-2026. Residual federal stimulus Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and American Rescue Plan funding has also been budgeted by our institutions for FY-2026 in a total amount of $86.8 million. These sources of funding represent direct allocations to our institutions from the U.S.

Department of Education as one-time federal stimulus dollars, in response to the COVID-19 pandemic, or were appropriated from the Statewide Recovery Fund for specific projects. The remaining federal stimulus funding authorization has an expiration date of December 2026.

In FY-2026, institutions will be reimbursed at one hundred percent (100%) of the actual concurrent enrollment waivers awarded to senior and junior high school students. The allocation to the Section 13 Offset Program resulted in capital funding for the participating institutions of $175/per FTE, or a minimum of $1,000,000, whichever amount was greater. This funding allows our institutions to address critical infrastructure improvements and required deferred maintenance projects to ensure the health and safety of students, faculty and visitors at our campuses.

The primary educational and general operating budgets of the colleges and universities will increase by $106.3 million, or 3.5 percent, to a total of $3,129.9 million. Functions for the Academic Enterprise (Instruction, Academic Support, Student Services, and Scholarships) have a combined increase of $45.0 million (2.1%).

The budgeted, system-wide average projected for enrollment is a net gain of 3.1 percent and represents a difference of 3,707 additional full-time-equivalent students anticipated to enroll for the fall semester of the academic year, when compared to the previous fall.

The sponsored programs budget (E&G Part II) is budgeted to decrease by approximately $23 million to $708.1 million in FY-26. The system expects to generate a return on investment of 2.51 to 1 on the investment is the sponsored research category.

The budget guidelines prescribed by the State Regents have been followed and all debt service requirements will be meet for FY-26. The institutions and consistent agencies, as well as the State Regents' office, will continue to be prudent in the expenditures of state revenue and cost savings will remain a focus throughout the fiscal year.

Supplements

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 26, 2025

AGENDA ITEM #16-b:

E&G Budget.

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 $1,044,937.14 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,044,937.14 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 $2,089,874.28. This amount is sufficient for a transfer of $1,044,937.14 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 $116,429,415.71.

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	$4,260,523.04

AGENDA ITEM #16-c:

> **E&G Budget.**

SUBJECT: Possible action to continue agreement with the Oklahoma Historical Society for the Higher Education Archives project for FY26.

RECOMMENDATION:

> **It is recommended that the State Regents approve a grant allocation in the amount of $40,000 for year one of a renewable five-year commitment through FY2030 to the Oklahoma Historical Society for support of the Higher Education Archives project.**

BACKGROUND:

In FY2003, the State Regents' approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. In FY2010, FY2015, and FY2020 the five-year grant was continued to provide support for and expansion of the Higher Education Archives project.

The project's primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

POLICY ISSUES:

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

ANALYSIS:

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education. Additionally, as part of this contract renewal, the Oklahoma Historical Society will:

- Maintain and add to the online searchable database for higher education leaders and institutions;
- Conduct oral histories with current regents for the searchable database;
- Update the interactive video presentation about regents, historical leaders, and institutions located in the Oklahoma History Center;
- Provide two free uses of the banquet facilities at the Oklahoma History Center each year.

Funding Source: FY2026 allocation for Grants/Economic Development/OEIS.

AGENDA ITEM #17:

       Capital.

SUBJECT: Possible action to acknowledge receipt of the FY26 Annual Campus Master Plan and authorize for submission to the Oklahoma Long-Range Capital Planning Commission.

RECOMMENDATION:

> **It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2027-2034 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.**

BACKGROUND:

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S., Section 901) and revised in 2014. Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next eight years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next eight years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

POLICY ISSUES:

None.

ANALYSIS:

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has, in prior years, placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities. A total of 699 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately $3.6 billion for the eight-year period.

Supplement

AGENDA ITEM #18-a:

> **Contracts and Purchases.**

SUBJECT: Possible action on contracts exceeding $100,000 for FY2026.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY2026 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

Core

1) The University of Missouri – Great Plains Network in the amount of $175,700.00 for annual membership fees that provide Internet2 connectivity. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the national research and education infrastructure, including Internet2, and facilitate the use of advanced cyberinfrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium to benefit Oklahoma research institutions by reducing internet-related costs. (Funded from 210-Core).

2) Mercer in the amount of $708,000.00 for investment consulting services on the Endowed Chairs, Academic Scholars and Retirement Trust Funds. (Funded from 707-Endowed Chairs Program).

OCAP

3) Educational Credit Management Corporation in the amount of $1,243,846.00 for use of an integrated software system and services for administering student loans, including providing federally-required FFELP default aversion, claims and collections services performed on behalf of OCAP. (Funded from 701-OCAP).

OneNet

4) Norlem Technology Consulting in the amount of $450,000.00 for Palo Alto firewall license renewal credits to support OneNet's managed virtual firewall services. These services also provide additional security measures that protect OneNet and OSRHE staff from cyber threats. Norlem provides network traffic monitoring for security against suspicious and malicious activity on the network. Costs recovered through Onenet subscriber fees. (Funded from 718-OneNet).

5) Blackboard in the amount of $528,990.00 for service. Blackboard Learn SaaS is an online learning service in which four schools participate: Northeastern State University, Carl Albert State College, Murray State College, and Redlands Community College. Cost recovered from OneNet user fees. (Funded from 718-OneNet).

6) University of Arkansas (AREON) in the amount of $148,900.00 for circuits to provide service to OneNet subscribers. These costs are passed on to current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. Cost recovered through OneNet subscriber fees. (Funded from 718-OneNet).

7) The University of Indiana in the amount of $842,085.00 for network monitoring services provided by the Global Research Network Operating Center (GRNOC). Cost recovered through OneNet user fees. (Funded from 718-OneNet).

8) Coursera in the amount of $340,000.00 for Coursera for Campus licenses to allow students to acquire micro-credentials necessary to take on additional roles in their chosen profession or degree. By acquiring micro-credentials, students and institutions will gain critical knowledge and marketable skills that provide the foundation for new career opportunities. Through this system-wide purchase, 15 participating institutions can purchase Coursera licenses at the discounted rate of $75 per license compared to the regular price of $399 per license. The cost associated with this purchase will be subsidized by $300,000 in funding from the State Regents, allocated on May 28, 2021, for meeting micro-credentials and rapid re-employment strategies and initiatives. The remaining cost will be reimbursed to OneNet from participating institutions. (Funded from 718-OneNet).

9) MidCon Recovery Solutions LLC in the amount of $133,680.00 for leasing of rack and power space in the MidCon Data Center. This space is needed to co-locate equipment to access and employ fiber and fiber connections to subscribers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet).

10) SHI in the amount of $163,097.00 for institutional licenses for Lightcast Analyst labor market analytics software. By acquiring Lightcast Analyst licenses, institutions can apply labor market data analytics to the areas of program and credential development, enrollment marketing, workforce development, and career services. A total of 30 licenses will be purchased with 27 to be made available to state system institutions and 3 to OSRHE staff. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet).

11) Presidio Holdings Inc. in the amount of $305,000 for replacement of outdated routers needed for last-mile network interface circuits, thereby enhancing the network and mitigating maintenance expenditures for OneNet. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

12) Presidio Holdings Inc. in the amount of $495,000.00 for replacement of core routers in OneNet's Oklahoma City and Tulsa data centers. This will upgrade connectivity back to the network core and

between the sites to 400G and upgrade spine switches from 40G to 100G. Cost recovered through OneNet subscriber fees. (Funded from 718-OneNet)

13) University Corp. for Advanced Internet dba Internet2 in the amount of $190,460.00. This purchase provides a redundant 100G and 400G fiber path for OneNet and ARE-ON to access the Research Education Network (Internet2) and the Commodity Internet at the Equinix Hub in Dallas, Texas. In addition, this also supports OneNet's participation in the MUS-IX collaboration with LEARN (Texas), LONI (Louisiana), and AREON (Arkansas). Cost recovered through OneNet subscriber fees. (Funded from 718 – OneNet).

14) Dobson Technologies Transport and Telcom in the amount of $150,000.00 for FY26 OneNet fiber optic relocation due to highway road and highway construction. Cost recovered through OneNet subscriber fees. (Funder from 718 – OneNet).

AGENDA ITEM #18-b:

Contracts and Purchases.

SUBJECT: Possible action on contract with Attorney General for legal services.

RECOMMENDATION:

> **It is recommended that the State Regents authorize the Chancellor to enter into a contract for legal services with the Office of the Attorney General for Fiscal Year 2026.**

BACKGROUND:

Since September 2001, the State Regents have contracted with the Office of the Attorney General to provide legal services to unrepresented institutions within the State System. The contract has thereafter been renewed annually. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract for full-time services was modified (and approved by the State Regents on February 13, 2004) to provide half-time services of an AAG assigned by the Office of the Attorney General. In FY26, it is recommended that the contract for an AAG be increased to full-time to better serve the institutions.

POLICY ISSUES:

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. § 18*l* as amended. This is an approval of a contract.

ANALYSIS:

The contract provides considerable value to the State Regents and to the State System, particularly to those institutions that do not have their own legal counsel.

The contract has enabled the State Regents to provide legal support to the smaller institutions that do not have ready access to legal services, including:

1.   Eastern Oklahoma State College;
2.   Carl Albert State College;
3.   Murray State College;
4.   Seminole State College;
5.   Western Oklahoma State College;
6.   Northern Oklahoma College;
7.   Redlands Community College;
8.   University of Science & Arts of Oklahoma;
9.   University Center at Ponca City; and

10. Rose State College (RSC has own counsel through 20i contract, but assigned AAG is occasionally asked to help, particularly representing faculty appeals board during hearings)

This is consistent with the State Regents' preventive law philosophy.

The contract also provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.

The annual cost of the contract is $169,047.60 and will be billed at $14,087.30 per month. This includes the Assigned Attorney's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. There is a $91,463.64 cost increase from FY25 to increase the services to full-time in FY26. A copy of the contract proposed by the Office of Attorney General is attached. Language related to determination of the Assigned Attorney's scope of activities is pending further negotiation. The proposed contract provides that the Assigned Attorney, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the work performed by the Assigned Attorney. The Legal Department has requested and will continue to request such quarterly reports. The contract also provides that it may be terminated by either party upon 60 days' written notice. Authorization to enter into the contract is recommended.

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CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2026

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1.   **PARTIES**:

This Agreement is between the Office of Attorney General and the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

2.   **AUTHORITY**:

This Agreement is authorized by virtue of 74 O.S. § 18*l*.

3.   **CONTRACT DURATION**:

This Agreement commences on July 1, 2025, and covers the fiscal year 2026 ending June 30, 2026.

4.   **CONSIDERATION**:

(a) The Attorney General's Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of $169,047.60 annually, with monthly payments in the amount of $14,087.30. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE, outside the Oklahoma City metropolitan area.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings, as necessary, and other legal needs, consistent with the provisions of Paragraph 6.

(c) The AGO, if requested by the Board at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15, and July 15.

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(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney equivalent to 1.0 FTE for the OSRHE, regardless of whether the Assigned Attorney is in fact utilized.   It is agreed by the parties that the Assigned Attorney's obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5.   **OFFICE LOCATION:**

The Assigned Attorney will maintain an office with the AGO to facilitate the delivery of legal services.

6.   **SUPERVISION:**

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE, with the OSRHE General Counsel. The supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7.   **TERMINATION:**

This agreement may be terminated by either party upon 60 days' written notice.

8.   **AGENCY DESIGNEES:**

The authorized agent and designee for the Office of Attorney General is Niki Batt.   The authorized agent and designee for the OSRHE is Sean Burrage, Chancellor.

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

OFFICE OF THE ATTORNEY GENERAL

By: _____

By: _Niki S. Batt_____

    Sean Burrage,
    Chancellor

    Niki Batt,
    Deputy Attorney General
    Legal Counsel Unit

DATE: _____

DATE: June 23, 2025

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 26, 2025

AGENDA ITEM #19:

> **Investments.**

SUBJECT: Possible action on new Investment Managers.

RECOMMENDATION:

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

BACKGROUND:

Pavilion Mercer, investment consultants for the fund, has suggested a new manager recommendation for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. Funding will come from cash on-hand and reallocations within the portfolio.

POLICY ISSUES:

This action is consistent with Regents' asset allocation policy.

ANALYSIS:

Mercer is recommending the following manager for the portfolio:

Lead Edge Capital VII -- $10,000,000. This recommendation is for final approval for an investment into the Lead Edge Capital, Fund VII. This is a venture capital fund that will invest in late-stage ventures and growth companies through an investment strategy in software, internet and tech-enabled consumer industries. The fund will target 15 – 25 growth platform companies and publicly traded companies for strategic investments. The firm is highly regarded and focused on investments across the software, internet and consumer sectors.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATIONAL

AGENDA ITEM #20-a:

Consent Docket.

SUBJECT: Contracts and Purchases. Possible action to ratify 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 April 15, 2025 and May 27, 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 April 15, 2025 and May 27, 2025, there were 4 purchases exceeding $25,000 but less than $100,000.

Core
1) Pixelmongers LLC in the amount of $41,113.00 for reviews of the following websites to ensure WCAG 2.1 Level AA compliance: Oklahoma College Access Network, Oklahoma College Assistance Program, Oklahoma Money Matters, Oklahoma's Promise, Ready Set Repay, and OneNet (WordPress). (Funded from 210-Core).

OneNet
2) Presidio Holdings Incorporated in the amount of $61,133.25 for various parts to support OneNet's managed router services for circuits greater than 1Gbps. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).

3) Pinnacle Business Solutions in the amount of $99,982.00 for work completed at the Tulsa storage system to accommodate the current and future growth of storage and subscription services. (Funded from 718-OneNet).

4) Dell Marketing LP in the amount of $28,196.73 for various servers and switches to create an OFFN (OneOklahoma Friction Free Network) Science DMZ for Oklahoma City Community College. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).

5) Carahsoft in the amount of $28,693.84 for needed upgraded backhaul to Oklahoma City Community College. Work will consist of router optics for the connections from Oklahoma City Community College to ETN and Norman. Funded from 718-OneNet).

6) Tubbesing Solutions LLC in the amount of $30,246.88 for replacement parts for the Uninterruptible Power Supply (UPS) to maintain functionality. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).

GEAR UP
7) Vela Institute in the amount of $41,000.00 to perform the final external evaluation of the 2017 State GEAR UP grant for Oklahoma and provide a written report to close out the 2017 OK GEAR UP grant. (Funded from 730-GEAR UP).

AGENDA ITEM #20-b:

      Consent Docket.

SUBJECT: Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Possible action to ratify recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service for the 2025-26 academic year.

RECOMMENDATION:

      It is recommended that the State Regents ratify the individuals listed below as recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service for the 2025-26 academic year.

BACKGROUND:

The Chancellor Glen D. Johnson Scholarship in Leadership and Public Service honors Chancellor Johnson's commitment to increasing the number of college graduates in Oklahoma to meet the state's current and future workforce needs in today's knowledge-based, global economy. The scholarship is awarded each year to outstanding college students attending one of Oklahoma's public colleges or universities who demonstrate strong leadership potential, a significant commitment to community engagement activities, and interest in pursuing a career in public service.

POLICY:

Recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service shall meet the following eligibility requirements:
- Oklahoma resident;
- Enrolled full-time (minimum of 12 credit hours per semester) at a public institution within the Oklahoma State System of Higher Education;
- In good academic standing with a minimum GPA of 3.0 at the time of nomination; and
- Completed at least 30 hours of college coursework/credits and will be classified as a sophomore, junior, or senior for the academic year in which the scholarship will be received.

Recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service are selected based on the following criteria:
- Leadership experience;
- Demonstrated interest in public service, community engagement, and civic participation;
- A short essay on the importance and value of public service; and
- A letter of recommendation from an individual who can attest to the student's leadership potential and commitment to public service.

A total of six scholarships are awarded annually, distributed as follows:
- Two scholarships are granted to students attending Oklahoma's public two-year colleges;

- Two scholarships are allocated to students attending Oklahoma's public regional universities, which includes the University of Science and Arts of Oklahoma; and
- Two scholarships are presented to students attending Oklahoma's public research universities.

Based on available interest earnings, the scholarship amount for the 2025-26 academic year will be $1,850.

It is recommended that the State Regents ratify 2025-26 Chancellor Glen D. Johnson Scholarship recipients as follows:
- David Dimandja, University of Oklahoma
- Justin Sharp, Oklahoma State University
- Rebecca Lawson, University of Central Oklahoma
- Dylan Guillen, University of Science and Arts of Oklahoma
- Grace Gregory, Rose State College
- Kendra Long, Northeastern Oklahoma A&M College

The scholarship award will be transmitted directly to the institution on the student's behalf for the Fall 2025 semester.

AGENDA ITEM #20-c:

Consent Docket.

SUBJECT: Personnel. Possible action to ratify personnel appointment.

RECOMMENDATION:

It is recommended that the State Regents ratify the personnel appointment as noted below.

BACKGROUND:

State Regents' personnel policy (2.8.2) requires Regents' approval or ratification of decisions relating to director-level and above personnel.

ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS:

It is recommended that the State Regents' ratify the following personnel actions regarding State Regents Staff:

Vice Chancellor for Budget and Finance. Mark Tygret will retire from his position as Vice Chancellor for Budget and Finance on August 31, 2025. Following a comprehensive search process for this position, it is recommended that the State Regents ratify the appointment of Nick Hathaway as the next Vice Chancellor for Budget and Finance, effective July 21, 2025. The overlap in their tenure will provide for a smooth transition and ensure continuity in key budget and finance operations for the agency. Mr. Hathaway brings more than 30 years of leadership experience in higher education and public service, including more than two decades at the University of Oklahoma, where he served as Executive Vice President and Vice President for Administration and Finance. Most recently, he has served as Vice President for Business and Finance at the University of Science and Arts of Oklahoma, where he has led key initiatives in budgeting, operations, and strategic planning. His experience across both comprehensive research institutions and smaller regional campuses gives him a deep understanding of the diverse needs of our state system. He holds a bachelor's degree in political economy from Tulane University, a Master of Business Administration from the University of Oklahoma, and a Certificate in Disruptive Innovations from Harvard University. A copy of the job description and Mr. Hathaway's resume are attached.

JOB DESCRIPTION
Vice Chancellor for Budget & Finance
FLSA: Exempt
Position #100261
Cost Center: FISAFF 14000
Worker's Comp Code: 8742

ESSENTIAL FUNCTION

The Vice Chancellor for Budget and Finance is responsible for the development, coordination, and general administration of budget and fiscal policies for the Oklahoma state system of higher education, as well as internal agency budget and fiscal operations. Additionally, the Vice Chancellor for Budget and Finance provides oversight of OneNet and the Oklahoma College Assistance Program. As a member of the senior leadership team, this position plays a key role in strategic planning, resource allocation, and financial decision-making to advance the agency's mission and priorities.

RESPONSIBILITIES AND DUTIES

- Lead the development, coordination, and administration of state system budget and fiscal policies.
- Serve as the primary point of contact for state system institutions on budget development, financial information, and fiscal project management.
- Provide guidance, information and assistance to institutional personnel, other agencies, advisory groups, legislative committees and professional organizations on various budgetary, policy and fiscal matters.
- Facilitate and coordinate shared services opportunities among state system institutions, supporting collaboration, strategic resource utilization, and effective fiscal planning.
- Oversee agency budget and fiscal policies, procedures, and operations to ensure compliance with financial and regulatory standards.
- Coordinate state system capital planning and infrastructure needs.
- Coordinate the development of the annual budget request presented to the Legislature and Governor on behalf of the state system of higher education, in consultation with the State Regents and Chancellor.
- Coordinate the annual allocation of state appropriations to state system institutions, in consultation with the State Regents and Chancellor.
- Coordinate the State Regents' annual tuition and fee approval process.
- Administer the State Regents' Endowed Chairs program, including investment management.
- Monitor state and federal legislation that impacts higher education funding.
- Serve as the liaison to the Council of Business Officers.
- Serve as liaison between OSRHE and the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR), funded in part by the OSRHE.
- Responsible for the oversight and general administration of the OSRHE Fiscal Division and Business Office, including staff development and succession planning.
- Provide administrative and fiscal oversight of the Oklahoma College Assistance Program.

- Provide administrative and fiscal oversight of OneNet, including the OSRHE Information Technology Division.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

A master's degree in accounting, finance, business administration, public administration, or a related field is required; however, an equivalent combination of education and experience may be considered, with up to two (2) years of experience substituting for the required education. Candidates must have a minimum of seven (7) years of progressively responsible experience in budget and fiscal administration, including at least five (5) years in a supervisory capacity. Extensive knowledge of public sector budgeting, higher education finance, capital financing, and financial compliance is required, along with strong verbal, written, and analytical abilities and demonstrated leadership skills. The ability to work effectively with internal and external constituencies, including institutional leaders, policymakers, and financial stakeholders, is essential. The selected candidate must provide a cellular telephone for work-related activities, and some travel is required.

PREFERRED QUALIFICATIONS

Preference may be given to candidates who possess a master's or previous budget and fiscal planning and administration experience in higher education or government.

PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

SUPERVISION

The employee performs work under the supervision of the Chancellor.

Nicholas Hathaway

Key Qualifications

With over 30 years of experience, I am a seasoned executive passionate about innovative approaches to workforce development and higher education. I have a proven track record of success in building strong, collaborative teams and a deep commitment to conti nuous learning and professional development. I constantly seek new ways to drive innovation in my work, whether exploring new technologies or finding creative solutions to complex challenges.

Work Experience

Vice President for Business and Finance, University of Science and Arts of Oklahoma, Chickasha, OK
February 2024   – Present
- Direct all university business activities, including the comprehensive development and oversight of the annual budget.
- Manage all aspects of campus maintenance and operations, ensuring a safe and efficient environment.
- Oversee university security team and financial aid administration, optimizing processes for student and institutional benefit.
- Contribute strategically to university   - wide initiatives, including critical efforts to improve student graduation and retention rates.

Founder and CEO, Brio Data Group, Norman, OK
July 2018 – Present
- Advances innovations in workforce engagement centered on leading   - edge data analytics and artificial intelligence.
- Secured a seed investment from the National Science Foundation (NSF) in June 2022 to apply artificial intelligence to discover novel approaches to matching learners with individualized employment and educational opportunities.

Executive Vice President, The University of Oklahoma, Norman, OK
March 1996 – July 2018
- Led over 1,300 employees, driving continuous improvement through collaboration and strategic implementation of high   - impact projects.

- Spearheaded a university‑wide effort that improved student retention from 86% to 94%, placing OU among top public universities nationally.
- Established OU as a national leader in using data analytics to improve the student experience, increasing overall student satisfaction and growing revenue.
- Redesigned the university's revenue structure with a "Flat Rate" tuition policy, increasing annual revenue significan tly.
- Championed technology integration in the student experience, including an innovative online learning platform and low ‑cost digital learning materials.

Special Assistant to the President, The University of Oklahoma, Norman, OK
November 1994 – March 1996
- Served as the primary liaison between the university president and faculty/staff governance groups, fostering strong campus relations.

Press Secretary for Senator David L. Boren (D ‑OK), United States Senate, Washington, D.C.
May 1994 – November 1994
- Developed strategic communications and built strong relationships with national and state media professionals.

Education

Master of Business Administration, The University of Oklahoma, Norman, Oklahoma
May 2000

B.A. Political Economy, Political Science, Tulane University, New Orleans, Louisiana
May 1992

Certificate in Disruptive Innovation, Harvard University, Boston, Massachusetts
March 2020

AGENDA ITEM #20-d:

Resolutions.

SUBJECT: Possible action on resolutions honoring retiring staff members.

RECOMMENDATION:

It is recommended that the State Regents ratify resolutions recognizing retiring staff members for their service.

This item will be available at the meeting.

AGENDA ITEM #21-a:

Reports.

SUBJECT: Programs. 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](#).

AGENDA ITEM #21-b (1):

> **Annual Reports.**

SUBJECT: Possible action to acknowledge receipt of the Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the twenty-seventh teacher education annual report on systemwide review.**

BACKGROUND:

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs (EPPs) work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

The value of comprehensive teacher preparation in Oklahoma is reflected in the appropriate content, pedagogical knowledge, dispositions, clinical practice, instructional strategies and skills taught by EPPs. Additionally, EPPs hold their teacher education students to a high standard, exemplified in their ability to produce effective practitioners for P-12 schools. According to the Office of Educational Quality and Accountability (OEQA), Teacher Leader Effectiveness (TLE) data indicates that candidates, who complete their teacher education degrees from Oklahoma public institutions of higher education, are evaluated as more effective or higher in their practice than those teacher candidates who do not.

Legislation supports an Oklahoma teacher induction program for novice teachers that provides support, mentorship and coaching to educators at the beginning of their careers, or as they transition to new roles within a school or district. Teacher education faculty members have opportunities to serve on induction committees, helping novice teachers enhance their professional growth and practice. Additionally, teacher education faculty members partner with school districts, sharing their level of expertise with P-12 faculty and students. Their involvement is crucial with the development of new state standards and assessments.

The State Regents initiated teacher education reform efforts in the summer of 1992 with an External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the system's 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that

all had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to 7.

In April 2010, the number of recommendations were further reduced to 6, after the State Regents Academic Affairs Committee reviewed the GPA requirements for teacher education students and felt this recommendation was properly addressed in practice. Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a program.

In 2018, further review of the recommendations by the Academic Affairs Committee, along with subsequent meetings with the Office of Educational Quality and Accountability (OEQA), led to modification of the criteria to be addressed in Recommendation 3, Academic Preparation in Elementary Education. Due to the changing accountability measures for EPPs and their ongoing efforts to improve their programs for students, the criteria for this recommendation were modified to address academic preparation for all of their programs. It is important for EPPs to show how data drive programmatic changes to facilitate more effective teaching and learning outcomes for their students.

Similarly, in 2024, the criteria in Recommendation 6, Collaboration with Faculty in Arts and Sciences, were modified to instead focus on reading instruction, a growing area of concern by OEQA and the State Regents. EPPs now report on the results of the assessment of teaching skills in the area of reading instruction as administered to candidates in elementary, early childhood education, and special education programs.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the 27th annual report, covers the 2023-2024 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the OEQA in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents' teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents' commitment to efficiency and excellence.

ANALYSIS:

Over 30 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Associate Vice Chancellor for Teacher Preparation and Special Programs meets regularly with teacher education deans across the State System to maintain the gains in the quality of teacher education programs. Some general findings about the previous year's compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2023-2024, EPPs conditionally admitted 84 teacher education graduate students, up from 56 in 2022-2023, but still down from 88 in 2020-2021 and 90 the year prior (2019-2020). Those graduate students who moved forward in

their respective programs completed the required remediation to meet admission requirements. Of the 12 institutions that have EPPs, almost half of them either no longer admit graduate students conditionally, or they do not have graduate programs.

- The 12 universities constantly examine individual program requirements. For 2023-2024, EPPs have continued to align their curricula and assessments with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, programmatic standards, Council for the Accreditation of Educator Preparation (CAEP) standards, as well as the Oklahoma Academic Standards (OAS). EPPs have also focused heavily upon streamlining assessments in an effort to generate quality data for program improvement. One major change that has occurred across all EPPs is the elimination of the Oklahoma General Education Test and the adjustment of the GPA requirement to 2.75, both of which became effective Fall 2022.

  Additionally, the colleges are continuing to focus on content knowledge instruction and assessment strategies for teacher candidates. Emphasis is placed on areas such as organizing, collecting, evaluating and monitoring data; providing coursework and clinical experiences that highlight diverse learners, English language learners, and learners with varying abilities; and providing workshops and trainings that support content and pedagogical needs as well as success on certification assessments. Other program changes driven by data analysis include the incorporation of more rigorous and diverse practicum experiences, curriculum changes to better prepare candidates to meet P-12 needs, as well as a focus on instructional strategies for classroom management, math and reading.

  Overall, EPPs are using data to streamline course effectiveness and adjust key assessments, preparing pre-service teacher candidates to implement research and evidence-based instructional strategies for the classroom, improve their abilities to effectively teach diverse student populations, and emphasize professional growth that impacts student learning.

- EPPs report continued investment in instructional and educational technology in varying amounts for a variety of needs, ranging from computers and software to technological accessories (i.e. software licenses, instructional subscriptions, lab supplies, etc.) and video/streaming/visual/audio equipment (i.e. instructional digital displays, mics, digital cameras, webcams, etc.). The COVID-19 pandemic underscored the importance of effective use of technology in EPPs for academic and instructional use. A number of universities reported purchases of replacements and upgrades to technological equipment such as computers, printers, laptops, and other hardware. Additionally, investments were made in wireless and fiber optic networks to help facilitate improved connectivity for instruction. Institutions conduct mandatory equipment, software, and infrastructure maintenance and continue to utilize items such as iPads, Microsoft Tablets, SMART Boards/Tables, lab equipment for instructional technology, and other interactive technology.

  Additionally, new technologies have been integrated into institutions to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Such technology includes the use of touch displays, sensor technology, video observation software to support distance learning, Swivl recorders, Coding and Robotics Kits, Zoom, and Artificial Intelligence (AI) technologies. Additionally, learning technologies and software such as Canvas, MindPlay Virtual Reading, Google Classroom, Class Dojo, GoReact, Blackboard, Solstice, and AI technologies are used to help improve instruction. Some institutions upgraded network infrastructures and included mechanisms to assist with the protection of their network and

operating systems. Emphasis is placed on instructional and technical support, as well as general maintenance which includes funding for IT Support and Technology Specialists.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong focus on instructional strategies, content knowledge, teaching methodologies, research, and technology. Additionally, the Oklahoma State Regents for Higher Education policy directs that each faculty member spend a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.

- EPPs report strong instructional practices in reading and literacy instruction. They utilize the latest research and evidence-based practices in their courses to equip pre-service teachers with the appropriate resources, tools, and strategies to deliver effective reading and literacy instruction to P-12 learners. Teacher candidates must take the Oklahoma Subject Area Test which includes a reading assessment. Several institutions report 100 percent pass rates on these assessments.

Supplement available upon request.

AGENDA ITEM #21-b (2):

> **Annual Reports.**

SUBJECT: Possible action to acknowledge receipt of the Inspired to Teach 2024-25 Year-End Report.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of Inspired to Teach 2024-25 Year-End Report.**

BACKGROUND:

The Inspired to Teach Program was created during the 2022 legislative session, with the passage of HB 3564. The purpose of the program is to address the teacher shortage in the state of Oklahoma and provide a pipeline of quality and effective teachers for the public schools of this state. The Oklahoma State Regents for Higher Education (OSRHE) was charged with administering and maintaining this scholarship and incentive program to encourage the preparation of public-school teachers (Pre-K through 12th grade) at all accredited state public and private higher education institutions.

Inspired to Teach allows students who have graduated from high school, including home school graduates and GED earners, and who declare teacher education as a major in college, to receive a scholarship over the duration of their matriculation as long as they maintain satisfactory academic progress (SAP), a 2.5 GPA and full-time enrollment. Participants can receive awards up to $5,500, and if they remain and teach in an Oklahoma (Pre-K through 12th grade) public school for five consecutive years, they will receive a $4,000 award each year of service up to five years - not to exceed a total of $20,000. This program provides an effective, comprehensively prepared teacher for Oklahoma public school students.

POLICY ISSUES:

The Inspired to Teach statute (70 O.S. § 698.1 (B)) mandates the establishment of an advisory committee comprised of 9 individuals, including educators, teacher education faculty, public school representatives, and a representative of the Oklahoma State Department of Education whose purpose is to provide recommendations and help to improve the effectiveness of the Inspired to Teach Program. The advisory committee is charged with submitting a report on the Inspired to Teach Program to the Oklahoma State Legislature on or before July 1 each year.

The 2024-2025 report details the development, implementation and impact of the program on teacher education statewide. Additionally, the report highlights significant effects of Inspired to Teach on enrollments in teacher education programs across the state, including the substantial financial support awarded to students.

ANALYSIS:

OSRHE staff, with assistance from the Inspired to Teach Advisory Committee, has prepared the third annual Inspired to Teach program report, highlighting the outcomes of the program in its first year of implementation. The report provides the following information:

- Highlights
- Background
- Program Development and Implementation
- Program Outcomes –Scholarship Component
- Program Outcomes—Employment Incentive Component
- Marketing Campaign Outcomes
- Acknowledgements
- Advisory Committee Members
- Appendices

As of June 1, 2025, 6,624 students have enrolled in the Inspired to Teach program and have received scholarship awards which total over $10.5 million. To date, 35 institutions have active participants in the program.

A majority of participants in the program come from public institutions of higher education – 5,950 (89 percent), with the remaining participants from private institutions in Oklahoma. Most of these students attended rural Oklahoma high schools, with only 1,127 current participants graduating from urban high schools.

During the 2024-2025 academic year, the first two cohorts of graduates participating in the Inspired to Teach Program completed their second year of teaching service, with two additional cohorts completing their first year of teaching service, and two cohorts graduating and joining the teacher workforce. To date, 587 Inspired to Teach participants have completed at least one year of teaching service, with over $2.3 million in employment incentives paid out thus far.

In 2024-2025, the scholarship portion of the program is comprised of 2 percent high school seniors, 37 percent college freshmen, 21 percent college sophomores, 24 percent college juniors and 16 percent college seniors. The top five declared majors for Inspired to Teach participants are:

1. Elementary Education (2,432)
2. Early Childhood Education (1,103)
3. Music Education—including General Music, Instrumental Music, and Vocal Music (657)
4. History/Social Studies Education (533)
5. English/Language Arts Education (485)

In a continued effort to fill critical shortage areas, the OSRHE also tracks science and math education majors participating in Inspired to Teach. The program currently has:

- 195 Mathematics Education Majors
- 62 Science Education Majors (General)
- 49 Biology Education Majors
- 27 Chemistry Education Majors
- 4 Earth Science Education Majors
- 3 Physics Education Majors

- 4 Natural Sciences Education Majors

There are also 221 Special Education majors currently enrolled in Inspired to Teach, as well as 35 Foreign Language Education majors, and 361 Pre-Education majors. The OSRHE will continue to monitor declared major trends for a better understanding of the program's impact on resolving the teacher shortage crisis in Oklahoma.

OSRHE staff continues to vigorously promote public awareness to increase the enrollment in the Inspired to Teach program. Continued outreach with key stakeholders and a robust marketing campaign have served to grow the program substantially in its first two years. OSRHE staff will continue these efforts to increase public awareness, program enrollment and participation, and the ultimate goal of resolving the Oklahoma teacher shortage.

Supplement available upon request.

AGENDA ITEM #21-b (3):

> **Annual Reports.**

SUBJECT: Possible action to acknowledge receipt of the 2023-24 Teacher Education Program Admission Study.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the 2023-24 Teacher Education Program Admission Study.**

BACKGROUND:

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST), now called the PRAXIS Core Academic Skills for Educators Test, as one criterion for admission to teacher education programs. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

In 2020, the American College Testing (ACT) and Scholastic Aptitude Test (SAT) were also added as options, in lieu of the OGET, for meeting admissions requirements, but in the spring of 2022, the legislature moved to revoke the OGET as a licensure exam. The Office of Educational Quality and Accountability (OEQA) continued to offer the OGET for one more year as part of the phase out plan. However, it was not used for licensure; Educator Preparation Programs (EPPs) allowed this test to be used one final academic year (2022-2023) for admission into teacher education programs.

Currently, in policy, the admission criteria are 1) earning a GPA of 2.75 or higher in all general education courses, 2) scoring at or above 22 on the ACT (the writing portion included), 3) scoring at or above 1120 on the SAT (with no less than a 5 on reading, a 4 on Analysis, and a 5 on Writing), 4) scoring at or above the level designated by the State Regents on the PRAXIS exam, or 5) holding a baccalaureate degree from an institution accredited by an organization recognized by the United States Department of Education for the purpose of accrediting institutions of higher education in the United States, and approved by the State Regents.

This is the nineteenth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period from 2023-2024, the most recent data available.

POLICY ISSUES:

The State Regents' policy, Criteria for Admission to Teacher Education (3.21.3), regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

FINDINGS:

During 2023-2024, the 21 Oklahoma universities with teacher education programs reported a total of 1,234 students admitted to teacher education (Chart 1a). The 12 public universities reported 1,067 (Chart 1b) admissions and the 9 private universities reported a total of 167 (Chart 1c) students admitted to teacher education. The number of public university students admitted in the past 5 years has increased 16 percent, from 917 in 2019-2020 to 1,067 in 2023-2024. This marks the first five-year increase in public university students admitted to teacher education in over a decade (*In the previous year, the 5-year decrease was 11 percent*). Over the past 5 years, for both public and private teacher education admissions combined, the increase in admissions was 16.8 percent, while year-over-year admissions for public and private institutions increased by 1.4 percent (Chart 2).

For 2023-2024, most of the students admitted were White, Non-Hispanic (724), 59 percent of total admissions (Chart 3). The next largest groups were Unknown at 12 percent (118), those who identified as Multiple at 9 percent (117), and Hispanic or Latino (101) 8 percent. There was a significant increase in the Unknown group over 2022-2023 (11 percent), due in part to some private institutions withholding data from UDS, as they are not mandated to provide it. The next largest group was Native American or Alaska Native at 7 percent (87) and Black or African American (40) at 3 percent, followed by Asian Middle Far East students (11) at 1 percent. Non-resident aliens made up the smallest group at less than 1 percent (3).

Females (866) comprised 70 percent of admissions with males (230) making up 19 percent and Unknown making up 9 percent (115) (Chart 4).

In 2023-2024, 1,148 (93 percent) of students admitted to teacher education programs earned admission by meeting the GPA requirement. The remaining 7 percent of students gained admission through PRAXIS test scores, holding a bachelor's degree, or the ACT/SAT. (Chart 5).

CONCLUSIONS:

Increases to teacher education programs can be attributed to efforts in recent years to provide additional state funding to institutions for teacher recruitment and retention. EPPs have received specific increases to address the need for teachers in Oklahoma. Additionally, the statewide programs Inspired to Teach, Teacher Shortage Employment Incentive Program, and the Paid Student Teaching Program (a partnership with OSDE) have been crucial in helping to alleviate the teacher shortage in the state. These programs are designed to provide a combination of supports to teacher education majors in the forms of scholarships, stipends, and employment incentives for teaching in an Oklahoma public school upon degree completion. In observance of the trends highlighted in this report, it is expected that future increases will become more common as support is provided to higher education institutions that prepare effective teachers for the state.

- Overall, teacher education admissions were up by 16 percent (2023-2024 to 2019-2020), with the highest admission rate to teacher education programs since 2017-2018 (1,241).
- Male admission remained steady in 2023-2024 as compared to 2022-2023 at 19 percent of admitted teacher education students. Female admission decreased from 958 in 2022-2023 to 866 in 2023-2024, a 9 percent decrease.
- Ethnicity for teacher education admissions continues to mirror the Oklahoma state ethnicity percentages closely, given that Native American or Alaska Natives comprised 7 percent of admissions in 2023-2024.

RECOMMENDATIONS:

1. Continue to monitor the effects of alternative and emergency certification on teacher education admissions coupled with recruitment and retention efforts to mitigate against this trend.

2. Continue to increase teacher recruitment and retention initiatives to help meet the demand of the teaching workforce. Monitor the effectiveness of these initiatives in addressing the teacher shortage.

3. Increase emphasis on diversity in teacher recruitment to meet the demands of changing student demographics. The recruitment of teachers, especially those teachers from underrepresented groups, should continue to be a priority for educator preparation programs.

4. Provide support to educator preparation programs in meeting the academic and scholarship needs of students.

5. Students should have continued advisement in the general education core curriculum. If necessary, students are provided with remediation. The subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students should continue to increase the general academic preparation of many teacher education students.

6. Students should have continued support and professional development throughout matriculation to ensure they are successful in teacher education programs and are prepared to meet the demands of the classroom.

Chart 1a
Students Admitted to Teacher Education Programs at Oklahoma Universities
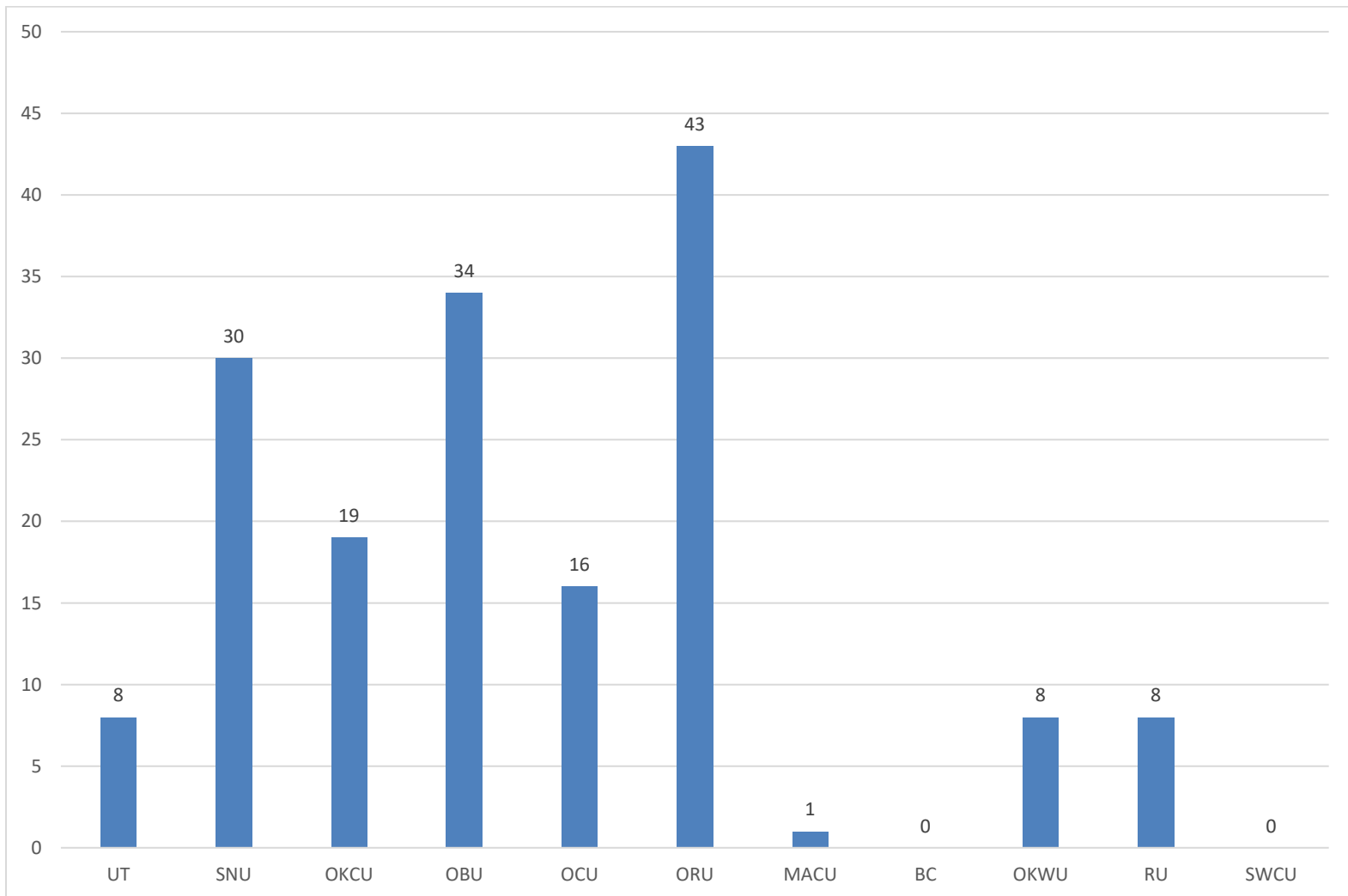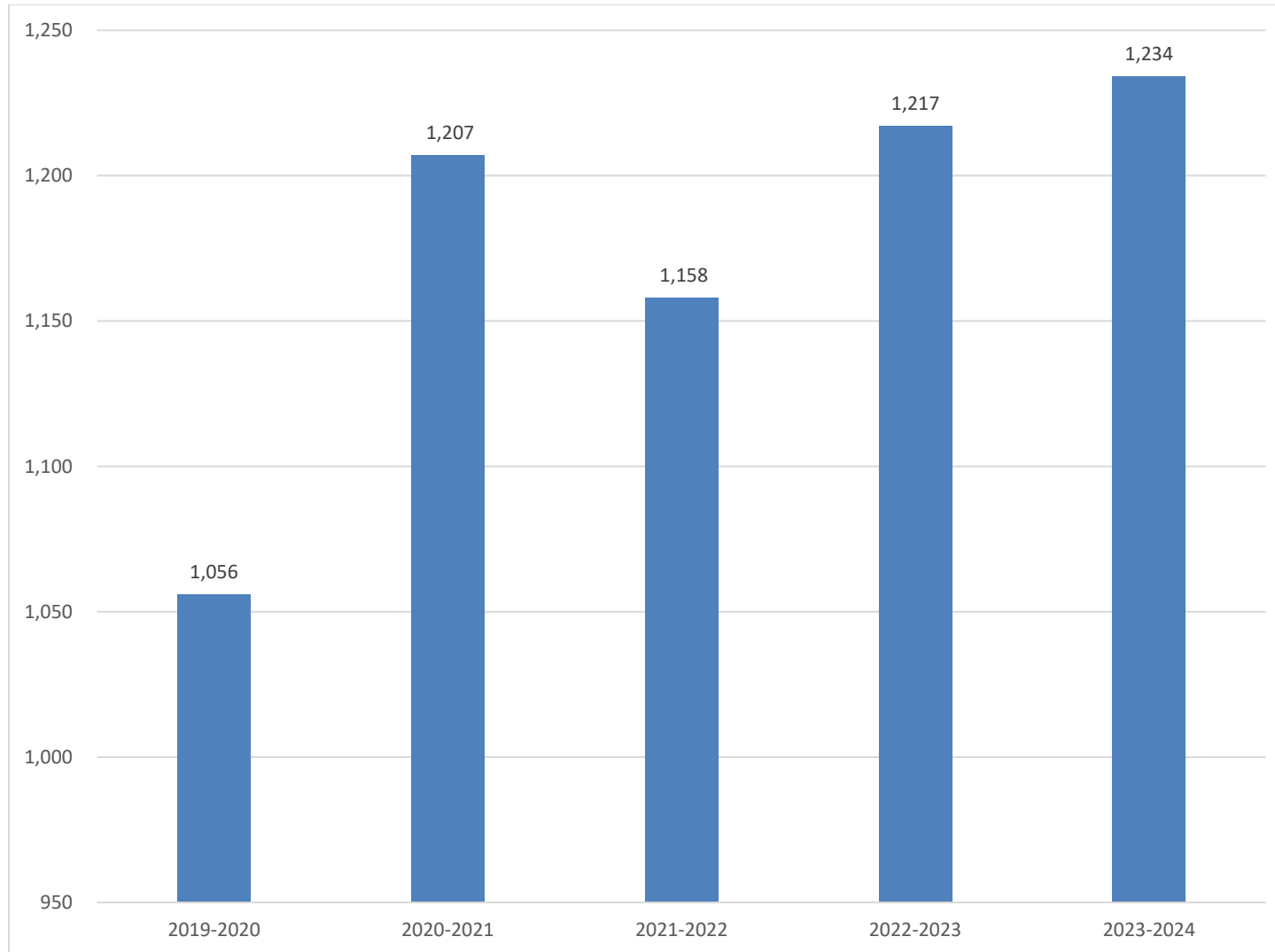**2023-2024**
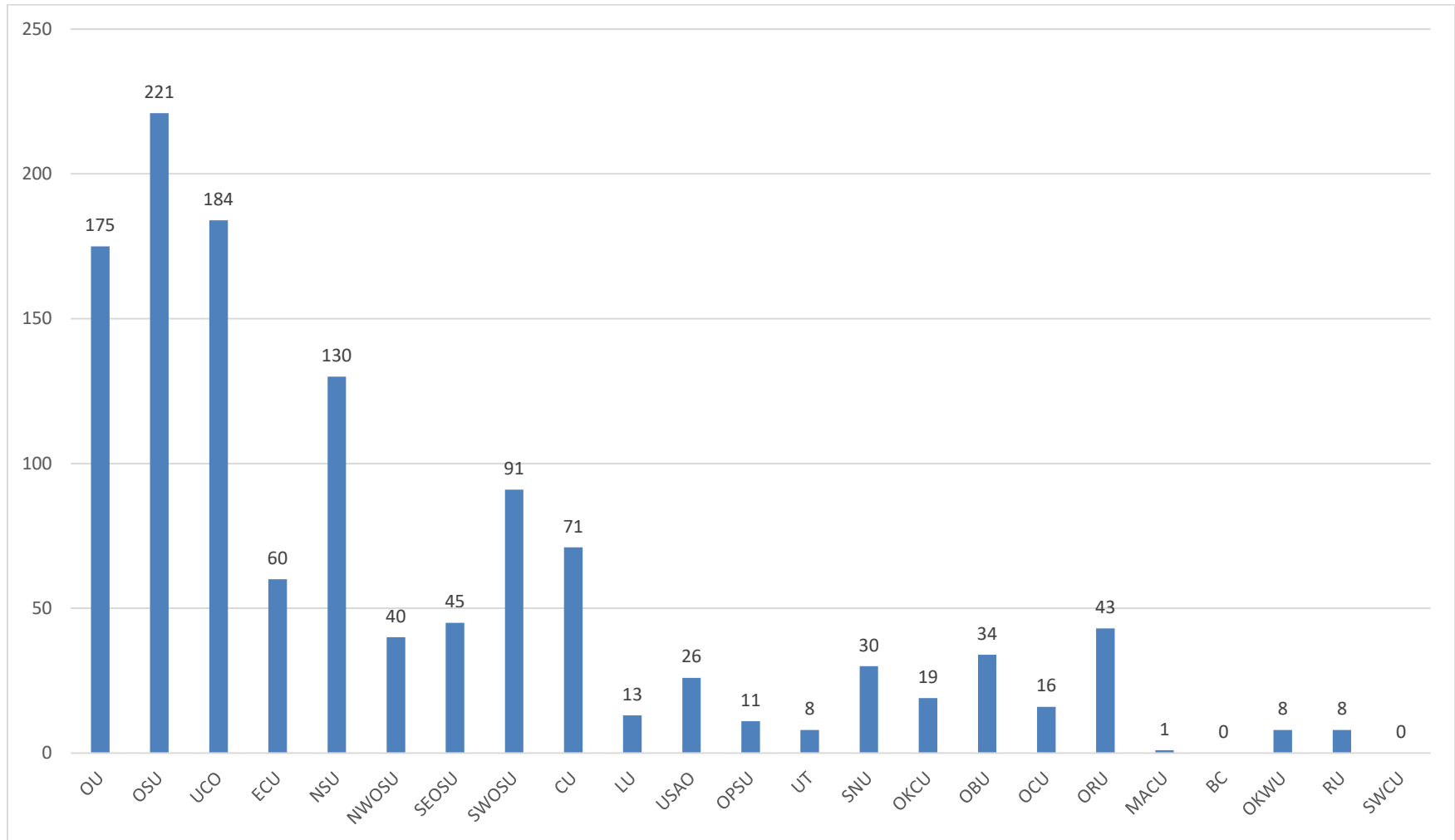
Chart 1b
Students Admitted to Teacher Education Programs at Public Universities
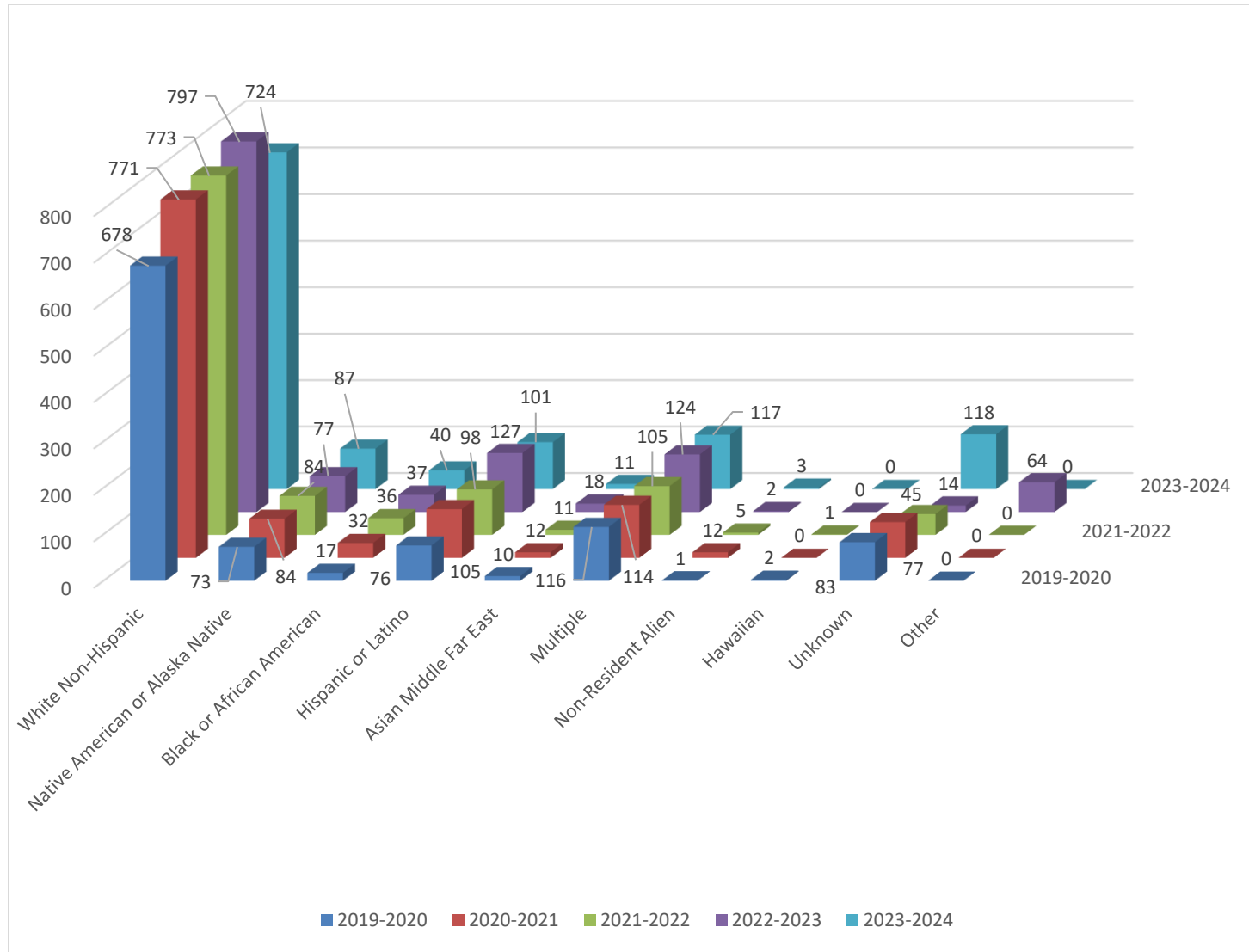**2023-2024**
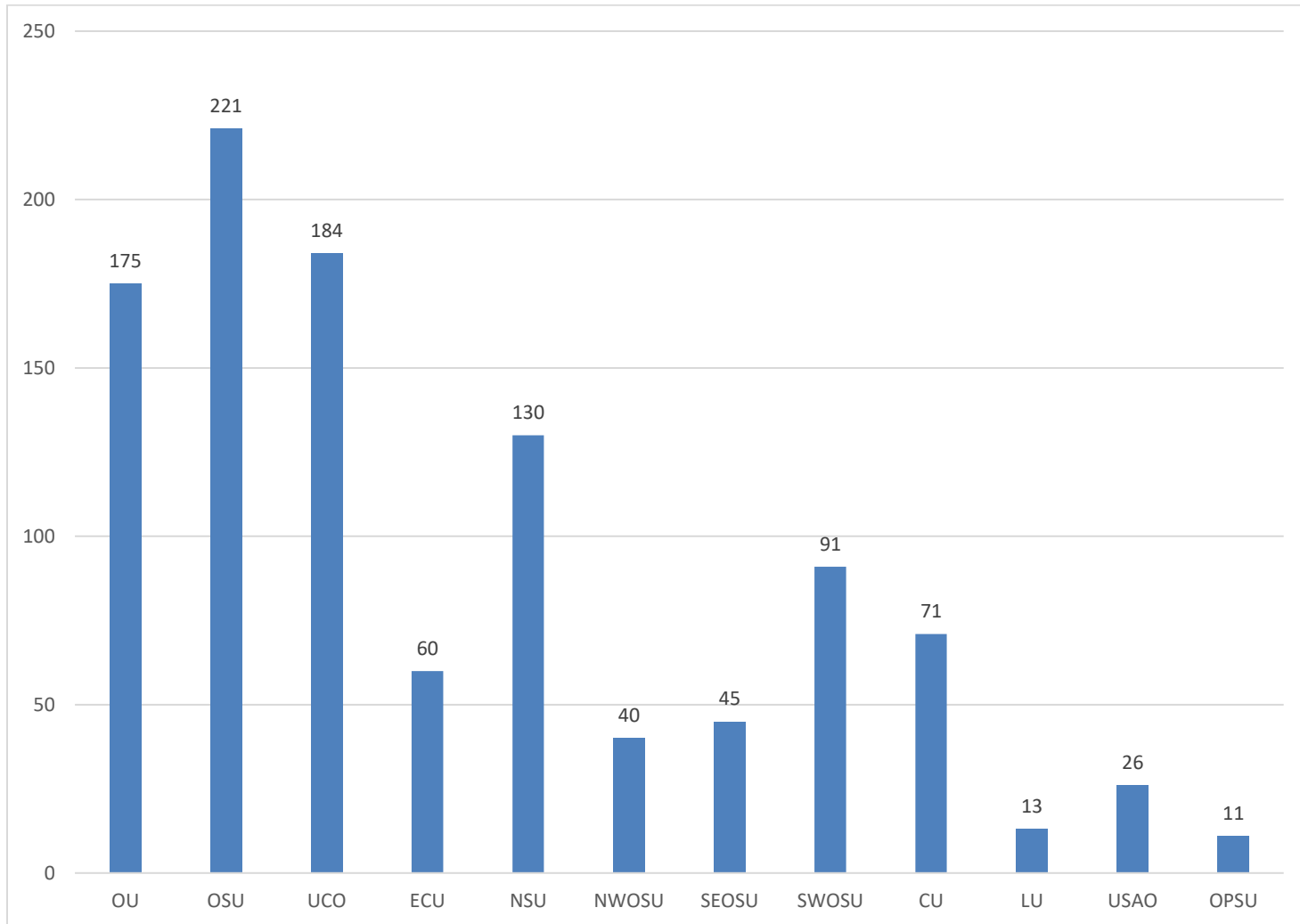
Chart 1c
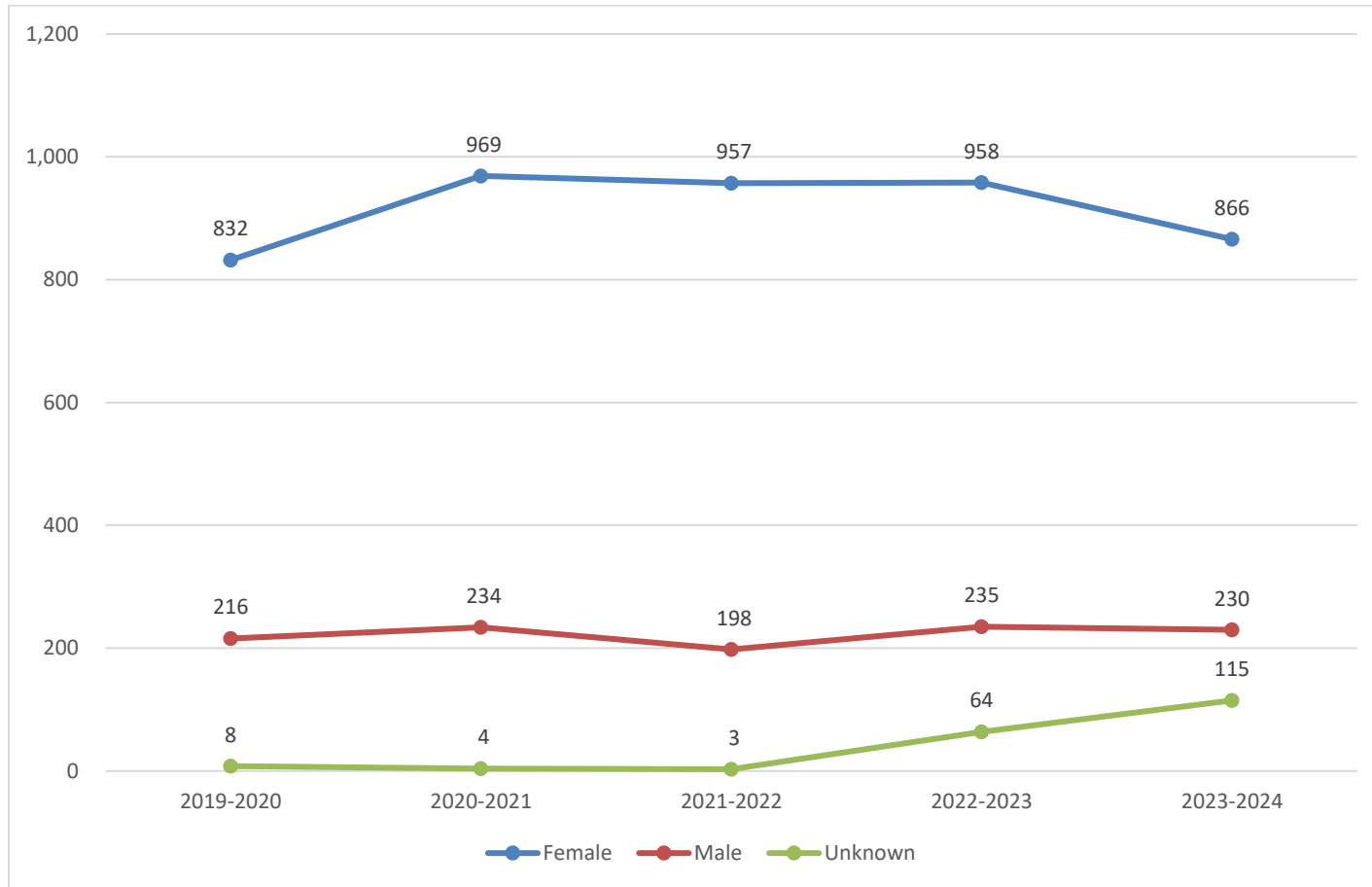**Students Admitted to Teacher Education Programs at Private Universities**
2023-2024

Chart 2
Number of Students Admitted to Teacher Education Programs at Public and Private Universities
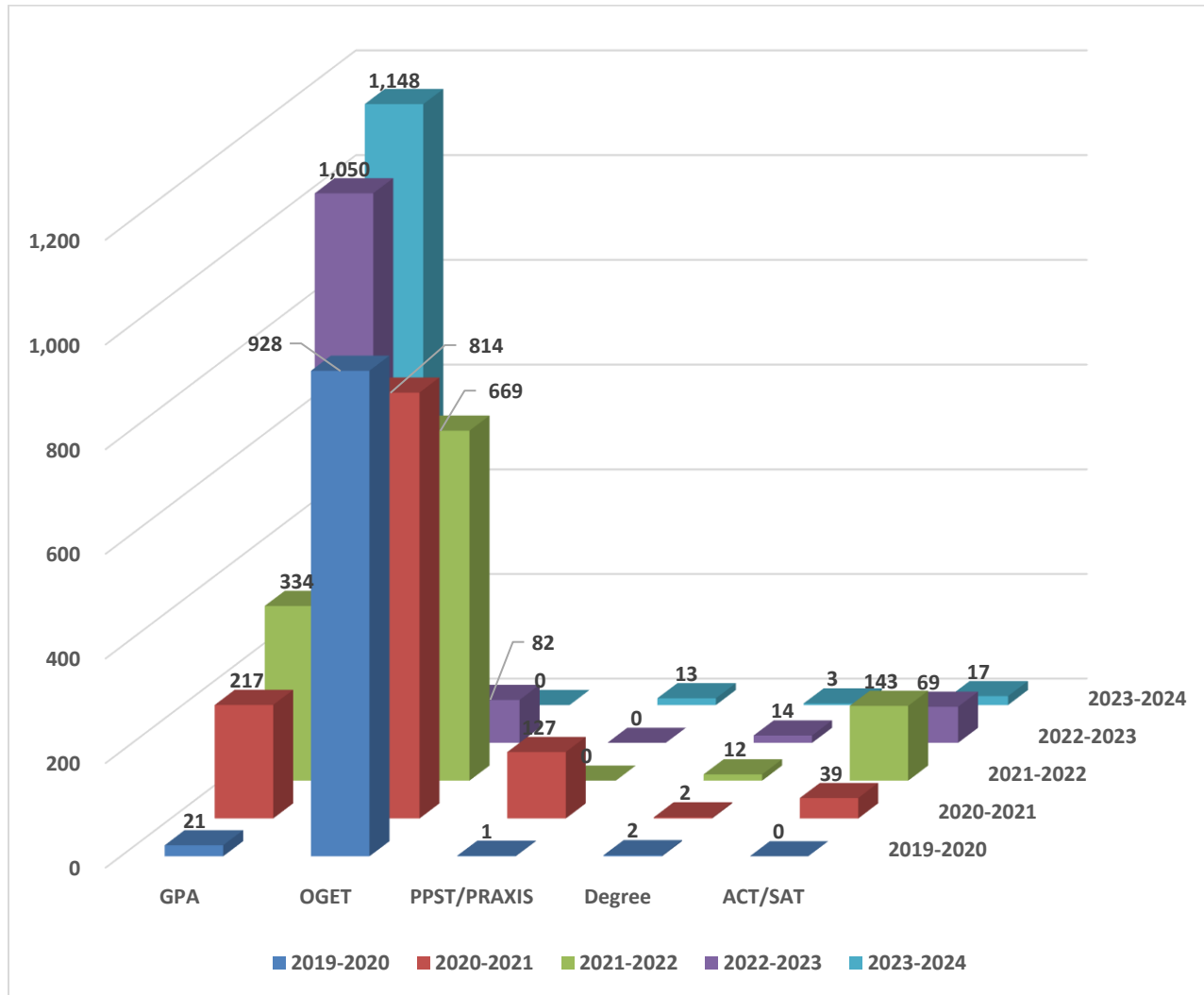**2018-2023**

Chart 3
Students Admitted to Teacher Education Programs by Ethnic Group
2018-2023

Chart 4
Students Admitted to Teacher Education Programs by Gender
2019-2024

Chart 5
Number of Students Admitted to Teacher Education Programs by Admission Criterion
2018-2023

AGENDA ITEM #23:

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.

AGENDA ITEM #24:

Officers.

SUBJECT: Possible action to elect State Regents' officers for 2025-26.

Oral presentation.