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# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

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*Improving our future by degrees*

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## *Agenda*

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September 4, 2025

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the September 4, 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 September 4, 2025.

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

## **AGENDA**

Thursday, September 4, 2025 at 9:00 a.m.  
Regents Conference Room  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma 73104

Chair Courtney Warmington, 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.)

### **ACADEMIC**

6. **New Programs.**
  - a. Oklahoma State University. Possible action on request to offer the Bachelor of Science in Middle Level Education. Page 1.
  - b. University of Oklahoma.
    - (1) Possible action on request to offer the Bachelor of Science in Digital Manufacturing. Page 5.
    - (2) Possible action on request to offer the Bachelor of Science in Health Information Systems. Page 9.
  - c. Oklahoma Panhandle State University. Possible action on request to offer the Associate in Applied Science in Paramedicine. Page 13.
  - d. Rogers State University.
    - (1) Possible action on request to offer the Master of Arts in Psychology. Page 17.

- (2) Possible action on request to offer the Associate in Science in Pre-Nursing. Page 21.
  - e. University of Central Oklahoma.
    - (1) Possible action on request to offer the Master of Music in Audio Production. Page 25.
    - (2) Possible action on request to offer the Bachelor of Music in Contemporary Music Performance. Page 29.
- 7. **Program Deletions.** Possible action on institutional requests for program deletions. Page 33.
- 8. **Academic Policy.**
  - a. Possible action on waiving the prior posting requirement and approval of revocation of the Undocumented Students (3.18.6) policy. Page 37.
  - b. Possible action on policy exception request from Oklahoma State University. Page 39.
- 9. **Teacher Education.** Possible action to allocate funds from the Oklahoma Teacher Connection budget for Pre-Collegiate and Collegiate grant programs. Page 43.
- 10. **Oklahoma Rising Scholars Award Program.** Possible action on authorization of freshmen Institutional Nominees for Fall 2026. Page 49.
- 11. **Regional University Baccalaureate Scholarship Program.** Possible action on authorization of freshmen scholarship slots for Fall 2026. Page 55.
- 12. **State Authorization.**
  - a. Possible action on requests for initial authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 59. (Supplement)
  - b. Possible action on request for re-authorization of (non-exempt) private and out-of-state degree-granting institution to operate in Oklahoma. Page 65. (Supplement)

## FISCAL

- 13. **E&G Budget.** 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 69.
- 14. **Grant.** Possible action to accept grant funding from NC-SARA to support the OSRHE in fulfilling the duties of state membership in the State Authorization Reciprocity Agreement. Page 71.
- 15. **Fiscal Policy.** Possible action on policy exception request from Eastern Oklahoma State College to waive certain fees for concurrently enrolled students. Page 73.

16. **EPSCoR.**
  - a. Possible action to allocate matching funds for NASA EPSCoR projects. Page 75.
  - b. Possible action to allocate Oklahoma Research Day matching funds for FY26. Page 77.
17. **Contracts and Purchases.**
  - a. Possible action on contracts over \$100,000 for FY2026. Page 79.
  - b. Possible action on FY26 agreement with the Oklahoma Department of Career and Technology Education. Page 81.
  - c. Possible action to accept funds from and ratify contract with the Oklahoma State Department of Education for the Paid Student Teaching Program. Page 85.
18. **Endowment.** Possible action on request to consolidate and rename endowment accounts within the portfolio as requested by Southwestern Oklahoma State University. Page 99.
19. **Investments.** Possible action on new Investment Managers. Page 101.

## **EXECUTIVE**

20. **Administrative Rules.**
  - a. Oklahoma's Promise rulemaking. Possible action on the adoption of proposed emergency rules, posting of proposed permanent rule revisions, and approval to initiate permanent rulemaking process. Page 103.
  - b. Oklahoma Rising Scholars Award rulemaking. Possible action on the adoption of proposed emergency rules, posting of proposed permanent rule revisions, and approval to initiate permanent rulemaking process. Page 115.
  - c. Oklahoma Tuition Equalization Grant rulemaking. Possible action on posting of proposed permanent rule revisions and approval to initiate permanent rulemaking process. Page 123.
  - d. Student Advisory Board rulemaking. Possible action on emergency rule revocations, posting of proposed permanent rule revocations, and initiation of permanent rulemaking process. Page 125.
21. **State Regents' Meetings.** Possible action on proposed 2026 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 131.
22. **Commendations.** Recognition of State Regents' staff for service on state and national projects. Page 133.

## **CONSENT DOCKET**

23. **Consent Docket.** Possible action on the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. State Authorization Reciprocity Agreement. Possible action to ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 135.
  - b. Contracts and Purchases. Possible action to ratify purchases exceeding \$25,000 but less than \$100,000. Page 137.
  - c. Personnel. Possible action to ratify personnel appointments. Page 143.
  - d. Resolutions. Possible action on resolutions honoring retiring staff members. Page 163.

## **REPORTS**

24. **Reports.**
- a. Programs. Possible action to acknowledge receipt of the Current Status Report on New Program Requests. Page 165.
  - b. Academic Policy Exception Quarterly Report. Possible action to acknowledge receipt of the Academic Policy Exception Quarterly Report. Page 167.
  - c. Annual Reports.
    - (1) Possible action to acknowledge receipt of the Annual Status Report on Program Requests. Page 169. (Supplement)
    - (2) Possible action to acknowledge receipt of the FY26 Tuition and Fee Rates Report. Page 171. (Supplement)
    - (3) Possible action to acknowledge receipt of the FY26 Student Cost Survey. Page 173. (Supplement)
    - (4) Possible action to acknowledge receipt of the FY26 Cash Reserve Report. Page 181. (Supplement)
    - (5) Possible action to acknowledge receipt of the 2024-25 Salaries in the Oklahoma State System of Higher Education – Faculty and Select Administrative Positions Report. Page 183. (Supplement)
    - (6) Possible action to acknowledge receipt of the 2023-24 Concurrent Enrollment Annual Report. Page 185. (Supplement)
25. **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.

26. **Proposed Executive Session.** Page 187.

- 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; (b) EEOC Charge #564-2024-02714; and (c) U.S. v. Oklahoma, Case No. 6:25-CV-265-RAW-DES in the United States District Court for the Eastern District of Oklahoma, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest; 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.

27. **Announcement of Next Regular Meeting.** The next regular meetings are scheduled to be held on Wednesday, October 22, 2025 at 10:30 a.m. at Langston University in Langston, OK and Thursday, October 23, 2025 at 9:00 a.m. at the University of Central Oklahoma in Edmond, OK.

28. **Adjourn.**

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

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





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #6-a:**

**New Programs.**

**SUBJECT:**

Oklahoma State University. Possible action on the request to offer the Bachelor of Science in Middle Level Education.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Middle Level Education, with options in Mathematics Education and Science Education, 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.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

Since 2021, Oklahoma State University (OSU) has taken the following program actions in response to APRA:

- 5 Degree and/or certificate programs deleted
- 93 Degree and/or certificate programs added

OSU offers 406 degree and/or certificate programs as follows:

- 139 Certificate
  - 0 Associate in Arts or Science Degrees
  - 0 Associate in Applied Science Degrees
- 123 Baccalaureate Degrees
- 88 Master's Degrees
- 53 Doctoral Degrees
- 0 First Professional Degrees

All 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 the accreditor'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 Regent's 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 Associate in Applied Science in Paramedicine at their June 13, 2025, 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:**

#### **Bachelor of Science in Middle Level Education**

**Program purpose.** The proposed Bachelor of Science in Middle Level Education program, with options in mathematics and science, provides an additional certification pathway to students interested in teaching grades six through eight.

**Program rationale and background.** The proposed program would assist in alleviating some of the secondary education shortages across the state of Oklahoma and the nation. In 2022, the Oklahoma State Department of Education (OSDE) indicated that secondary mathematics and science education are two of the disciplines with the largest numbers of emergency certified teachers. Graduates of the Bachelor of Science in Middle Level Education will enter a field that is in desperate need of professionals and will be extensively prepared to address the unique educational needs of middle level students. The proposed program's coursework aligns requirements for middle level certification, standards related to teaching middle level mathematics or science education, and the accreditation requirements established by the Office of Educator Support. Alignment to the Oklahoma State Assessment Tests (OSAT), required as part of teacher certification, was also used to develop the curriculum for both program options. There are no new courses required as there already exist professional education courses aligned to intermediate and secondary mathematics and science. A combination of existing elementary and secondary education coursework will serve to meet the curriculum requirements for the degree program.

**Employment opportunities.** According to the U.S. Department of Education (<https://tsa.ed.gov/#/reports>), secondary science, mathematics, and STEM are experiencing teacher shortages nationally and within the state of Oklahoma. The Oklahoma State School Boards reported 1,019 teacher vacancies at the beginning of the 2022-2023 academic year, which was significantly higher than the previous year, at 680 vacancies, despite initiatives for alternatively certifying teachers. A middle level option provides an additional certification pathway to teachers interested in teaching grades six through eight, which will alleviate some of the secondary shortages. Middle Level Education graduates will be able to be certified in their respective option area, preparing them to teach mathematics or science at public and private institutions. Other career paths could include areas associated with mathematics and science education, such as non-profits or industries related to K-12 programming, such as informal education organizations.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation of the program beyond Fall 2031 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2029
Minimum Graduates from the program	5	2029-2030

**Duplication and impact on existing programs.** The proposed Bachelor of Science in Middle Level Education program may share similar content with the following programs:

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Mathematics Education (156)
University of Oklahoma	Bachelor of Science in Science Education (203)
Oklahoma State University	Bachelor of Science in Secondary Education with option in Mathematics and Science (182)
Langston University	Bachelor of Arts in Education in Secondary Education with option in Biology Education, Chemistry Education, and Math Education (037)
Northeastern State University	Bachelor of Science in Mathematics with option in Mathematics Education (057)
Northwestern Oklahoma State University	Bachelor of Science in Education in Natural Science Education (028)
Southeastern Oklahoma State University	Bachelor of Science in Mathematics Education (029)
Southwestern Oklahoma State University	Bachelor of Science in Education in Mathematics Education (032)
Southwestern Oklahoma State University	Bachelor of Science in Education in Natural Science Education (039)
University of Central Oklahoma	Bachelor of Science in Education in Mathematics Education (121)
University of Central Oklahoma	Bachelor of Science in Education in Science Education (026)

A system-wide letter of intent was communicated by email on June 18, 2025. None of the State System institutions notified the 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 Bachelor of Science in Middle Level Education program will consist of 120 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	40
College/Departmental Requirements	18
Major Requirements	62
<b>Total</b>	<b>120</b>

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

**Delivery method and support services.** The proposed Bachelor of Science in Middle Level Education program will be offered via traditional delivery. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

**Financing.** The program will be funded through a reallocation of already existing resources combined with new revenue generated by the program. No additional funding is requested from the State Regents to support the program.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #6-b (1):**

**New Programs.**

**SUBJECT:**

The University of Oklahoma. Possible action on the request to offer the Bachelor of Science in Digital Manufacturing.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Bachelor of Science in Digital Manufacturing, in Norman and Tulsa, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

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

- 18 Degree and/or certificate programs deleted
- 64 Degree and/or certificate programs added

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

- 84 Certificate
  - 0 Associate in Arts or Science Degrees
  - 0 Associate in Applied Science Degrees
- 128 Baccalaureate Degrees
- 111 Master's Degrees
- 60 Doctoral Degrees
- 0 First Professional Degrees

All 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 the accreditor'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 Regent's policy.

### **Program Development Process**

OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Science in Digital Manufacturing program at their June 12, 2025, meeting. OU is currently approved to offer 96 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Bachelor of Science in Digital Manufacturing**

**Program purpose.** The proposed Bachelor of Science in Digital Manufacturing program will equip students with the skills needed to integrate cutting-edge digital tools – such as a computer-aided design (CAD), automation, real-time data analytics, and digital twins – into modern production environments.

**Program rationale and background.** The U.S. manufacturing sector is undergoing a transformation, integrating automation, digital twins, real-time data analytics, and smart systems to enhance efficiency, reduce costs, and improve product quality. However, a significant skills gap exists, particularly among small and mid-sized manufacturers that lack the expertise to implement these advanced technologies. Oklahoma's growing manufacturing base, including aerospace, energy, and industrial production, requires a workforce skilled in digital-first operations to remain competitive. The proposed Bachelor of Science in Digital Manufacturing program will prepare students to bring cutting-edge technology into real-world production environments, equipping them with expertise in CAD, automation, connected systems, and predictive maintenance. The proposed program will enable graduates to modernize manufacturing processes, integrate smart technologies, and drive economic growth at both the state and national levels. Whether helping establish manufacturers adopt new technologies or assisting startups in building digitally optimized operations, graduates will gain the skills needed to shape the future of modern manufacturing.

**Employment opportunities.** A report by the Oklahoma Manufacturing Alliance in April 2024 stated that the state of Oklahoma would experience a worker shortage of nearly 20,000 people by 2028. In Oklahoma, significant investment has been made in manufacturing including the aerospace industry where 60,000 new direct and indirect jobs will be created over the next 10 years (EDA Build Back Better Regional Challenge – THETA). According to a 2024 study by Deloitte, it was found that U.S. manufacturing industry could see a net need for as many as 3.8 million jobs between 2024 and 2033 as significant investment continues to drive growth. In addition, Deloitte stated "the manufacturing industry is facing exponential opportunity, yet still should prioritize strategies that will address the skills and applicant gap, especially as the acceleration of digital skills-based jobs continues." Using resources that highlight the need for the manufacturing industry's updating to a digital focus, the following titles top the list of potential future jobs: Digital Manufacturing Engineering Technologist, Additive Manufacturing Specialist, Robotics Specialist, Industrial Automation Engineering Technologist, CNC Programmer, Digital Twin Developer, Industrial Internet of Things (IIoT) Architect, CAD/CAM Designer, Manufacturing Execution System (MES)

Specialist, Maintenance Technician (specializing in automated systems), and Human-Machine Interface (HMI) Designer to name a few.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation beyond Fall 2031 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2030
Minimum Graduates from the program	16	2030-2031

**Duplication and impact on existing programs.** There are currently no Bachelor of Science in Digital Manufacturing programs in Oklahoma. A system-wide letter of intent was communicated by email on May 7, 2025. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the rising demand in the field and program uniqueness, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Core Courses	37-47
Major Support Requirements	13
Major Requirements	57
Electives	3-13
<b>Total</b>	<b>120</b>

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

**Delivery method and support services.** The proposed Bachelor of Science in Digital Manufacturing program will be offered via traditional and electronic delivery. OU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provides reminders and prompts to students regarding due dates. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

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

**Financing.** The proposed program will be funded through generous support from the Oklahoma State Legislature, which will allow OU to aggressively recruit top-tier faculty to design and implement first-class programs. Program sustainability will be based on new revenue generated by the program. No additional funding is requested from the State Regents to support the program.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
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**AGENDA ITEM #6-b (2):**

**New Programs.**

**SUBJECT:**

The University of Oklahoma. Possible action on the request to offer the Bachelor of Science in Health Information Systems.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma's request to offer the Bachelor of Science in Health Information Systems, in Norman and Tulsa, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

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

- 18 Degree and/or certificate programs deleted
- 64 Degree and/or certificate programs added

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

- 84 Certificate
  - 0 Associate in Arts or Science Degrees
  - 0 Associate in Applied Science Degrees
- 128 Baccalaureate Degrees
- 111 Master's Degrees
- 60 Doctoral Degrees
- 0 First Professional Degrees

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

### **Program Development Process**

OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Science in Health Information Systems program at their June 12, 2025, meeting. OU is currently approved to offer 96 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Bachelor of Science in Health Information Systems**

**Program purpose.** The proposed Bachelor of Science in Health Information Systems program will prepare students to leverage technology, data, and cybersecurity to enhance healthcare efficiency, security, and patient outcomes. Through a combination of technical training and healthcare-focused applications, graduates are equipped to manage health information systems, support clinical decision-making, and drive innovation in digital health.

**Program rationale and background.** The healthcare industry is undergoing rapid transformation due to advancements in technology, data analytics, and cybersecurity, creating a critical demand for professionals skilled in health information systems. Accompanying the growing demand in the field are challenges related to data interoperability, privacy protection, and the integration of emerging technologies into healthcare systems. The proposed Bachelor of Science in Health Information Systems program directly addresses these workforce needs by preparing graduates with technical expertise, analytical skills, and regulatory knowledge to modernize healthcare data management and improve patient care. The proposed program will equip students with expertise in medical informatics, health information technology (IT), data analytics, and cybersecurity to enhance healthcare delivery. Students gain hands-on experience with electronic health records (EHR), clinical decision support, and regulatory compliance. The curriculum integrates technical skills with healthcare operations, preparing graduates to improve patient care, streamline workflows, and support data-driven decisions. Emphasizing adaptability, the program covers artificial intelligence (AI) in healthcare, telemedicine, and health data privacy, ensuring graduates are well-prepared to meet the evolving needs of the healthcare industry.

**Employment opportunities.** As technology continues to reshape healthcare delivery, professionals with expertise in health informatics, data management, cybersecurity, and AI are in high demand. According to the U.S. Bureau of Labor Statistics, employment for health information technologists is expected to grow 16 percent nationally from 2023 to 2033, with Oklahoma projecting a 12 percent increase in job opportunities over the next 10 years. This demand is driven by the widespread adoption of electronic health, EHRs, telemedicine, and AI-enabled healthcare solutions, as well as the need for secure and interoperable health data systems. In Oklahoma, there are approximately 2,310 health information professionals, with a projected increase to 2,580 by 2030, creating an estimated 200 job openings annually. As the healthcare industry continues to evolve, there is an increasing demand for skilled professionals who can analyze

healthcare data, implement emerging technologies, and enhance operational efficiency in medical organizations. The proposed program aligns with national and regional workforce needs, preparing graduates for high-impact roles in hospitals, research institutions, insurance companies, and government agencies. Career opportunities for the proposed program include but are not limited to: Health Information Technologist, Clinical Informatics Specialist, EHR Systems Administrator, Cybersecurity Specialist for Healthcare IT, AI and Machine Learning Specialist in Healthcare, Healthcare Data Analyst, and Interoperability Specialist. These career paths highlight the strong job market for health informatics professionals at the national, state, and regional levels, reinforcing the importance of a comprehensive and future-ready Health Information Systems degree.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation of the program beyond Fall 2031 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	18	Fall 2030
Minimum Graduates from the program	15	2030-2031

**Duplication and impact on existing programs.** The proposed Bachelor of Science in Health Information Systems program may share similar content with the following program:

Institution	Existing Program
Southwestern Oklahoma State University	Bachelor of Science in Health Information Management (033)

A system-wide letter of intent was communicated by email on May 7, 2025. None of the State System institutions notified the 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 Bachelor of Science in Health Information Systems program will consist of 120 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	37-47
Major Support Requirements	13
Major Requirements	57
Electives	3-13
<b>Total</b>	<b>120</b>

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

**Delivery method and support services.** The proposed Bachelor of Science in Health Information Systems program will be offered via traditional and electronic delivery. OU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provides reminders and prompts to students regarding due dates. The library, classrooms, and equipment may 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 technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

**Financing.** The proposed program will be funded through generous support from the Oklahoma State Legislature, which allowed OU to establish the Polytechnic Institute, the Endowed Associate Director professorship, local foundations, and private sector partners including the George Kaiser Family Foundation, Google, and others. Program sustainability will be based on new revenue generated by the program. No additional funding is requested from the State Regents to support the program.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #6-c:**

**New Programs.**

**SUBJECT:**

Oklahoma Panhandle State University. Possible action on the request to offer the Associate in Applied Science in Paramedicine.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma Panhandle State University's request to offer the Associate in Applied Science in Paramedicine, 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.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

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

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

OPUS offers 33 degree and/or certificate programs as follows:

- 5 Certificate
- 5 Associate in Arts or Science Degrees
- 1 Associate in Applied Science Degrees
- 21 Baccalaureate Degrees
- 1 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 the accreditor'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 Regent's policy.

### **Program Development Process**

OPSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OPSU's governing board approved delivery of the Associate in Applied Science in Paramedicine at their March 1, 2019, meeting. OPSU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Associate in Applied Science in Paramedicine**

**Program purpose.** The proposed Associate in Applied Science in Paramedicine program will prepare students to achieve licensure and deliver advanced pre-hospital emergency care.

**Program rationale and background.** The proposed program will provide a blend of academic coursework, simulation laboratories, and clinical internships in hospitals and Emergency Medical Services (EMS) settings. Upon graduation, students will meet national EMS educational standards and will become eligible for National Registry of Emergency Medical Technicians (NREMT) certification and Oklahoma licensure. Currently, there are no Associate in Applied Science in Paramedicine programs available within 120 miles of Goodwell, requiring students to relocate to cities like Oklahoma City, Tulsa, or Lawton. The proposed program addresses critical rural EMS capacity challenges, including low volunteer numbers, financial constraints, and workforce shortages in areas often considered "ambulance deserts." Aligned with Blueprint 2030, the proposed program prepares students for healthcare careers, establishes a local pathway to high-growth jobs, and strengthens regional capacity in essential services.

**Employment opportunities.** There is a strong and consistent demand for paramedics within a 120-mile radius of Goodwell, including areas like Guymon, Liberal (KS), and Dumas (TX), with over 50 job openings regularly available. In Guymon, the average base pay for paramedics is \$33.41 per hour (approximately \$69,400 annually), which is 19 percent above the national average. For combined paramedic/firefighter roles, average annual earnings are around \$54,784. At the state level, Oklahoma identifies paramedics as a Top 100 Critical Occupation, projecting 181 positions by 2030 and 166 average annual openings. Nationally, the Bureau of Labor Statistics anticipates a 6 percent growth in Emergency Medical Technicians (EMT) and paramedic roles through 2032, with a need for nearly 40,000 additional EMS professionals to address widespread shortages. These trends highlight the urgent need for regionally trained paramedics to support local communities and improve retention in rural emergency services. The proposed program ensures that OPSU can respond to regional workforce needs, align with Blueprint 2030 goals, and provide students with a locally accessible route to licensure and employment as paramedics. By formalizing paramedicine training into an associate degree, OPSU enhances both student opportunities and community health outcomes without incurring significant new expenses.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation of the program beyond Fall 2031 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	17	Fall 2030
Minimum Graduates from the program	5	2030-2031

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

Institution	Existing Program
Oklahoma State University – Oklahoma City	Associate in Applied Science in Paramedicine (088)
Tulsa Community College	Associate in Applied Science in Healthcare Specialist/Paramedic (361)

A system-wide letter of intent was communicated by email on June 18, 2025. None of the State System institutions notified the 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 Applied Science in Paramedicine program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	25
Paramedic Core	24
Required Science Support	9
Electives	2
<b>Total</b>	<b>60</b>

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

**Delivery method and support services.** The proposed Associate in Applied Science in Paramedicine program will be offered via traditional delivery. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

**Financing.** The program will be funded through a reallocation of already existing resources combined with new revenue generated by the program. OPSU already operates an established EMS program, which provides a solid foundation of faculty expertise, equipment, and instructional facilities necessary to deliver the proposed program. No additional funding is requested from the State Regents to support the program.





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**AGENDA ITEM #6-d (1):**

**New Programs.**

**SUBJECT:**

Rogers State University. Possible action on the request to offer the Master of Arts in Psychology.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Rogers State University's request to offer the Master of Arts in Psychology, 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.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

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

- 3 Degree and/or certificate programs deleted
- 5 Degree and/or certificate programs added

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

- 2 Certificate
- 8 Associate in Arts or Science Degrees
- 1 Associate in Applied Science Degrees
- 21 Baccalaureate Degrees
- 4 Master's Degrees
- 0 Doctoral Degrees
- 0 First Professional Degrees

All 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 accreditor'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 Regent's policy.

### **Program Development Process**

RSU's faculty developed the proposal, which was reviewed and approved by institutional officials. RSU's governing board approved delivery of the Master of Arts in Psychology at their June 12, 2025, meeting. RSU is currently approved to offer 14 degree and certificate programs through electronic delivery. RSU requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Master of Arts in Psychology**

**Program purpose.** The proposed program will provide a high-quality, rigorous, accessible, and affordable option for students and working professionals to obtain a Master of Arts in Psychology in an online format.

**Program rationale and background.** The demand for mental health professionals in Oklahoma has reached critical levels due to rising mental health issues, increased public awareness, and a growing need for accessible care. Establishing an online Master of Arts in Psychology program at RSU would directly address this shortage by expanding the state's mental health workforce, especially in underserved rural areas where provider disparities are most severe. Oklahoma consistently ranks below the national average in the number of mental health professionals per capita, which has serious consequences for public health, contributing to untreated mental illness and intensifying challenges such as substance abuse, homelessness, and incarceration. The proposed program aligns with RSU's mission and strategic goals, offering flexible education to meet student needs while contributing to the local economy through job creation in various settings. The establishment of a Master of Arts in Psychology program at RSU is a strategic response to the pressing need for mental health professionals and support services in Oklahoma.

**Employment opportunities.** The employment outlook for individuals with a Master of Arts in Psychology degree is strong, particularly considering the current behavioral health workforce shortage. The U.S. Bureau of Labor Statistics (BLS) projects a 5 percent growth in employment for professionals with a Master's level degree in Psychology over the next 10 years. This trend is echoed by the Oklahoma Employment Security Commission, which anticipates growth across most psychology-related fields. Graduates can pursue diverse career paths, including roles in teaching, data analysis, social services, healthcare administration, human resources, and mental health and addiction counseling to name a few. In Oklahoma, the shortage of mental health professionals is especially acute, with only about 180 licensed psychologists per 100,000 residents compared to the national average of around 200 per 100,000 residents. This is well below the national average and all 77 counties are designated as mental health professional shortage areas. This gap is even more pronounced in rural regions, where access to care is limited, leading to longer wait times, reduced service quality, and poorer mental health outcomes. The proposed program also serves as a strong foundation for those pursuing doctoral programs or licensure such as a Licensed Clinical Social Worker (LCSW) or Licensed Marital and Family Therapist (LMFT). The growing demand for services, fueled by increased awareness and emphasis on mental health, is not being met due to insufficient provider supply. Additionally, training and retention challenges persist, despite state efforts to expand mental health education and incentivize professionals to serve in underserved areas. By offering a flexible, accessible graduate program, RSU's

proposed Master of Arts in Psychology program would help fill critical workforce gaps, improve access to care, and support the state's broader goals for public health and economic development.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation beyond Fall 2031 will depend upon meeting the criteria 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	5	2030-2031

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

Institution	Existing Program
University of Oklahoma	Master of Science in Psychology (195)
Oklahoma State University	Master of Science in Psychology (177)
Cameron University	Master of Science in Behavioral Sciences with option in Psychology (610)
East Central University	Master of Science in Applied Psychology (109)
Northwestern Oklahoma State University	Master of Science in General Psychology (079)
University of Central Oklahoma	Master of Science in Psychology (171)

A system-wide letter of intent was communicated by email on June 16, 2025. None of the State System institutions notified the 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 Arts in Psychology program will consist of 33 total credit hours as shown in the following table.

Content Area	Credit Hours
Program Core	21
Electives	12
<b>Total</b>	<b>33</b>

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

**Delivery method and support services.** The proposed Master of Arts in Psychology program will be offered via electronic delivery. RSU 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 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 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. RSU 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 a reallocation of already existing resources combined with new revenue generated by the program. No additional funding is requested from the State Regents to support the program.

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**AGENDA ITEM #6-d (2):**

**New Programs.**

**SUBJECT:**

Rogers State University. Possible action on the request to offer the Associate in Science in Pre-Nursing.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Rogers State University's request to offer the Associate in Science in Pre-Nursing, in Claremore, Bartlesville, and Pryor, 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.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

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

- 3 Degree and/or certificate programs deleted
- 5 Degree and/or certificate programs added

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

- 2 Certificate
- 8 Associate in Arts or Science Degrees
- 1 Associate in Applied Science Degrees
- 21 Baccalaureate Degrees
- 4 Master's Degrees
- 0 Doctoral Degrees
- 0 First Professional Degrees

All 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 the accreditor’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 Regent’s policy.

### **Program Development Process**

RSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. RSU’s governing board approved delivery of the Associate in Science in Pre-Nursing at their June 12, 2025, meeting. RSU is currently approved to offer 14 degree and certificate programs through electronic delivery. RSU 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 offers a meaningful academic milestone for students on the path to a Bachelor of Science in Nursing (BSN) program and provides a recognized credential that supports continued progress towards degree.

**Program rationale and background.** The proposed program will serve as a stackable degree for students planning to pursue the Bachelor of Science in Nursing (128) program at RSU or other institutions. Recognizing the rigor of the BSN curriculum, the proposed program offers students the opportunity to earn an intermediate credential, allowing them to directly continue or pause and re-enter their academic journey without losing progress. Additionally, the proposed Associate in Science in Pre-Nursing program will better position students as stronger candidates for admission into BSN programs by demonstrating a foundational knowledge and commitment to the field of nursing.

**Employment opportunities.** The proposed Associate in Science in Pre-Nursing program serves as a foundational step toward earning a registered nursing license through RSU’s Bachelor of Science in Nursing traditional program. While it does not directly lead to employment, it supports students on their path to licensure in a high-demand field. According to the Bureau of Labor Statistics, Oklahoma ranks 46<sup>th</sup> in the nation for nurses per capita, with only 7.5 nurses per 1,000 residents and 30,320 registered nurses (RN) statewide as of 2022. Nationally, the employment of RNs is projected to grow by 6 percent from 2023 to 2033, which is faster than the average for all occupations. Approximately 194,500 job openings are expected each year due to workforce transitions and retirements. These data highlight the critical need for accessible nursing education pathways to help address ongoing shortages and strengthen the healthcare workforce.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation beyond Fall 2031 will depend upon meeting the criteria as shown in the following table.

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	25	Fall 2030

Minimum Graduates from the program	5	2030-2031
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**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)
Oklahoma State University – Oklahoma City	Associate in Science in Pre-Nursing (142)
Tulsa Community College	Associate in Science in Pre-Nursing (266)

A system-wide letter of intent was communicated by email on June 16, 2025. None of the State System institutions notified the 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 63 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	37
Program Requirements	24
Electives	2
<b>Total</b>	<b>63</b>

**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. RSU 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 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 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. RSU 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 a reallocation of already existing resources combined with new revenue generated by the program. No additional funding is requested from the State Regents to support the program.





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**AGENDA ITEM #6-e (1):**

**New Programs.**

**SUBJECT:**

The University of Central Oklahoma. Possible action on the request to offer the Master of Music in Audio Production.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Master of Music in Audio Production, 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.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

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

- 2 Degree and/or certificate programs deleted
- 21 Degree and/or certificate programs added

UCO offers 152 degree and/or certificate programs as follows:

- 19 Certificate
- 0 Associate in Arts or Science Degrees
- 3 Associate in Applied Science Degrees
- 78 Baccalaureate Degrees
- 50 Master's Degrees
- 2 Doctoral Degrees
- 0 First Professional Degrees

All 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 the accreditor'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 Regent's 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 Master of Music in Audio Production at their April 11, 2025, meeting. 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 Academic Program Approval policy.

### **ANALYSIS:**

#### **Master of Music in Audio Production**

**Program purpose.** The proposed Master of Music in Audio Production program will support the growth and sustainability of the Oklahoma film industry and address the socio-cultural needs of the film community through creativity and innovation.

**Program rationale and background.** The proposed program is the first graduate degree in Audio Production in the state of Oklahoma. The two main competitors of the proposed program are Middle Tennessee State University's accelerated in-person Bachelor of Science / Master of Fine Arts in Recording Arts and Technologies program located in downtown Nashville, and Southern Utah University's Master of Music in Music Technology program, which is an online-only degree that has gained national recognition in the field due to the explosion in teaching positions that require a master's degree in audio engineering at the university, college, and high school levels over the last five years. The other most well-known comparable programs are offered by highly expensive, private university options which include Berklee College of Music in Boston and Belmont in Nashville, both of which cost upwards of \$70,000 a year. The program is structured such that the Associate in Applied Science (A.A.S.) in Contemporary Music Performance (194) is an embedded degree within the Bachelor of Applied Technology (B.A.T.) in Audio Production (237), and nine of the upper-division credit hours of the B.A.T. will count towards the proposed program as part of an accelerated degree path. Students who complete the degree requirements for the B.A.T. in Audio Production will also have a head start towards their graduate studies if they stay with the Academy of Contemporary Music at the UCO (ACM@UCO) throughout their educational experience. The goal of this degree strategy is to use the flexibility of the Associate in Applied Science degrees, Bachelor of Applied Technology degrees, Bachelor of Music degrees, Master of Music degrees, Master of Fine Arts degrees, and minors to expand student course choices while also adhering to the National Association of Schools of Music (NASM) accreditation requirements and create accelerated pathways for students.

This program has been created to serve three student populations who have all expressed great interest in a program of this type. First are students who receive the A.A.S. in Music Production and the B.A.T. in Audio Production who can use the accelerated degree program to count nine of their undergraduate credit hours towards the proposed program. Second are students who have graduated from other similarly structured music production four-year programs and wish to continue their graduate study in the field. Finally, the third population of students this program will serve are students who are interested in audio production but earned a bachelor's degree from a traditional music conservatory or university program. Curriculum for the

proposed program was developed using NASM best practices and aligning these standards with ACM@UCO expertise in preparing students for careers in the music industry. The contemporary music industry in the United States has matured to the point that it is ready to be supported by a rigorous academic program that focuses on crafting a new generation of industry savvy, seriously trained musicians and business leaders who have had access to the civic learning available at a public university. In addition to teaching students how to succeed in the music industry, ACM@UCO also serves to grow the local music infrastructure in Oklahoma City.

**Employment opportunities.** According to the April 2025 Lightcast Q1 2025 Data Set Inverse Staffing Patterns for Arts, Design, Entertainment, Sports, and Media Occupations in Oklahoma, there are 707 Occupation Group Jobs in the Industry for 2025 in Oklahoma that the proposed program would prepare students for. Compensation is a median of \$48,719 (compared to a national median salary of \$58,974) and job posting demand is an average of 25 job postings per month. Some of the industry positions that would be available for graduates include performing arts companies, local government positions, education and hospitals, media streaming distribution services, religious organizations, radio and television broadcasting stations, sound recording industries, audio and video equipment manufacturing, and motion picture and video industries. Additional information about employment demand for music technology master's graduates from the Lightcast Q1 2025 Data Set was run in Oklahoma and the surrounding states (including Arkansas, New Mexico, Colorado, Kansas, Texas, and Missouri). Data indicated that there were no regional training providers for this degree, yet there are 2,429 jobs and 271 annual openings for graduates trained in music technology with median earnings of \$51,100 annually. The three occupations run for these numbers included Music Directors and Composers (1,569 jobs and 181 annual openings with an estimated 11.54 percent growth over 10 years), Audio and Video Technicians (738 jobs and 78 annual openings with an estimated 11.25 percent growth over ten years), and Sound Engineering Technicians (122 jobs and 13 annual openings with an estimated 9.84 percent growth over ten years). Oklahoma does not currently offer any graduate study options in Audio Engineering to fill these state and regional jobs. Conversations with our area business stakeholders, analysis of workforce data, the increase in film production in our state, and the growth of the music industry in Oklahoma have made it clear that there is a workforce need in the field of audio for post-production projects (which includes films, television, advertising, online media, video games, interactive media, and immersive media), live sound recording, and studio recording.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation of the program beyond Fall 2030 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2029
Minimum Graduates from the program	5	2029-2030

**Duplication and impact on existing programs.** There are currently no Master of Music in Audio Production programs in Oklahoma. A system-wide letter of intent was communicated by email on February 10, 2025. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Additionally, UCO submitted letters of support for the proposed program from the OKC Film and Creative Industries, the Oklahoma Film + Music Organization, Filmmakers Ranch, and APEX Post OKC. Due to the rising demand in the field and program uniqueness, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Music in Audio Production program will consist of 33 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
Core Courses	21
Area of Study	12
<b>Total</b>	<b>33</b>

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

**Delivery method and support services.** The proposed Master of Music in Audio Production program will be offered via traditional delivery. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

**Financing.** The program will be funded through a reallocation of already existing resources combined with new revenue generated by the program. No additional funding is requested from the State Regents to support the program.

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**AGENDA ITEM #6-e (2):**

**New Programs.**

**SUBJECT:**

The University of Central Oklahoma. Possible action on the request to offer the Bachelor of Music in Contemporary Music Performance.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Bachelor of Music in Contemporary Music Performance, 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.**

**BACKGROUND:**

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities and then fund higher priority activities at levels that ensured quality. Since implementation, the APRA has served as a framework for institutions to shift resources from low priority, low producing, and duplicate academic programs to higher priority programs that address state and local workforce needs. As a result of the APRA process, a net of 93 academic programs were eliminated.

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

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

- 2 Degree and/or certificate programs deleted
- 21 Degree and/or certificate programs added

UCO offers 152 degree and/or certificate programs as follows:

- 19 Certificate
- 0 Associate in Arts or Science Degrees
- 3 Associate in Applied Science Degrees
- 78 Baccalaureate Degrees
- 50 Master's Degrees
- 2 Doctoral Degrees
- 0 First Professional Degrees

All 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 the accreditor'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 Regent's 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 Bachelor of Music in Contemporary Music Performance at their April 11, 2025, meeting. 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 Academic Program Approval policy.

### **ANALYSIS:**

#### **Bachelor of Music in Contemporary Music Performance**

**Program purpose.** The proposed Bachelor of Music in Contemporary Music Performance program will provide students with a four-year degree focused on contemporary music performance.

**Program rationale and background.** The contemporary music industry in the United States has matured to the point that it is ready to be supported by a rigorous academic program that focuses on crafting a new generation of industry-savvy, seriously trained musicians and business leaders who have had access to the civic learning available at a public university. In addition to teaching students how to succeed in the music industry, the Academy of Contemporary Music at the University of Central Oklahoma (ACM@UCO) also serves to grow the local music infrastructure in Oklahoma City. Students, instructors, and guest artists of ACM@UCO are all part of a growing artistic movement that connects Oklahoma City to the vibrant global music industry and creates opportunities for UCO students and alumni. The proposed program will use the flexibility of Associate in Applied Science degrees, Bachelor of Technology degrees, Bachelor of Music degrees, and minors to expand student course choices while also adhering to the National Association of Schools of Music (NASM) accreditation requirements for four-year music programs. Curriculum for the proposed program was developed using NASM best practices and aligning ACM@UCO faculty expertise to prepare students for careers in the music industry. Currently there are no other 4-year contemporary music performance degree programs in Oklahoma. The three largest national programs of this type include Berklee College of Music, Belmont, and the Musicians Institute, all of which are expensive (\$70,000+ per year), private, out-of-state options with large class sizes. The 2+2 nature of the proposed program also makes it uniquely positioned as an option for the over 200 community college associate degrees in music offered within the United States.

**Employment opportunities.** According to the April 2025 Lightcast Q1 2025 Data Set Inverse Staffing Patterns for Arts, Design, Entertainment, Sports, and Media Occupations in Oklahoma, there are 159 unique full-time job postings for the proposed program. There are an additional 696 occupation group jobs in the industry for 2025 in Oklahoma that the proposed program would prepare students for. Compensation is a median of \$71,009 and job posting demand is an average of 10 job postings per month. Oklahoma does not currently offer a bachelor's degree study option in Contemporary Music Performance to fill these state and regional job needs. Conversations with area business stakeholders, analysis of workforce data, the increase in film production in the state of Oklahoma, and the growth of the music industry in Oklahoma have made it clear that there is a workforce need in the field of contemporary music performance for post-production

projects (which includes films, television, advertising, online media, video games, interactive media, and immersive media), live performances, churches, venues, and studios.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation of the program beyond Fall 2030 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2029
Minimum Graduates from the program	8	2029-2030

**Duplication and impact on existing programs.** There are currently no Bachelor of Music in Contemporary Music Performance programs in Oklahoma. A system-wide letter of intent was communicated by email on February 10, 2025. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Music in Contemporary Music Performance program will consist of 124 total credit hours as shown in the following table.

Content Area	Credit Hours
University Core	42-44
Major Required Courses	79
Electives	1-3
<b>Total</b>	<b>124</b>

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

**Delivery method and support services.** The proposed Bachelor of Music in Contemporary Music Performance program will be offered via traditional delivery. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

**Financing.** The program will be funded through a reallocation of already existing resources combined with new revenue generated by the program. No additional funding is requested from the State Regents to support the program





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**AGENDA ITEM #7:**

**Program Deletions.**

**SUBJECT:**

Possible action on institutional requests for program deletions.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

- Doctor of Philosophy in Photonics (423)
- Bachelor of Science in Physical Education (239)

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

- Master of Arts in German (100)

University of Oklahoma Health Science Center (OUHSC) requests authorization to delete the program listed below:

- Master of Science in Genetic Counseling (077)

Northwestern Oklahoma State University (NWOSU) requests authorization to delete the program listed below:

- Certificate in Personal Financial Planning (071)

Eastern Oklahoma State College (EOSC) requests authorization to delete the programs listed below:

- Associate in Science in Forestry and Natural Resources Management (019)
- Associate in Science in Horticulture (069)
- Associate in Applied Science in Ranch Operations – Stocker Management (080)

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

- Associate in Applied Science in Construction Management (012)

Oklahoma State University – Oklahoma City (OSU – OKC) requests authorization to delete the program listed below:

- Associate in Applied Science in Architectural Engineering Technology (001)

Seminole State College (SSC) requests authorization to delete the program listed below:

- Associate in Arts in Social Science (215)

### **POLICY ISSUES:**

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

### **ANALYSIS:**

OSU requests authorization to delete the Doctor of Philosophy in Photonics (423) program, beginning Fall 2025. This program was approved prior to March 2016. OSU reports:

- Deletion of the degree program is due to low enrollment.
- There are currently 4 students enrolled in the program with the expected graduation of Spring 2031.
- The teach-out plan will include students being allowed to move into the Doctor of Philosophy in Physics (163) program or continuing to take courses within the current program as required until graduation.
- No courses will be deleted.
- No funds are available for reallocation.

OSU requests authorization to delete the Bachelor of Science in Physical Education (239) program, effective immediately. This program was approved prior to March 2016. OSU reports:

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

OU requests authorization to delete the Master of Arts in German (100) program, effective immediately. This program was approved at the March 13, 2008, State Regents' meeting. OU reports:

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

OUHSC requests authorization to delete the Master of Science in Genetic Counseling (077) program, effective immediately. This program was approved prior to March 2014. OUHSC reports:

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

NWOSU requests authorization to delete the Certificate in Personal Financial Planning (071) program, beginning Fall 2025. This program was approved at the May 31, 2013, State Regents' meeting. NWOSU reports:

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

EOSC requests authorization to delete the Associate in Science in Forestry and Natural Resources Management (019) program, beginning Fall 2025. This program was approved prior to June 2006. EOSC reports:

- Deletion of the degree program is due to moving the program to become an option under the Associate in Science in Agriculture (001) program.
- There are currently 5 students enrolled in the program with the expected graduation of Spring 2026.
- The teach-out plan will include students being moved to the Associate in Science in Agriculture with an option in Forestry and Natural Resources Management program.
- No courses will be deleted.
- No funds are available for reallocation.

EOSC requests authorization to delete the Associate in Science in Horticulture (069) program, beginning Fall 2025. This program was approved prior to August 2012. EOSC reports:

- Deletion of the degree program is due to moving the program to become an option under the Associate in Science in Agriculture (001) program.
- There are currently 3 students enrolled in the program with the expected graduation of Spring 2027.
- The teach-out plan will include students being moved to the Associate in Science in Agriculture with option in Horticulture program.
- No courses will be deleted.
- No funds are available for reallocation.

EOSC requests authorization to delete the Associate in Applied Science in Ranch Operations – Stocker Management (080) program, beginning Fall 2025. This program was approved at the March 3, 2016, State Regents' meeting. EOSC reports:

- Deletion of the degree program is due to moving the program to become an option under the Associate in Applied Science in Animal and Food/Meat Science (053) program.
- There are currently 6 students enrolled in the program with the expected graduation of Spring 2027.
- The teach-out plan will include students being moved to the Associate in Applied Science in Animal and Food/Meat Science with option in Stocker Management program.
- No courses will be deleted.
- No funds are available for reallocation.

NEOAMC requests authorization to delete the Associate in Applied Science in Construction Management (014) program, effective immediately. This program was approved at the June 28, 2007, State Regents' meeting. NEOAMC reports:

- Deletion of the degree program is due to low student interest resulting in low enrollment.
- There are currently no students enrolled in the program.

- Sixteen courses will be deleted.
- No funds are available for reallocation.

OSU – OKC requests authorization to delete the Associate in Applied Science in Architectural Engineering Technology (001) program, effective immediately. This program was approved at the May 30, 2003, State Regents' meeting. OSU – OKC reports:

- Deletion of the degree program is due to low student interest resulting in low enrollment.
- There are currently 9 students enrolled in the program with the expected graduation of Spring 2027.
- The teach-out plan will include courses being offered until the final student graduates.
- No courses will be deleted.
- No funds are available for reallocation.

SSC requests authorization to delete the Associate in Arts in Social Science (215) program, beginning Fall 2025. This program was approved prior to March 2013. SSC reports:

- Deletion of the degree program is due to moving the program to become an emphasis under the Associate in Arts in Liberal Studies (205) program.
- There are currently 16 students enrolled in the program with the expected graduation of Spring 2027.
- The teach-out plan will include students being moved to the Associate in Arts in Liberal Studies emphasis area for Social Science program.
- No courses will be deleted.
- No funds are available for reallocation.

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**AGENDA ITEM #8-a:**

**Academic Policy.**

**SUBJECT:**

Possible action on waiving the prior posting requirement and approval of revocation of the Undocumented Students (3.18.6) policy.

**RECOMMENDATION:**

**It is recommended that the State Regents waive the prior posting requirement for amendments to Section 3.18.6 of the Policy and Procedures Manual due to an emergency. It is also recommended that the State Regents approve the proposed revocation of the Undocumented Students policy.**

**BACKGROUND:**

Oklahoma law previously allowed the Oklahoma State Regents for Higher Education (OSRHE) to adopt a policy permitting the provision of in-state tuition to undocumented students under limited circumstances as provided in 70 O.S. § 3242. OSRHE adopted this policy at Section 3.18.6 of its Policy and Procedures Manual. On August 5, the U.S. Department of Justice filed a lawsuit against the State of Oklahoma asserting that 70 O.S. § 3242 and OSRHE Policy § 3.18.6 violate federal law. That same day, the Oklahoma Attorney General filed a Joint Motion for Entry of Consent Judgment agreeing with the U.S. Department of Justice and requesting the U.S. District Court for the Eastern District of Oklahoma to rule that 70 O.S. § 3242 and OSRHE Policy § 3.18.6 violate the Supremacy Clause of the U.S. Constitution and are therefore invalid and unenforceable. This action mirrors the recent legal developments in Texas that occurred in June.

The U.S. District Court for the Eastern District of Oklahoma has issued an order and final judgment declaring 70 O.S. § 3242 and OSRHE Policy § 3.18.6 violate the Supremacy Clause and are therefore invalid, and a permanent injunction that prohibits the State of Oklahoma, as well as its successors, agents, and employees, from enforcing 70 O.S. § 3242 and OSRHE Policy § 3.18.6. The order and final judgment are effective immediately.

**POLICY ISSUES:**

The proposed revisions revoke the Undocumented Students policy.

**ANALYSIS:**

Due to the order and final judgment, the State Regents are prohibited from enforcing OSRHE Policy § 3.18.6. Therefore, its provisions should be revoked in order to comply. Because the order and final judgment are effective immediately, the State Regents should take immediate, emergency action to remove the conflicting provisions. Not doing so immediately could lead to policy confusion, conflicts with guidance and risks noncompliance with a lawful order of the court.

## SUPPLEMENT/ATTACHMENT

### 3.18.6 Undocumented Students

Pursuant to [70 O.S. § 3242](#) an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

- A. ~~Graduated from a public or private Oklahoma high school;~~
- B. ~~Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school for at least two (2) years prior to graduation; and~~
- C. ~~Satisfies admission standards for the institution, is eligible for enrollment and out of state tuition waivers if that individual:~~
  - 1. ~~Provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status; or~~
  - 2. ~~Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:~~
    - a. ~~One (1) year after the date on which the student enrolls for study at the institution; or~~
    - b. ~~If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides the formal process; and~~
  - 3. ~~If the student files an affidavit pursuant to subsection 2.b. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:~~
    - a. ~~One (1) year after the date on which the student enrolls for study at the institution; or~~
    - b. ~~If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides the formal process, which copy shall be maintained in the institution's records for that student.~~
  - 4. ~~Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets all of the following:~~
    - a. ~~Graduated from a public or private Oklahoma high school;~~
    - b. ~~Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and~~
    - c. ~~Satisfies admission standards for the institution.~~

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**AGENDA ITEM #8-b:**

**Academic Policy.**

**SUBJECT:**

Possible action on policy exception request from Oklahoma State University.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a pilot project proposed by Oklahoma State University beginning Spring 2026 and ending Fall 2030 that allows a temporary policy exception to the Oklahoma State Regents for Higher Education's International Student Admission and Non-Native Speakers of English policy, as described below.**

**BACKGROUND:**

In 1979, the State Regents established a policy that requires non-native English-speaking applicants to demonstrate English proficiency. The initial policy required non-native English-speaking students to demonstrate English proficiency through one of the following: 1) attaining a requisite score on the Test of English as a Foreign Language (TOEFL) or 2) attaining a lower requisite score on the TOEFL and successfully completing 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents.

In 1989, the policy was revised to allow non-native English-speaking applicants to demonstrate English proficiency through completing the high school core requirements in or graduating from a high school where English is the primary language in a country where English is a primary language and demonstrating competency through the High School Curricular Requirements policy.

In 1994, the policy was revised to allow the president or his/her designee to admit non-native English-speaking students in lieu of the above-mentioned requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission.

In 2003, the policy was revised to add the International English Language Testing System (IELTS) as an additional assessment measure to demonstrate English proficiency.

In 2023, the policy was revised to add the International Test of English Proficiency (iTEP) Academic and the Pearson Test of English (PTE) Academic as additional assessment measures to demonstrate English proficiency.

**POLICY ISSUES:**

The proposed action is an exception to the Oklahoma State Regents for Higher Education's International Student Admission and Non-native Speakers of English policy.

## ANALYSIS:

As noted above, current policy specifies that any of the four assessment measures—the TOEFL, IELTS, iTEP Academic, and PTE Academic—may be utilized to demonstrate English proficiency. Oklahoma State University (OSU) is requesting to launch a pilot project to employ the Duolingo English Test (DET) as an additional assessment to measure English proficiency for graduate student admission.

With the competitive landscape of international student recruitment and English proficiency testing, OSU's strategic plan includes increasing the total number of international undergraduate and graduate students over the next 5-7 years. Access to English proficiency tests is a pivotal factor in international students' choice of a U.S. educational institution. In recent years, the DET has become an increasingly popular English proficiency instrument due to its quick turnaround times, flexible testing options, enhanced test security and granular and consistent scoring, which provides an extensive database for test score validation. The proposed cut scores for the DET align with correlated IELTS and TOEFL scores. This five-year pilot project will allow OSU to assess the outcomes for international graduate students whose English proficiency was satisfied via the DET in comparison with outcomes for those who submitted TOEFL, IELTS, iTEP Academic, or PTE Academic scores.

The proposed pilot project will apply to both unconditional and qualified admission, the latter of which requires the student to earn a requisite score and subsequently complete 12 weeks at a State Regents'-approved IEP. Based on concordance tables, peer institution requirements, and current requisite TOEFL, IELTS, iTEP Academic, and PTE Academic scores, the proposed DET admission score requirements are detailed below.

### Unconditional Admission

Assessment	Minimum Score
TOEFL iBT	79
IELTS	6.5
PTE Academic	40
iTEP Academic	40
<b>Proposed Duolingo English Test*</b>	<b>115</b>

### Conditional Admission (IEP Required)

Assessment	Minimum Score
TOEFL iBT	61
IELTS	5.5
PTE Academic	46
iTEP Academic	35
Proposed Duolingo English Test*	95

\*These cut scores were determined based on correlations to the Common European Framework of Reference scale and alignment with cut scores across Big 12 institutions.

To review this pilot, OSU will collect student outcomes data and submit two reports, which will be detailed in a prescribed format, during the five years of the pilot: an interim pilot report due by August 1, 2028, and a comprehensive five-year pilot report due on May 1, 2031. In addition to the interim pilot report and the



comprehensive five-year pilot report, OSU will submit data to OSRHE annually for review. Approval of the pilot may be reconsidered before the end of the five-year period if the data fail to support Duolingo as a valid measure of English proficiency.

This time frame will allow for meaningful evaluation with a sufficient number of students earning various types of bachelors and advanced degrees across disciplines. The institution will monitor academic progress (e.g., GPAs and advancement in the chosen degree programs consistent with the respective undergraduate degree sheets or graduate plans of study) each semester. Based on peer institution information, it is expected that these students will be successful. If for some reason students struggle academically, applicant profiles will be examined to better understand underlying issues to determine if the English language ability appears to be the only factor mitigating against the students' success.

Based on staff analysis, it is recommended the State Regents approve OSU's request as described above.



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**AGENDA ITEM #9:**

**Oklahoma Teacher Connection.**

**SUBJECT:**

Possible action to allocate funds from the Oklahoma Teacher Connection budget for Pre-Collegiate and Collegiate grant programs.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of \$99,980.25.**

**BACKGROUND:**

Created in 1990 through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC) was charged with developing and implementing programs to recruit and retain teachers in Oklahoma public schools. On April 13, 2011, House Bill 1015 was signed into law by the Oklahoma State Legislature, releasing the OTC from certain statutory requirements of the previous legislation. However, the foundational work of the OTC continues.

**Pre-Collegiate Programs:** OTC supports implementing three pre-collegiate teacher recruitment programs in Oklahoma schools: Teach Oklahoma, Lead Oklahoma, and Educators Rising. Teach and Lead Oklahoma are classes offered in junior high and high schools that include curriculum, professional development, and grants to provide additional resources for teachers who instruct these courses. Supplemental materials are provided to enhance learning opportunities for students that promote academic achievement and meet the goals of the OTC.

The Teach Oklahoma curriculum has been successfully implemented in high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers learning objectives that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. In 2024-2025, 23 high schools and technology centers operated with Teach Oklahoma programs. Teacher surveys were returned from 100 percent of OTC programs, indicating an enrollment of 267 students in Teach Oklahoma.

At the close of the 2024-2025 academic year, from the data reported, 82 percent (108 students out of 132 students) of the Teach Oklahoma high school seniors plan to attend college next year. Additionally, 62 percent (166 students) of Teach Oklahoma students plan to become teachers, an increase of 24 percent over last academic year. These results show that Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Last year, all Teach Oklahoma teachers responded “yes” that they would instruct the class again the following year. Teachers find merit in the research-based curriculum and opportunities with higher education experiences. To illustrate, 18 of 23 Teach Oklahoma programs participated in higher education academies, attended university presentations, and/or visited higher education campuses. Many teachers view this teacher education course as an impactful student experience. One Teach Oklahoma

instructor wrote, "The grant funds were incredibly helpful — we used them for classroom supplies and hands-on materials. The opportunities to do observations and complete an internship help brought the curriculum to life and deepened student engagement." Another instructor shared that "The Teach Oklahoma Teaching Program has made a significant impact on students by providing them with a comprehensive understanding of the teaching profession."

The Lead Oklahoma curriculum is designed to guide eighth and ninth-grade students in learning leadership principles, participate in service learning, develop skills for academic success, and encourage practical decision-making skills. The Lead Oklahoma curriculum aims to promote college success and interest. In 2024-2025, Lead Oklahoma was implemented with 11 programs reporting an enrollment of 707 students. Many schools used the Lead Oklahoma curriculum in their leadership and teacher preparation academies. Since 2006, approximately 20,427 students have gone through Lead Oklahoma. One teacher shared that "The Lead program has been a real boost for our students, noticeably improving their leadership abilities and how involved they are in the community. The curriculum wasn't just engaging; it really worked, leading to some great classroom discussions and making students feel empowered to step up and take action around the school."

Teacher feedback indicates that the Lead Oklahoma curriculum encouraged students to grow in their educational studies. These students saw improvements in communication and leadership skills. Teachers generally agree that the curriculum has increased the quality of students' work assignments, positive behaviors, and school outcomes. Summative assessments show that various components of the Lead Oklahoma learning objectives help students with school success and college preparation, increasing their potential for academic success.

Educators Rising, sponsored nationally by Phi Delta Kappa, is a community-based movement that gives all high school students who are interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education. Educators Rising serves as a source to lead students to pursue teacher preparation programs at local institutions of higher education. Educators Rising is a national organization with over 30,000 members. In the 2024-2025 academic year, teacher sponsors reported that 134 students participated in the Oklahoma Educators Rising programs. Further feedback from sponsors indicated that 67 percent (90 students) of all Educators Rising participants wanted to pursue a career in teaching. Additionally, sponsor feedback revealed that 76 percent (45 out of 59 students) of the graduating seniors in the program responded that they were planning to attend college after graduation. Data indicates that 100 percent (45 out of 45 students) of these college-bound seniors stated they plan to become teachers.

In the statewide Educators Rising competitions, 45 Oklahoma students competed. Categories included Children's Literature and Lesson Planning and Delivery - STEM. Four Oklahoma students competed at the National Educators Rising Conference, which was held in Orlando, FL. The national conference theme for 2024-2025 was "Empowering Tomorrow's Leaders."

**Collegiate Programs:** Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment, retention, and placement from a campus-based perspective that takes advantage of each institution's unique strengths. Through these partnerships, students interact with higher education personnel and learn about key college preparation elements, as well as gain valuable educative experiences.

At the close of the 2024-2025 academic year, approximately 1,091 pre-collegiate and collegiate students, education faculty and staff, administrators, paraprofessionals, and other education advocates participated in and were impacted directly through campus-based activities. The events and campus visits highlight educative collaborations while supporting recruitment, retention, and professional development objectives

in teacher education. Data instruments show a collective number of over 37,466 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

**Teacher Conferences:** Each year, the OTC sponsors new and recurring conferences and activities designed to promote educational fellowship and elevate teacher recruitment and retention efforts. The Teach Oklahoma Conference was not held this year due to employee turnover in the Coordinator for Teacher Education Programs role. The prior incumbent terminated employment in September 2024 and a new Coordinator was not appointed until February 2025, which did not provide ample timing in which to plan and execute a spring 2025 conference. The OTC successfully hosted the 17th Annual Reading Conference, entitled “Reading Instruction Reframed: The Power of Evidence-Supported Reading Strategies,” for higher education faculty, educators, administrators, and other stakeholders. Over 130 participants attended this OTC-sponsored conference from across the state.

## **POLICY ISSUES:**

The OTC has a legislative directive (HB 2557) to develop recruitment programs for potential teachers, including pre-collegiate curricular courses and future teacher organizations that emphasize school success and the opportunity to investigate teaching as a career choice, as well as collegiate activities that address issues such as retention and placement.

The following projects are recommended for funding up to the following amounts:

### **Pre-Collegiate Grants**

#### Lead Oklahoma / Teach Oklahoma - \$22,200

Lead Oklahoma is a leadership curriculum designed to help students with strong academic potential become successful leaders in high school and college.

Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.

#### Educators Rising Chapters and State and National Competition - \$5,600

Educators Rising is an extra-curricular organization that allows high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education.

### **Collegiate Grants**

#### East Central University – *Rooted in Resilience: Cultivating Educators from Foster and Tribal Youth* - \$3,760

The objective of this project is to facilitate pre-collegiate visits to East Central University for high school students residing in foster care, youth shelters, or tribal residential schools. This project will provide campus visit access to students residing in foster care group homes or residential schools that they might not otherwise be privy to, encouraging these students to consider enrolling in a teacher education program.

#### Northeastern State University - *Riverhawk Academy for Future Teachers* - \$4,864.25

The aim of this grant is twofold: 1) to host high school students on campus, which will enrich students’ motivation to consider a career in teaching, and 2) to increase partnerships with school districts and support NSU’s Grow Your Own classes that include structured pathways into educator preparation programs

(EPPs). The project directors will facilitate an event and provide various presentations, workshops, and a keynote speaker for students to attend and consider a career as a future Oklahoma educator.

Northwestern Oklahoma State University - *Connecting Future Educators: A Comprehensive Recruitment and Retention Initiative* - \$2,600

The primary goal for this initiative is to strengthen the pipeline of future educators in Oklahoma by implementing targeted recruitment strategies for high school students interested in teaching careers and enhancing retention efforts for current education majors through meaningful professional development experiences and community building initiatives.

Oklahoma Baptist University – *Discover Teaching at OBU* - \$4,600

The goal of *Discover Teaching at OBU* is to create pipelines and structured pathways into traditional teacher education programs to ensure well-trained, comprehensively prepared teachers enter the classroom, addressing the teacher shortage in the state of Oklahoma.

Oklahoma Baptist University – *Crash Course in Teaching* - \$6,000

The goal of *Crash Course in Teaching* is to provide immediate, practical training that empowers educators to deliver safe, effective, and engaging instruction. This professional development lays the foundation for long-term success in the classroom, supporting teachers on their journey toward full certification while fostering retention and growth within the profession.

Oklahoma Christian University - *Professional Development in the Science of Reading for Paraprofessionals* - \$7,000

Oklahoma Christian University seeks to deliver ParaReading: A Training Guide for Tutors, which is a dedicated professional development for paraprofessionals in the science of reading, through a free online platform available on the ReadingUniverse.org, an initiative of WETA public television in the Washington, DC, area. This professional development opportunity also supports the new legislative requirement that new teachers must pass the Foundations of Reading Assessment.

Oklahoma State University - *Say Yes to FCS Education at OSU* - \$7,000

A one-day immersion experience and follow-through programming activities for high school juniors and seniors interested in becoming a Family and Consumer Sciences (FCS) teacher in a public school. Working toward this goal provides the potential to build and develop a model program that can be used more extensively by other FCS leaders throughout the U.S.

Oklahoma State University - *OSU Future Teacher Day* - \$3,100

The aim of *OSU Future Teacher Day* is to increase new student enrollment numbers within the traditional education preparation programs of the College of Education and Human Sciences by five percent above the five-year average for program applications, admissions, and enrollment.

University of Central Oklahoma – *Prospective Teachers Academy 5* - \$7,000

This grant supports the Oklahoma State Regents for Higher Education’s Teach and Lead Oklahoma high school students to develop knowledge for college and teacher education program success strategies. Faculty will provide instruction on higher education skills, which include navigating college websites, scholarship

opportunities, and plan(s) of study. The academy is specifically designed to help students learn more about the college admission process with a special focus on considering a career as an educator.

University of Oklahoma - Collaboration with Rural Educators to Enhance Advocacy, Training, and Engagement 2 - \$6,912

The objectives of this grant are threefold: 1) to focus on the retention of rural, special education teachers, 2) to increase special education teacher knowledge and comfort with evidence-based behavior interventions, writing measurable goals, and developing efficient student progress monitoring procedures, and 3) to create a vibrant and sustainable community of practice for rural educators.

University of Oklahoma - C.A.R.E. Collaborate, Advise, Reflect, and Empower Early Career Teachers for Retention in Oklahoma Secondary Schools - \$7,000

The goals of this network of education faculty and early career teachers is to engage in monthly mentoring/professional development experiences to (1) explore and support challenges and successes with teaching, especially as early career educators and (2) build/become part of a community of educators within disciplines and across the state.

University of Oklahoma – Tulsa - Teacher Bound: A Recruitment Pathway for Oklahoma Early Childhood Education Bachelor's Degree Program - \$4,438

The goals of this project include: 1) building connections between the university and partner organizations for community benefits, 2) increasing awareness of OU-Tulsa's early childhood program, and 3) addressing concerns related to perceived obstacles to obtaining an Early Childhood Education bachelor's degree. The project directors will make school visits to support partnerships, engage in site visits to assist potential partners, provide follow-up resources, and conduct Teacher Bound events.

University of Tulsa – Fifth Year Academy - \$5,493

This project supports the implementation of professional development training that will enhance novice teachers' abilities for teaching and managing the classroom in accordance with various standards, including the Council for the Accreditation of Educator Preparation (CAEP) and criteria of Local Education Agencies (LEAs).

University of Tulsa - The University of Tulsa Future Educators Recruitment Program - \$2,413

The goal of this grant supports the Oklahoma State Regents for Higher Education's Educators Rising and Teach Oklahoma high school students to learn more about scholarships and opportunities, in addition to taking part in a celebration of teacher education with workshops and keynote addresses by the previous National Teacher of the Year and State Teacher of the Year. Outreach is designed to provide students with relevant information about university admission processes, useful insights into financial aid, and a career in education.

The total funding requested for 2025-2026 is \$99,980.25.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #10:**

**Oklahoma Rising Scholars Award Program.**

**SUBJECT:**

Possible action on authorization of freshmen Institutional Nominees for Fall 2026.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the number of authorized freshmen Institutional Nominees for each institution and approve the program scholarship award levels for 2026-2027.**

**BACKGROUND:**

The Oklahoma Rising Scholars Award Program, previously known as the Academic Scholars Program, was created in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to help keep Oklahoma's best high school students in state for college. The program provides awards in two categories – Automatic Qualifiers and Institutional Nominees.

Automatic Qualifiers are resident students who automatically qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT, SAT, or Classic Learning Test (CLT) exams.

In 1999, legislation authorized an additional category called Institutional Nominees which allows state system colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees must meet one of the three minimum qualifying criteria shown below.

<b>Minimum Criteria Options</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>
ACT Composite Score <sup>1</sup>	32 ACT	30 ACT	29 ACT
GPA/Class Rank	3.9 GPA and either top 2 percent or rank of #1 or #2	3.8 GPA and either top 4 percent or rank of #1 or #2	3.7 GPA and either top 5 percent or rank of #1 or #2
GPA and ACT Composite Score <sup>1</sup>	3.9 GPA and 30 ACT	3.8 GPA and 28 ACT	3.7 GPA and 26 ACT

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<sup>1</sup> An equivalent SAT or CLT score, as established by the official concordance tables published by ACT, College Board, or Classic Learning Initiatives, may also be used to meet this requirement.

The program provides participants with a scholarship for up to four years of study at an accredited institution of higher education in Oklahoma. State system institutions also provide the scholarship recipient with a tuition waiver. The current cash scholarship award amounts provided by the program are:

<b>Tier</b>	<b>Automatic Qualifiers</b>	<b>Institutional Nominees</b>
Research Universities	\$6,500	\$4,000
Regional Universities	\$5,000	\$3,200
Community Colleges	\$4,500	\$3,000

In response to funding changes and policy priorities, the State Regents have taken the following actions since 2012.

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of 25 percent to 20 percent.
- 2017-2018 – Reduced nonresident student funding from 20 percent to 10 percent.
- 2018-2019 – Reduced nonresident student funding from 10 percent to 0 percent and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).
- 2020-2021 – Based on program savings from the elimination of funding for nonresident students and reduction of Institutional Nominee slots, the State Regents approved 116 additional freshmen Institutional Nominee slots distributed proportionately among the three institutional tiers, increased the Institutional Nominee scholarship award by \$400, and added a third minimum eligibility criterion option for Institutional Nominee qualification.
- 2021-2022 – Due to a reduction of about \$250,000 or 4 percent in state appropriations for FY2021, 100 freshmen Institutional Nominee scholarship slots were cut for the 2021-2022 academic year.
- 2022-2023 – Due to the restoration of the \$250,000 reduction in FY2022, 82 freshmen Institutional Nominee slots were restored for the 2022-2023 academic year.
- 2023-2024 – Based on an increase of state funding in FY2023 of \$850,000 or 13 percent, scholarship award amounts were increased between 9 percent and 14 percent. In addition, a total of 20 additional freshmen Institutional Nominee slots were added to the state two-year colleges.
- 2024-2025 – Institutional Nominee and Automatic Qualifier scholarship award amounts were increased by \$500.
- 2025-2026 – The number of Institutional Nominee and Automatic Qualifier scholarship award amounts and number of slots were unchanged from the previous academic year.

In the 2024-2025 academic year, about 1,459 students participated in the program receiving awards totaling almost \$7 million.

#### **POLICY ISSUES:**

The statutes and policy authorizing the Oklahoma Rising Scholars Award Program state the objectives of the program are to:

- (1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete for top Oklahoma scholars;
- (2) attract high-caliber out-of-state students to attend Oklahoma colleges and universities [*nonresident students are no longer funded as of 2018-2019*]; and
- (3) enhance the academic quality in Oklahoma colleges and universities.

#### **ANALYSIS:**

Recommendation #1: It is recommended that the scholarship award amounts be increased by \$700 for automatic qualifiers beginning with the 2026-2027 academic year.

<b>Automatic Qualifiers</b>	<b>Current Award</b>	<b>Proposed Award</b>	<b>Amount Change</b>	<b>Percent Change</b>
Research Universities	\$6,500	\$7,200	\$700	11%
Regional Universities	\$5,000	\$5,700	\$700	14%
Community Colleges	\$4,500	\$5,200	\$700	16%

The reasons for the recommended increase in the scholarship award amount for automatic qualifiers include:

- A primary goal of this program is to keep Oklahoma's highest performing students in state for college, increasing the probability the students will remain in Oklahoma after graduation.
- In the 2025 legislative session, House Bill 1282 was passed and signed into law on May 30, 2025. The bill increases the potential award amount for automatically qualifying students to receive no more than the average cost of attendance for up to five years of undergraduate and/or graduate study at an accredited public or private institution of higher education in Oklahoma. Subsequently, the Legislature increased the program's annual appropriation by \$2 million, bringing total funding for FY 2026 to \$9,155,862.

Recommendation 2: As shown in the following table (begins next page), it is recommended that the number of freshmen institutional Nominee slots for 2026-2027 remain unchanged from the 2025-2026 allocation.

**Proposed Allocation of Freshmen Institutional Nominees for 2026-2027**

<b>Institution</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>Change</b>
University of Oklahoma	45	45	0
Oklahoma State University	45	45	0
<b>Total Research Universities</b>	<b>90</b>	<b>90</b>	<b>0</b>
University of Central Oklahoma	14	14	0
East Central University	7	7	0
Northeastern State University	7	7	0
Northwestern Oklahoma State University	7	7	0
Southeastern Oklahoma State University	7	7	0
Southwestern Oklahoma State University	7	7	0
Cameron University	7	7	0
Langston University	7	7	0
Rogers State University	7	7	0
Oklahoma Panhandle State University	7	7	0
University of Science and Arts of Oklahoma	7	7	0
<b>Total Regional Universities</b>	<b>84</b>	<b>84</b>	<b>0</b>
Carl Albert State College	7	7	0
Connors State College	7	7	0
Eastern Oklahoma State College	7	7	0
Murray State College	7	7	0
Northeastern Oklahoma A&M College	7	7	0
Northern Oklahoma College	7	7	0
Oklahoma City Community College	14	14	0
Redlands Community College	7	7	0
Rose State College	14	14	0
Seminole State College	7	7	0
Tulsa Community College	14	14	0
Western Oklahoma State College	7	7	0
Oklahoma State University – Oklahoma City	7	7	0
Oklahoma State University Institute of Technology	7	7	0
<b>Total Community Colleges/Technical Branches</b>	<b>119</b>	<b>119</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>293</b>	<b>293</b>	<b>0</b>

The following table shows the recent history of program participants and the projected number of participants for 2025-2026 to 2029-2030. The number of Automatic Qualifiers is expected to remain relatively stable while the number of Institutional Nominees is projected to increase due to additional Institutional Nominee freshmen scholarship slots approved for Fall 2022 and Fall 2023. The total number of program recipients is projected to steadily grow from about 1,459 in 2024-2025 to almost 1,800 in 2029-2030.

If the award for Automatic Qualifiers increases in the 2026-2027 academic year, it is possible that the increased award may result in improved participation in Automatic Qualifiers in the future. However, the table below is constructed on current enrollment and retention trends in the program.

#### **Participant Enrollment History and Projections**

<b>Academic Year</b>	<b>Automatic Qualifiers</b>	<b>Institutional Nominees</b>	<b>Total Recipients</b>	<b>Scholarship Expenses</b>
2020-2021 actual	801	686	1,487	\$6.2 million
2021-2022 actual	762	623	1,385	\$5.7 million
2022-2023 actual	706	702	1,408	\$5.6 million
2023-2024 actual	654	758	1,412	\$6.0 million
2024-2025 actual	673	786	1,459	\$7.0 million
2025-2026 projected	723	869	1,592	\$7.6 million
2026-2027 projected	778	912	1,690	\$8.1 million
2027-2028 projected	805	941	1,746	\$8.4 million
2028-2029 projected	809	967	1,776	\$8.5 million
2029-2030 projected	809	970	1,779	\$8.5 million

The following table shows the recent funding and expenditure history of the program. The projections assume state funding for the program will remain stable at \$9.2 million for the next four fiscal years, FY2027 – FY2030. The program's reserve balance is projected to increase in FY2026. The reserve balance will provide time for any necessary future program adjustments such as increasing the total award amount for automatic qualifiers and increasing institutional nominee slots.

**Oklahoma Rising Scholars Award Trust Fund  
Trust Fund History & Projections**

<b>Fiscal Year</b>	<b>July 1 Beginning Balance</b>	<b>Income (Appropriations &amp; Earnings)</b>	<b>Net Expenditures (Scholarships)</b>	<b>June 30 Ending Balance</b>
FY2016 actual	2,965,458	7,728,252	-7,949,765	2,743,945
FY2017 actual	2,743,945	6,733,025	-8,384,412	1,092,558
FY2018 actual	1,092,558	6,366,442	-7,056,962 <sup>2</sup>	402,038
FY2019 actual	402,038	6,365,624	-6,011,295 <sup>3</sup>	756,367
FY2020 actual	756,367	6,371,823	-5,905,000	1,223,190
FY2021 actual	1,223,190	6,111,812	-6,209,500 <sup>4</sup>	1,125,502
FY2022 actual	1,125,502	6,348,018	-5,710,800 <sup>5</sup>	1,762,720
FY2023 actual	1,762,720	7,246,642	-5,570,000 <sup>6</sup>	3,439,362
FY2024 actual	3,439,362	7,162,752	-5,761,275 <sup>7</sup>	4,840,839
FY2025 actual	4,840,839	7,397,798	-6,956,975 <sup>8</sup>	5,281,662
FY2026 estimated	5,281,662	9,155,862 <sup>9</sup>	-7,598,800	6,838,724
FY2027 estimated	6,838,724	9,155,862	-8,093,700	7,900,886
FY2028 estimated	7,900,886	9,155,862	-8,362,100	8,694,648
FY2029 estimated	8,694,648	9,155,862	-8,470,200	9,380,310
FY2030 estimated	9,380,310	9,155,862	-8,480,500	10,055,672

<sup>2</sup> Non-resident funding limit lowered from 20% to 10% in FY2018.

<sup>3</sup> Non-resident funding limit lowered from 10% to 0% in FY2019; IN's reduced by 80.

<sup>4</sup> In FY2021, Freshmen IN's slots increased by 116; IN award amount increased by \$400.

<sup>5</sup> Due to a \$250,000 (4 percent) reduction in FY2021, 100 freshmen IN slots were cut for 2021-22.

<sup>6</sup> Due to the restoration of the \$250,000 cut in FY2022, 82 freshmen IN slots were added for 2022-23.

<sup>7</sup> 20 freshmen IN slots were added; scholarship awards increased between \$300-\$500.

<sup>8</sup> Awards increased by \$500 in FY2025.

<sup>9</sup> In FY2026, the state appropriation for the program increased \$2 million.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #11:**

**Regional University Baccalaureate Scholarship Program.**

**SUBJECT:**

Possible action on authorization of freshmen scholarship slots for Fall 2026.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize 15 freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2026.**

**BACKGROUND:**

The Regional University Baccalaureate Scholarship (RUBS) program was created by the State Regents in 1994 to provide support for academically promising students to enroll in baccalaureate degree programs at the public regional universities. The program currently provides a \$3,500 annual award for up to four years, and institutions also provide the recipient tuition waiver. To qualify for the award, students must:

- Be an Oklahoma resident;
- Score at least a 30 on the ACT, or achieve the designation of National Merit Semifinalist or Commended Student by the National Merit Scholarship Corporation;
- Maintain at least a cumulative 3.25 grade point average in college; and
- Maintain full-time enrollment in college.

From 1994 to 2016 each of the eleven participating institutions was allotted fifteen freshmen scholarship “slots” each year. However, due to a state funding reduction in FY2017 of about \$150,000 or 16 percent, the allocation was reduced to just three freshmen scholarship slots for Fall 2017 to address the immediate funding loss. In succeeding years, the State Regents took the following actions to restore scholarship slots and increase the scholarship award amount within available funds.

- Fall 2018 – The number of freshmen scholarship slots was increased from three to six.
- Fall 2019 – The number of freshmen scholarship slots was increased from six to twelve slots.
- Fall 2021 – Due to a four percent reduction (about \$30,000) in state funding for FY2021, the number of freshmen scholarship slots was decreased from twelve to ten.
- Fall 2023 – Because FY2023 state funding was increased by \$275,000 or nearly 37 percent, the number of freshmen scholarship was increased back to the historical level of fifteen. The

scholarship award amount was increased by \$500, from \$3,000 to \$3,500, the first increase since 1994.

## POLICY ISSUES:

In addition to providing an opportunity for high-achieving students, the program is also intended to enhance the academic quality of Oklahoma's public regional universities.

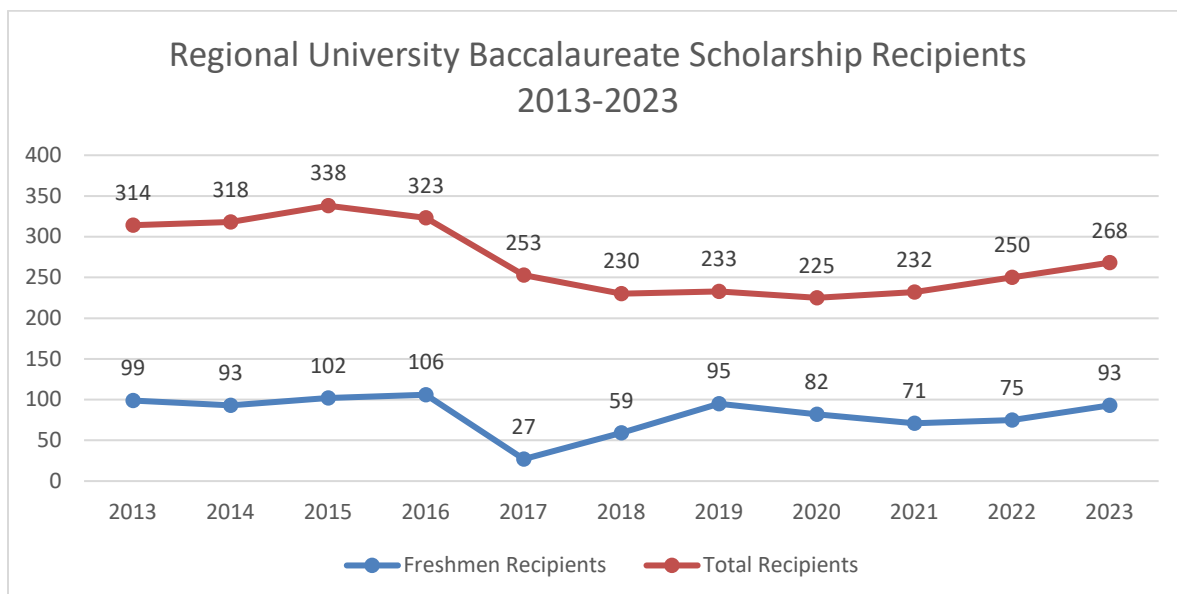
## ANALYSIS:

Recommendation: it is recommended that the number of freshmen scholarship slots remain unchanged at fifteen for Fall 2026.

**History of Authorized Freshmen Scholarship Slots**

Academic Year (fall semester)	Authorized Freshmen Scholarship Slots
1994 to 2016	15
Fall 2017	3
Fall 2018	6
Fall 2019	12
Fall 2020	12
Fall 2021	10
Fall 2022	10
Fall 2023	15
Fall 2024	15
Fall 2025	15
Fall 2026 Recommended	15

The following chart shows the total number of freshmen and the total recipients since 2013.





The following table shows the number of freshmen slots filled by each institution since 2014.

<b>Institution</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Cameron University	10	10	3	3	6	8	3	6	6	3	6
East Central University	15	14	13	3	6	12	9	10	7	14	14
Langston University	0	0	0	0	3	0	2	0	0	0	0
Northeastern State University	15	15	15	3	6	12	12	9	10	15	15
Northwestern Oklahoma State University	2	3	6	3	6	4	6	8	10	9	4
Oklahoma Panhandle State University	0	1	0	0	2	1	1	0	0	2	0
Rogers State University	7	12	14	3	6	12	12	3	5	5	3
Southeastern Oklahoma State University	6	6	12	3	6	12	5	5	8	9	9
Southwestern Oklahoma State University	15	15	15	3	6	12	12	10	9	15	15
University of Central Oklahoma	15	13	15	3	6	12	12	10	10	15	14
University of Science and Arts of Oklahoma	8	13	13	3	6	10	8	10	10	6	7
<b>TOTAL</b>	<b>93</b>	<b>102</b>	<b>106</b>	<b>27</b>	<b>59</b>	<b>95</b>	<b>82</b>	<b>71</b>	<b>75</b>	<b>93</b>	<b>87</b>

The following table shows the total number of scholarships awarded by each institution since 2014.

<b>Institution</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Cameron University	26	28	20	17	14	13	12	10	13	14	14
East Central University	47	51	49	39	30	31	28	29	32	34	39
Langston University	1	1	0	0	3	1	3	3	2	2	0
Northeastern State University	50	48	45	32	25	26	31	35	38	41	44
Northwestern Oklahoma State University	13	11	13	11	15	17	18	16	19	26	26
Oklahoma Panhandle State University	2	3	2	0	2	3	3	2	0	2	1
Rogers State University	34	38	36	20	22	24	27	24	23	20	13
Southeastern Oklahoma State University	19	22	22	22	21	29	23	20	21	20	25
Southwestern Oklahoma State University	50	55	51	42	35	33	28	34	33	41	42
University of Central Oklahoma	48	50	49	39	32	31	29	33	39	41	42
University of Science and Arts of Oklahoma	28	31	36	31	31	25	23	26	30	27	26
<b>Total</b>	<b>318</b>	<b>338</b>	<b>323</b>	<b>253</b>	<b>230</b>	<b>233</b>	<b>225</b>	<b>232</b>	<b>250</b>	<b>268</b>	<b>272</b>

As shown in the following table, scholarship costs in FY2026 are projected to increase to \$1,109,500. This is an increase of about \$184,000 from FY2025. This is due to an increase in the number of scholarship slots in 2023. Cohorts previous to that year were smaller due to funding reductions but if the current annual funding level remains constant in future years, the number of scholarships and the award amounts should stabilize and remain consistent through at least FY2027.

**Regional University Baccalaureate Scholarship Recent Funding History**

<b>Fiscal Year</b>	<b>July 1 Beginning Balance</b>	<b>Appropriation Allocation</b>	<b>Investment Earnings</b>	<b>Scholarship Payments</b>	<b>June 30 Ending Balance</b>
FY'2011 actual	\$ (59,670)	\$ 1,046,146	\$ 10,309	\$ (953,250)	\$ 43,535
FY'2012 actual	\$ 43,535	\$ 975,746	\$ 9,050	\$ (931,250)	\$ 97,081
FY'2013 actual	\$ 97,081	\$ 986,068	\$ 18,834	\$ (974,250)	\$ 127,733
FY'2014 actual	\$ 127,733	\$ 986,068	\$ 9,725	\$ (919,500)	\$ 204,026
FY'2015 actual	\$ 204,026	\$ 986,068	\$ 10,559	\$ (918,000)	\$ 282,653
FY'2016 actual	\$ 282,653	\$ 912,164	\$ 10,912	\$ (987,750)	\$ 217,979
FY'2017 actual	\$ 217,979	\$ 789,057	\$ 4,462	\$ (951,750)	\$ 59,748
FY'2018 actual	\$ 59,748	\$ 751,029	\$ 564	\$ (739,500)	\$ 71,841
FY'2019 actual	\$ 71,841	\$ 746,517	\$ 5,321	\$ (672,000)	\$ 151,679
FY'2020 actual	\$ 151,679	\$ 746,517	\$ 7,680	\$ (693,750)	\$ 212,126
FY'2021 actual	\$ 212,126	\$ 717,054	\$ 7,109	\$ (668,250)	\$ 268,039
FY'2022 actual	\$ 268,039	\$ 746,517	\$ 5,627	\$ (686,950)	\$ 333,233
FY'2023 actual	\$ 333,233	\$ 1,021,517	\$ 8,589	\$ (723,750)	\$ 639,589
FY'2024 actual	\$ 639,589	\$ 1,021,517	\$ 20,131	\$ (903,875)	\$ 777,362
FY'2025 actual	\$ 777,362	\$ 1,021,517	\$ 27,149	\$ (925,750)	\$ 900,278
FY'2026 estimated	\$ 900,278	\$ 1,021,517	\$ 9,000	\$(1,109,500)	\$ 821,295
FY'2027 estimated	\$ 821,295	\$ 1,021,517	\$ 9,000	\$(1,176,000)	\$ 675,812
FY'2028 estimated	\$ 675,812	\$ 1,021,517	\$ 9,000	\$(1,204,000)	\$ 502,329

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #12-a:**

**State Authorization.**

**SUBJECT:**

Possible action on requests for approval of 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, for initial authorization and for each annual re-authorization. In addition, all institutions that are approved for authorization or annual re-authorization will be charged an authorization fee each year. An initial authorization fee is charged the first time an institution is approved for authorization, and the re-authorization is charged for every annual re-authorization. The fees that are now charged to each institution applying for authorization with this agenda item are listed below and will be used to support the costs to the OSRHE of providing state authorization.

- Application Fee: \$500
- Initial Authorization Fee: \$2,500
- Re-Authorization Fee: \$2,000
- Location Fee: \$1,000

### **Student Tuition Recovery Fund Payments**

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. Public and exempt institutions are not charged an STRF payment.

- Initial Authorization STRF Payment: \$2,500
- Re-Authorization STRF Payment: 0.25 percent (.025) 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, 29 private and out-of-state institutions are authorized to operate in Oklahoma:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• ATA College</li><li>• Baylor University</li><li>• California Coast University</li></ul> | <ul style="list-style-type: none"><li>• Central Oklahoma College</li><li>• Chamberlain University</li><li>• Claremont Lincoln University</li></ul> |
|---|--|

- Columbia College
- Embry Riddle Aeronautical University
- Golden Gate University
- Heavy Equipment Colleges of America
- John Brown University
- Miller-Motte College
- National University
- Nelson University
- New York University
- San Jose State University
- South University
- Southern California University of Health Sciences

- Southwestern Law School
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- University of California Berkeley
- University of California Davis
- University of San Diego
- University of Saint Augustine for Health Sciences
- Upper Iowa University
- Walden University
- Wichita State 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:

- Los Angeles Film School
- Ottawa University
- Westcliff University

The information below summarizes 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.

### **Los Angeles Film School**

Los Angeles (LA) Film School's main campus is located in Hollywood, California and has no parent company. The institution is private for profit, accredited by the Accrediting Commission for Career Schools and Colleges, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 2.1. LA Film School does not maintain a physical location in Oklahoma; all its operations in the state are by distance education.

### **Degree Programs Offered in Oklahoma - Summary**

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	2	7	4	9
Bachelor's Programs	9	39	4	36
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Other Degree Programs	0	0	0	0
Totals	11	46	8	45

### **Ottawa University**

Ottawa University's main campus is located in Ottawa, Kansas, and has no parent company. The institution is private non-profit, accredited by the Higher Learning Commission, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 0.3. Ottawa University does not maintain a physical location in Oklahoma; all its operations in the state are by distance education.

#### **Degree Programs Offered in Oklahoma - Summary**

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	0	0	0	0
Bachelor's Programs	24	24	5	13
Master's Programs	15	1	0	1
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	39	25	5	14

### **Westcliff University**

Westcliff University's (Westcliff) main campus is located in Irvine, California and its parent company is Westcliff Management Group, also located in California. The institution is private for profit, accredited by the Western Association of Schools and Colleges, Senior College and University Commission, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 1.6. Westcliff does not maintain a physical location in Oklahoma; all its operations in the state are by distance education.

#### **Degree Programs Offered in Oklahoma - Summary**

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate Programs	0	0	0	0
Bachelor's Programs	4	3	0	2
Master's Programs	7	5	1	5
Doctoral Programs	2	3	0	3
Other Degree Programs	0	0	0	0
Totals	13	11	1	10

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' request for authorization for the 2025-2026 academic year.

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

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

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

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





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**AGENDA ITEM #12-b:**

**State Authorization.**

**SUBJECT:**

Possible action on request for approval of re-authorization of (non-exempt) private and out-of-state degree-granting institution 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 institutions that apply for authorization must pay a non-refundable application fee prior to the review of their application, for initial authorization and for each annual re-authorization. In addition, all institutions that are approved for authorization or annual re-authorization will be charged an authorization fee each year. An initial authorization fee is charged the first time an institution is approved for authorization, and the re-authorization is charged for every annual re-authorization. The fees that are now charged to each institution applying for authorization with this agenda item are listed below and will be used to support the costs to the OSRHE of providing state authorization.

- Application Fee: \$500
- Initial Authorization Fee: \$2,500
- Re-Authorization Fee: \$2,000
- Location Fee: \$1,000

### **Student Tuition Recovery Fund Payments**

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. Public and exempt institutions are not charged an STRF payment.

- Initial Authorization STRF Payment: \$2,500
- Re-Authorization STRF Payment: 0.25 percent (.025) 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, 29 private and out-of-state institutions are authorized to operate in Oklahoma:

- ATA College
- Baylor University
- California Coast University
- Central Oklahoma College
- Chamberlain University
- Claremont Lincoln University
- Columbia College
- Embry Riddle Aeronautical University
- Golden Gate University
- Heavy Equipment Colleges of America
- John Brown University
- Miller-Motte College
- National University
- Nelson University
- New York University
- San Jose State University
- South University
- Southern California University of Health Sciences
- Southwestern Law School
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- University of California Berkeley
- University of California Davis
- University of San Diego
- University of Saint Augustine for Health Sciences
- Upper Iowa University
- Walden University
- Wichita State University

#### **POLICY ISSUES:**

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

#### **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:

- John Brown University

The information below summarizes the institution's presence and activities in Oklahoma during the reporting period, the 2023-2024 academic year. Detailed Oklahoma program and course offerings and enrollment are provided in a supplement to this agenda, available upon request.

#### **John Brown University**

John Brown University's (JBU) main campus is located in Siloam Springs, Arkansas, and has no parent company. The institution is private non-profit, accredited by the Higher Learning Commission, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 3.0.

During the reporting period, JBU enrolled 190 students in 12 concurrent enrollment courses in general education topics (Composition, College Algebra, Intro to Psych, Intro to Stats, Calculus I) at the Metro Christian Academy and the Academy of Classical Christian Studies in Oklahoma City; all the students completed their course.

After reviewing the application and required documentation, State Regents' staff determined that this institution meets the authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents approve this institution's request for authorization for the 2025-2026 academic year.

<sup>1</sup> For private and proprietary institutions that participate in Title IV funding programs, the USDE calculates and publishes an institutional Federal Financial Responsibility Composite (FFRC) Score

each year, based on an institution's audited financial statement using a prescribed, publicly available method.

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

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

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

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**AGENDA ITEM #13:**

**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 \$768,751.44 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$768,751.44 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 \$1,537,502.88. This amount is sufficient for a transfer of \$768,751.44 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, total to \$117,198,167.15.

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

5-Year History of Allocations	Amount to transferred out
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Total	\$4,589,909.61
FY 2025 Total	\$4,260,523.04
FY2026 Y-T-D	\$768,751.44

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**AGENDA ITEM #14:**

**Grant.**

**SUBJECT:**

Possible action to accept grant funding from NC-SARA to support the OSRHE in fulfilling the duties of state membership in the State Authorization Reciprocity Agreement.

**RECOMMENDATION:**

**It is recommended that the State Regents accept a grant for FY 2025-2026 in the amount of \$7,500 from the National Council for State Authorization Reciprocity Agreements to support the Oklahoma State Regents for Higher Education in fulfilling the duties of state membership in SARA during the 2025-2026 academic year.**

**BACKGROUND:**

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

As Oklahoma's SARA State Portal Entity (SPE), the Oklahoma State Regents for Higher Education (OSRHE) is responsible for approval and ongoing oversight of SARA activities conducted by Oklahoma institutions; collaboration and participation with other state SPEs, regional compacts, and NC-SARA in administration of SARA and development of new SARA policy; and managing the state's own compliance with SARA requirements for state membership.

NC-SARA, understanding that the extensive and growing scope of SPE responsibilities is creating significant burdens for already strained state resources, has made available to all member states an annual grant opportunity for states to receive from NC-SARA \$7,500 to support states in their SARA administrative work.

**POLICY ISSUES:**

No policy issues related to this action.

**ANALYSIS:**

Acceptance of these funds will provide financial support to the OSRHE for staff to better fulfill the duties of a SPE, including NC-SARA-approved use of the funds to pay for membership fees in national organizations, and training and professional development for OSRHE SPE staff.

It is recommended that the State Regents accept a grant for \$7,500 from NC-SARA to support the OSRHE's SARA SPE work during FY 2025-2026 as described above.



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**AGENDA ITEM #15:**

**Fiscal Policy.**

**SUBJECT:**

Possible action on policy exception request from Eastern Oklahoma State College to waive certain fees for concurrently enrolled students.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an exception to policy to waive specific fees at Eastern Oklahoma State College for online and in-person delivery of concurrent enrollment classes beginning with the Spring 2026 semester.**

**BACKGROUND:**

Eastern Oklahoma State College requested to waive six (6) mandatory and seven (7) academic service fees for online and in-person delivery of concurrent enrollment students. The institution feels that these fees are not applicable to this specific segment of their student population.

**POLICY ISSUES:**

State Regents' policy (4.18.6 – D) states, "Fees may neither be assessed nor waived unless authorized by general policy or by specific authorization of the State Regents.". Eastern State College is currently requesting an ongoing exception in order to waive the fees for concurrently enrolled students and remain in compliance with policy.

**ANALYSIS:**

Eastern Oklahoma State College indicated that to support accessibility and reduce barriers to participation they would like to waive certain enrollment fees. They believe this request aligns with their mission to increase college readiness across their service area.

Mandatory fees in the requested waiver include:

Student Activity Fee .....	\$9.23/CH
Student Technology Fee .....	\$9.00/CH
Student Facility Fee .....	\$19.69/CH
Student Assessment Fee .....	\$2.00/CH
Library Resource Fee .....	\$2.00/CH

Academic service fees included in the requested waiver include:

Agriculture Academic Service Fee .....	\$25.00/CH
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Behavioral & Social Science Service Fee.....	\$20.00/CH
Business Administration Service Fee .....	\$25.00/CH
Language & Humanities Academic Service Fee .....	\$25.00/CH
Nursing Academic Service Fee.....	\$25.00/CH
Respiratory Therapy Academic Service Fee.....	\$25.00/CH
Science and Math Academic Service Fee.....	\$25.00/CH

Eastern estimates the budgetary cost of these waivers to be \$110,000 at current concurrent levels. For the academic year beginning Spring 2026, EOSC may utilize a variety of measures to support this initiative. The College will utilize a combination of institutional funds and strategic budget adjustments to absorb the revenue loss from waived fees. They have reviewed current enrollment trends, operational expenses, and state appropriations to ensure this approach is sustainable. This initiative includes reducing tuition waivers paid from our foundation account and moving selected expenses to auxiliary/Section 13 funds.

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**AGENDA ITEM #16-a:**

**EPSCoR.**

**SUBJECT:**

Possible action to allocate matching funds for NASA EPSCoR projects.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of EPSCoR matching funds that total \$90,000 to Oklahoma State University for NASA EPSCoR projects as listed below.**

**BACKGROUND:**

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

**POLICY ISSUES:**

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

**ANALYSIS:**

The State Regents have committed \$150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "*Biosignature Detection of Solar System Ocean Worlds using Science-Guided Machine Learning (SGML)*." In January of 2024 the proposal submitted by Oklahoma State University was awarded federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the second year of this award.

The State Regents have committed \$200,000 in matching funds for a five-year NASA EPSCoR program for the proposal "*NASA Oklahoma EPSCoR Research Infrastructure Development*." In September of 2022 the proposal submitted by Oklahoma State University was awarded federal funding in the amount of \$1,000,000 over the five-year period. It is recommended that the State Regents approve the allocation of \$40,000 for the fourth year of this award.



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**AGENDA ITEM #16-b:**

**EPSCoR.**

**SUBJECT:**

Possible action to allocate Oklahoma Research Day matching funds for FY26.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an allocation in the amount of \$30,000 to Northeastern State University for the annual Oklahoma Research Day.**

**BACKGROUND:**

Northeastern State University is scheduled to host the 2026 Oklahoma Research Day on February 27, 2026. This annual event promotes cross-campus and cross-disciplinary research among all institutions of higher learning in the state of Oklahoma. The State Regents' support enables students to participate in the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

**POLICY ISSUES:**

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

**ANALYSIS:**

**Northeastern State University requests \$30,000 in support for the annual research exposition and symposium.** The 2026 platform will allow for a venue for networking among researchers and interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards. The State Regents along with several additional sponsors have agreed to host this annual event.



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**AGENDA ITEM #17-a:**

**Contracts and Purchases.**

**SUBJECT:**

Possible action on contracts in excess of \$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) SHI in the amount of \$169,532.40 for the renewal and continuation of licenses for Lightcast Analyst Labor Market Analytics software. Lightcast Analyst enables institutions to leverage labor market data analytics to support program and credential development, enrollment marketing, workforce development, and career services. A total of 30 licenses will be purchased, 27 allocated to state system institutions and 3 to OSRHE staff. (Funded from 210-14015).
- 2) Timely Telehealth LLC in the amount of \$2,643,705.00 to provide remote access to Telehealth services including behavioral, medical and therapy consultations to actively enrolled Oklahoma public higher education students. (Funded From 210-Core).

Multiple Funds

- 3) Ironclad in the amount of \$140,075.00 for implementation services and user licenses for a contract management software to streamline the contract lifecycle process. Contracts will flow

through OneNet, Purchasing and Legal from one central location. (Funded from 210-Core and 718-OneNet).



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**AGENDA ITEM #17-b:**

**Contracts and Purchases.**

**SUBJECT:**

Possible action on FY26 agreement with Oklahoma Department of Career and Technology Education.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the agreement with the Oklahoma Department of Career and Technology Education for FY2026.**

**BACKGROUND:**

For many years, the State Regents have entered into an annual agreement with the Oklahoma Department of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical educational nature utilizing funds provided by the Department of Career and Technology Education.

**POLICY ISSUES:**

State law (70 O.S. 1991, § 2264) provides for the Oklahoma Department of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the Oklahoma State Regents for Higher Education (OSRHE) for the administration of the amount of funds set aside for supplementing the funding of post-secondary programs. The OSRHE assumes responsibility for allocation of the funds.

**ANALYSIS:**

The attached contract provides for the transfer of approximately \$2 million in state and federal funding from the Oklahoma Department of Career and Technology Education to the OSRHE and State System Institutions in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in- service/professional development for Career Tech teachers, and Adult Education and Family Literacy programs. Programs coordinated by the OSRHE include data/information sharing.

Attachment.

**Agreement Between  
THE OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION  
and  
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

**2025-2026 Programs and Services**

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as "State Board" and the Oklahoma State Regents for Higher Education, herein referred to as "State Regents" in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the First Session of the Thirty-Fourth Oklahoma Legislature (1973).

**WITNESSETH:**

**WHEREAS**, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

**WHEREAS**, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35 codified at 70 O.S. 2011, §§ 2251-2272; and

**WHEREAS**, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

**WHEREAS**, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1<sup>st</sup> day of July 2025 and will terminate no later than the 30<sup>th</sup> day of June 2026.

**IT IS HEREBY STIPULATED AND AGREED** by and between the State Board and the State Regents as follows:

1. \*Funds in the amount of \$2,133,689 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

	<b>Basic Grant</b>	<b>Innovative Grant</b>
Cameron University	\$ 88,450	
Connors State College	\$212,278	
Murray State College	\$124,484	
Northern Oklahoma College	\$116,185	
Oklahoma City Community College	\$305,805	

OSU-Oklahoma City	\$289,425	
OSU-Institute of Technology	\$160,519	
Redlands Community College	\$ 81,406	
Rogers State University	\$ 37,836	
Rose State College	\$272,719	
Tulsa Community College	\$394,582	\$50,000

2. \*Funds in the amount of \$1,711,610.03 will be provided by the State Board for the purpose of Adult Education and Family Literacy programs pursuant to the regulations of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (CFDA #84.0020000). Allocation of funds will be as follows:

	<b>Basic Grant</b>	<b>EL/Civics</b>	<b>Corrections</b>
Northeastern Oklahoma A&M University	\$ 106,167.77		
Oklahoma City Community College	\$1,398,646.38	\$183,656.70	\$33,332.46
OSU-Institute of Technology	\$ 173,463.42		

3. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers. Not to exceed \$15,000 per university. Services may include but are not limited to instructional coaching/mentoring services. The staff of the Oklahoma Department of Career and Technology Education and the appropriate institution staff will negotiate services provided during FY26.
4. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY26 school year. The amount is not to exceed \$5,000.
5. The State Board will pay the State Regents \$50,000 to furnish information services and to provide information needed to further develop career and technical education. The State Board will provide a schedule of reports and data requests with respective due dates to the State Regents. The State Board will provide the State Regents staff with as much advance notice as possible for any additional information requests.
6. The state Board's contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.
7. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the higher education institutions identified in this Agreement.
8. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.
9. Any additional services that the State Board wishes to have provided by the State Regents during FY26 will be negotiated by the staff of the Oklahoma Department of Career and

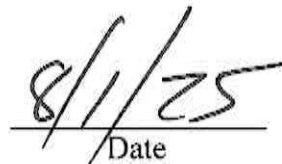
Technology Education working with each appropriate institution or agency of the state system to provide the needed services. Each such agreement for provisions of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

\*It is understood that in cases of the director and staff of the State Board making arrangements for certain line-item projects to be funded, the State Regents will not be able to assume the responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.

**IN WITNESS WHEREOF**, the State Board and the State Regents have executed this Agreement and have caused the signatures of the authorized representative to be affixed hereto.

State Board of Career and Technology Education:

  
\_\_\_\_\_  
Brent Haken, State Director

  
\_\_\_\_\_  
Date

Oklahoma State Regents for Higher Education:

\_\_\_\_\_  
Sean Burrage, Chancellor

\_\_\_\_\_  
Date

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #17-c:**

**Contracts and Purchases.**

**SUBJECT:**

Possible action to accept funds from and ratify contract with the Oklahoma State Department of Education for the Paid Student Teaching Program.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the Paid Student Teaching Program Contract and accept funds in the amount of \$1,776,125 for FY 26 as needed to fund the Paid Student Teaching Program.**

**BACKGROUND:**

In the Fall of 2021, a partnership was established between the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma State Department of Education (OSDE) to support a Paid Student Teaching Program to compensate pre-service teachers for their work as student teachers in K-12 classrooms. Federal funding from the Elementary and Secondary School Emergency Relief (ESSER) Funds of the 2021 American Rescue Plan Act – Section 2001 (ARP ESSER/ESSER III), authorized the OSDE to utilize funds to meet the needs of Oklahoma school districts for the purposes of preventing, preparing for, and responding to COVID-19 challenges, including areas that negatively impact learning loss and effective instruction in schools. Federal funding for this program ended in Spring 2024. However, the Oklahoma state legislature has appropriated state funding to the OSDE to continue the program in subsequent years.

Focusing on instruction, the state recognizes the importance of having a professionally prepared educator in every classroom and continues to work collaboratively to incentivize pre-service teachers in educator preparation programs (EPPs) at Oklahoma Universities.

The purpose of the Paid Student Teaching Program is to help support student teachers financially with a payment of \$1,625 as they engage in their 12-week internship in a K-12 school. Following the completion of their student teaching internship, in an effort to retain teachers in the state of Oklahoma, individuals who secure a contract to teach in an Oklahoma accredited school will receive a second payment in the same amount. The goal of this initiative is to help address the teacher shortage in Oklahoma.

**POLICY ISSUES:**

The goal of the Paid Student Teaching Program is consistent with the OSRHE Teacher Education policy and Oklahoma statutory requirements. Additionally, the program supports the mission of the Oklahoma Teacher Connection, the State Regent’s teacher education division, to recruit, retain, and place teachers in Oklahoma classrooms.

**ANALYSIS:**

The Paid Student Teaching Program began in academic year 2021-2022 and will continue to fund Oklahoma student teachers through 2025-2026. According to the contract (Attachment A), funds will be made available for up to \$3,250 per individual student teacher approved by an EPP. The award is divided into two parts and will be distributed as follows:

**First Disbursement**

- \$1,625 during student teaching.
- Paid by the OSRHE via the institutions for higher education (IHE) to disburse to qualified applicants as determined by the IHE and OSDE.

**Second Disbursement**

- \$1,625 upon completion of student teaching and upon signing a contract to teach in an Oklahoma accredited public school.
- Paid by the OSDE via the school district.

This initiative will help ensure that students have effective and well-trained teachers that participated in the Paid Student Teaching Program. Teachers fully trained by Oklahoma EPPs are teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

After completing their student teaching requirement, it is expected that teacher candidates from EPPs will secure an employment contract to teach in an accredited Oklahoma public school. Retention of qualified and effective practitioners for Oklahoma classrooms is important to ensure a positive impact on student learning. Additionally, support provided by this program will help facilitate a viable pipeline of teachers to help address the shortage of educators in the state.

The following institutions have EPPs that will participate in the Paid Student Teaching Program:

1. Cameron University
2. East Central University
3. Langston University
4. Mid-America Christian University
5. Northeastern State University
6. Northwestern Oklahoma State University
7. Oklahoma Baptist University
8. Oklahoma Christian University
9. Oklahoma City University
10. Oklahoma Panhandle State University
11. Oklahoma State University
12. Oklahoma Wesleyan University
13. Oral Roberts University
14. Randall University
15. Southeastern Oklahoma State University
16. Southern Nazarene University
17. Southwestern Christian University
18. Southwestern Oklahoma State University
19. University of Central Oklahoma

20. University of Oklahoma
21. University of Science & Arts of Oklahoma
22. University of Tulsa

Attachment.





This contractual agreement ("Agreement") is entered into between the State of Oklahoma ex rel, Oklahoma State Department of Education, 2500 N Lincoln Blvd, Oklahoma City, Oklahoma 73105, ("OSDE") and [Oklahoma State Regents for Higher Education](#), ("Vendor"), whose mailing address and contact information for the purpose of this Agreement is: [655 Research Parkway Suite 200, Oklahoma City, OK 73104](#). OSDE and Vendor are sometimes referred to collectively as the "Parties" or individually the "Party".

1. **PURPOSE.** The purpose of this Agreement is: [to set forth the terms and understanding between the OSDE and the Oklahoma State Regents for Higher Education regarding the funding of the Paid Student Teaching program. This agreement outlines the process by which OSDE will transfer funds to the Regents, who will, in turn, distribute these funds to colleges and universities participating in the Paid Student Teaching Program. The program is an investment of state dollars to compensate qualified candidates for their work as student teachers. The program will fund Oklahoma student teachers in the 2025-26 school year.](#)
  - 1.1. To fulfill the purpose of this Agreement, Vendor hereby offers and agrees to perform and/or provide the following goods and/or services to OSDE, in accordance with Attachment B – Timeline & Deliverables:
  - 1.2. [Organize payment to colleges and universities participating in the Paid Student Teaching program based on the eligible and approved lists of student teachers provided by the colleges and universities.](#)
  - 1.3. The OSDE [will not](#) share student data with the Vendor for performance of this Agreement.
2. **PAYMENT TERMS & AGREEMENT DURATION.** In consideration of satisfactory performance of this Agreement, the OSDE agrees to pay Vendor a total amount not to exceed one million, seven hundred seventy-six thousand, one hundred twenty-five dollars and zero cents ([\\$1,776,125.00](#)), which includes travel expenses, payable in arrears. It is further agreed that this Agreement shall be in effect from the date of execution by both, or all parties hereunto, and ending [06/30/2026](#), in accordance with Attachment A – Budget, which is incorporated fully by reference.
3. **INVOICING & PAYMENT.** Pursuant to Title 74 O.S. § 85.44B, invoices shall be paid in arrears after products have been delivered or services provided. Interest on late payments made by the State of Oklahoma is governed by, and shall be paid according to, Title 62 O.S. § 34.71 and Title 62 O.S. § 34.72.
  - 3.1. Invoices shall be submitted to the Oklahoma State Department of Education, 2500 N Lincoln Blvd., Ste. 415, Oklahoma City, Oklahoma 73105-4999 or by e-mail to [SDEAccountsPayable@sde.ok.gov](mailto:SDEAccountsPayable@sde.ok.gov).



## OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

- 3.2. Invoice remittance shall in every case possible be paid by Electronic Fund Transfer (EFT). Title 62 O.S. § 34.64(H) requires that payments from the State Treasury shall be conveyed solely through an electronic payment mechanism. Vendors doing business with the OSDE for the first time must contact the Office of Management and Enterprise Services at [EFT.Registration@omes.ok.gov](mailto:EFT.Registration@omes.ok.gov) to make arrangements to receive payment electronically.
- 3.3. Standard payment terms shall be Net-45 in accord with Title 62 O.S. § 34.71.
4. **TAX EXEMPTION.** State agency acquisitions are exempt from state sales and federal excise taxes.
5. **AUDIT AND RECORDS CLAUSE.**
  - 5.1. As used in this clause, "records" shall include books, documents, accounting procedures and practices, and other data, regardless of type and regardless of whether such items are in written form, or in any other form.
  - 5.2. The Vendor agrees that any pertinent state or federal agency shall have the right to examine and audit all records relevant to execution and performance of this Agreement.
  - 5.3. The Vendor is required to, and shall, retain records relative to this Agreement for the duration of the Agreement and for a period of seven (7) years following the completion and/or termination of this Agreement. If an audit, litigation, or other action involving such records is begun prior to the end of the seven (7) year period, the records are required to be, and shall be, maintained for two (2) years from the date that all issues arising out of the action are finally and fully resolved, or until the end of the seven (7) year retention period, whichever period is later.
6. **AGREEMENTS OPEN TO PUBLIC DISCLOSURE.** Unless otherwise specified in the Oklahoma Open Records Act, codified at Title 51 O.S. § 24A.1, et seq., and/or the Central Purchasing Act, codified at Title 74 O.S. § 85.1, et seq., or any other applicable law, rule or regulation, all documents and information the Vendor submits as part of, or in connection with, this Agreement are public records and subject to disclosure. Vendors claiming any portion of this Agreement as proprietary or confidential must specifically identify what documents or portions of documents they consider confidential and identify applicable law supporting their claim of confidentiality. The Superintendent of OSDE shall make the final decision as to whether the documentation or information is confidential.
7. **INTEGRATION, AMENDMENTS, AND INTERPRETATION.** This Agreement constitutes the entire agreement between the parties and may not be amended, altered, modified, or changed in any manner; EXCEPT, in writing signed by all parties to this Agreement and which specifically references, and is attached to, this Agreement.

## OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

- 7.1. There are no other agreements, representations, or warranties, whether oral or written, whether express or implied, between or from the parties, regarding the subject matter of this Agreement.
- 7.2. No course of dealings involving the parties hereto and no usage of trade shall be relevant or admissible to interpret, supplement, explain or in any way vary any of the terms of this Agreement.
- 7.3. Any amendment to, or modification of, this Agreement must be attached to this Agreement and all terms and provisions of this Agreement not addressed in the amendment shall remain in full force and effect.
- 7.4. Any change to this Agreement, including without limitation, the addition of work or materials, the revision of payment terms, or the substitution of work or materials, directed by a person who is not specifically authorized by the OSDE in writing, or made unilaterally by the Vendor, is a breach of the Agreement. Unless otherwise specified by applicable law or rules, such changes, including, without limitation, unauthorized written Agreement modifications, shall be null and void and without force or effect, and the Vendor shall not be entitled to any claim under this Agreement based on those changes.
8. **NON-APPROPRIATION CLAUSE.** The terms of this Agreement and any Purchase Order issued for multiple years under this Agreement are, and shall be, contingent upon sufficient appropriations being made by the Legislature or other appropriate government entity. Notwithstanding any language to the contrary in the purchase order or any other Agreement document, the OSDE may terminate its obligations under the Agreement if sufficient appropriations are not made by the Legislature, or other appropriate governing entity, to pay amounts due for multiple year agreements. The decision of the OSDE as to whether sufficient appropriations are available shall be accepted by the Vendor and shall be final and binding.
9. **GOVERNING LAW.** This Agreement shall be deemed to have been made in the State of Oklahoma and shall be construed and interpreted in accordance with the laws of the State of Oklahoma and shall be governed by the laws of the State of Oklahoma.
10. **JURISDICTION AND VENUE.** Any action or proceeding seeking to enforce any provision of this Agreement or based on any right or duty arising out of this Agreement, must be brought against any of the parties in the courts of the State of Oklahoma, in Oklahoma County. The parties' consent to the jurisdiction and venue of such court(s), and of the appropriate appellate courts, in any such action or proceeding and waive any objection to jurisdiction and venue laid therein.
11. **TERMINATION FOR CAUSE.** Under this Agreement default occurs when either party fails to keep, observe, or perform any material term or provision of this Agreement.

## **OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT**

- 11.1.** The Vendor may terminate this Agreement for default by OSDE with a thirty (30) day written notification to the OSDE.
- 11.2.** The OSDE may terminate this Agreement for default or any other just cause upon a thirty (30) day written notification to the Vendor.
- 11.3.** The OSDE may terminate this Agreement immediately, without a thirty (30) day written notice to the Vendor, when violations are found to be an impediment to the function of the OSDE agency and/or detrimental to its cause, or when, in the sole discretion of OSDE, conditions preclude the thirty (30) day notice, or when the OSDE determines that an administrative error occurred prior to Agreement performance.
- 11.4.** If this Agreement is terminated, the OSDE shall be liable only for payment for products and/or services delivered and accepted.

### **12. TERMINATION FOR CONVENIENCE.**

- 12.1.** Either Party may terminate this Agreement, in whole or in part, for convenience if the terminating Party, in its sole discretion, determines that termination is in the State's best interest and/or the best interests of the terminating Party.
- 12.2.** Either Party shall terminate this Agreement for convenience by delivering to the other Party a Notice of Termination for Convenience specifying the terms and effective date of Agreement termination. The Agreement termination date shall be a minimum of thirty (30) days from the date the Notice of Termination for Convenience is issued by the terminating Party.
- 12.3.** If this Agreement is terminated by OSDE for convenience, the OSDE shall be liable only for products and/or services delivered and accepted, and for costs and expenses (exclusive of profit) reasonably incurred prior to the date upon which the Notice of Termination for Convenience was received by the Vendor.

### **13. COUNTING OF DAYS.** Except where otherwise specifically provided, any reference in this Agreement to a period of "days" means calendar days, not business days.

### **14. SEVERABILITY.** If a court of competent jurisdiction determines that any term or provision of this Agreement is invalid or unenforceable to any extent under applicable law, the remainder of this Agreement shall not be affected thereby, and each remaining term shall be valid and enforceable, and shall remain in force and effect, to the fullest extent permitted by law.

### **15. CAPTIONS.** Captions and other headings contained in this Agreement are for reference and identification purposes only and do not alter, modify, amend, limit, or restrict the contractual obligations of the parties and shall be disregarded in construing the terms of this Agreement.

## **OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT**

- 16. INSURANCE.** Vendor and its employees qualify for the liability limitations and immunity provisions included in the Oklahoma Governmental Tort Claims Act ("OGTCA"), 51 O.S. § 151 et seq. Vendor shall furnish, upon request, verification of its insurance. Vendor's insurance shall provide coverage that is no less than the liability limits included in the OGTCA and Vendor shall have no insurance obligations other than those in the OGTCA.
- 17. TRAVEL EXPENSES.** Pursuant to Title 74 O.S. § 85.40, all travel expenses to be incurred by the Vendor in performance of this Agreement shall be included in the total bid price/Agreement amount.
- 18. RELATIONSHIP OF THE PARTIES.**

  - 18.1.** The Agreement does not, and shall not be deemed to, create an employment relationship between the parties.
  - 18.2.** Individuals performing services required by this Agreement are not, and shall not be deemed to be, employees of the OSDE.
  - 18.3.** The Vendor and/or the Vendor's employees shall not be considered employees of the OSDE for any purpose and shall not be eligible for rights or benefits accruing to state employees. All persons working for the Vendor, if any, shall be employees of the Vendor and shall not be considered employees of OSDE for any reason. The hiring, discharge, supervision, and management of the employees, if any, of the Vendor shall be within the sole discretion and responsibility of the Vendor.
  - 18.4.** OSDE and the Vendor acknowledge and agree that they are not joint venturers or partners. Nothing contained in this Agreement creates or shall be construed to create such a relationship.
- 19. COMPLIANCE WITH THE OKLAHOMA TAXPAYER & CITIZEN PROTECTION ACT OF 2007.**

  - 19.1.** The Vendor certifies that it, and any proposed subcontractors, are and shall be, in full and complete compliance with Title 25 O.S. § 1313 during the entire term of this Agreement.
  - 19.2.** The Vendor certifies that it, and any proposed subcontractors, participate as required by applicable law, in the Status Verification System during the entire term of this Agreement. The Status Verification System is defined in Title 25 O.S. § 1312 and includes, without limitation, the free Employment Verification Program (E-Verify) available at [www.dhs.gov/E-Verify](http://www.dhs.gov/E-Verify).

## **OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT**

- 20. CERTIFICATION REGARDING DEBARMENT, SUSPENSION & OTHER RESPONSIBLE MATTERS.** The Vendor certifies to the best of its knowledge, information, and belief, after its performance of sufficient and satisfactory investigation and inquiry, that the Vendor and its principals, and any subcontractors:
- 20.1.** Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal, state, or local department or agency; and,
  - 20.2.** Have not, within a three (3) year period preceding the effective date of this Agreement been convicted of, or had a civil judgment rendered against it for, the commission of fraud, or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) Agreement, or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; and,
  - 20.3.** Are not presently indicted for, or otherwise criminally or civilly charged by, a governmental entity (federal, state, or local) with commission of any of the offenses aforementioned in this section; and,
  - 20.4.** Have not, within a three (3) year period preceding the effective date of this Agreement, had one (1) or more public (federal, state, or local) Agreements terminated for cause or default.
  - 20.5.** If the Vendor is unable to certify to any of the statements in this certification, the Vendor must attach an explanation of such circumstances under separate cover with reference to this Agreement. Attachment of such explanation shall not result in approval; rather, any possible approval shall be at the sole discretion of OSDE.
- 21. COMPLIANCE WITH APPLICABLE LAWS.**
- 21.1.** The products and services supplied under this Agreement shall comply with all applicable federal, state, and local laws, rules and regulations.
  - 21.2.** The Vendor shall maintain as current and valid all applicable licenses and permit requirements during the entire term of this Agreement.
  - 21.3.** The Vendor shall comply with all federal, state, and local laws, rules, and regulations in the performance of its respective obligations under this Agreement during the entire term of this Agreement.
- 22. UNAUTHORIZED OBLIGATIONS.** The Vendor shall not have the authority to obligate the OSDE for payment of any goods or services over and above the awarded Agreement. If the need arises for goods or services in excess of this Agreement the Vendor

## OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

shall cease the project and shall contact OSDE to obtain written approval prior to proceeding.

23. **ASSIGNMENT.** This Agreement and the rights, duties and obligations hereunder may not be assigned or delegated to another by the Vendor without the prior, written consent of OSDE. Any assignment by the Vendor of rights, or delegation of duties or obligations hereunder, made without the prior, written consent of OSDE shall be null and void, of no force or effect, and held for naught.
24. **BARGAINING.** Both parties have had the opportunity to seek independent legal counsel before entering this Agreement. The language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for, or against, either party.
25. **EQUAL OPPORTUNITY AND DISCRIMINATION.** The Vendor certifies that during the entire term of this Agreement, and at all times material to this Agreement:
  - 25.1. It is an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended and Executive Orders 11246 and 11375.
  - 25.2. The Vendor assures compliance with the Americans with Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant to this act.
26. **LOBBYING.** The Vendor certifies that it currently complies with, and shall remain in compliance with, during the entire term of this Agreement and all times material to this Agreement, the Anti-Lobbying law, codified at Title 31 U.S.C. § 1352, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over one hundred thousand dollars (\$100,000.00) as defined at 45 CFR 93, §§ 93.105 and 93.110.
27. **ENVIRONMENTAL PROTECTION.** If the payments under this Agreement are expected to exceed one hundred thousand dollars (\$100,000.00) the Vendor must comply with all applicable environmental, federal laws, including without limitation, § 306 of the Clean Air Act, codified at Title 42 U.S.C. § 1857(L), § 508 of the Clean Water Act, codified at Title 33 U.S.C. § 1638, Executive Order 11738, and Environmental Protection Agency Regulations found at 40 C.F.R Part 15), which prohibit the use under nonexempt federal agreements, grants or loans of facilities included on the EPA List of Violating Facilities.
28. **DRUG-FREE WORKPLACE.** The Vendor certifies that it currently complies with, and shall remain in compliance with, during the entire term of this Agreement and all times material to this Agreement, providing a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988, and implemented at 45 CFR part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, §§ 76.605 and 76.610.

## **OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT**

- 29. FORCE MAJEURE.** Neither party shall be held responsible for any delay or failure to perform any part of this Agreement to the extent such delay or failure results from any cause beyond its reasonable control and without the fault or negligence of the party claiming excusable delay or failure to perform, such as acts of God, acts of war or terrorism, extraordinary acts of the United States of America or any state, territory or political subdivision thereof, fires, storms, floods, epidemics, riots, work stoppages, strikes (work stoppages and/or strikes of any of the parties to this Agreement are specifically excluded from the language of this section), embargoes, government restrictions, exchange or market rulings, extreme market volumes or volatility, suspension of trading (whether declared or undeclared), adverse weather or events of nature.

- 29.1.** Upon an occurrence of an event of force majeure, either or both parties, as applicable, shall use reasonable efforts to provide and fulfill its respective duties and obligations under this Agreement.
- 29.2.** If a non-performing party asserts force majeure as a cause for failure to perform its duties or obligations under this Agreement, then the non-performing party must prove that it made reasonable effort(s) to minimize delay or damages caused by the force majeure event and that the non-performing party substantially fulfilled the portion of its duties or obligations under this Agreement that are unexcused by the force majeure event.
- 29.3.** The non-performing party must timely notify the other party, in writing, of the likelihood, or actual, occurrence, of the force majeure event.
- 29.4.** The party experiencing force majeure circumstances shall cooperate with, and assist, the injured party in all reasonable ways to minimize the impact of force majeure on the injured party.
- 29.5.** If a force majeure event occurs, either Party may terminate this Agreement in whole or in part, or may suspend this Agreement, in whole or in part, for the duration of the force majeure event.

## **30. VENDOR CERTIFICATION REGARDING STATE EMPLOYMENT AND PRODUCT DUPLICATION.**

- 30.1.** Pursuant to Title 74 O.S. § 85.42, the Vendor certifies that no person who has been involved in any manner in the development of this Agreement while employed by the State of Oklahoma shall be employed by the Vendor to fulfill any of the services provided for under said Agreement.
- 30.2.** Pursuant to Title 74 O.S. § 85.41, if this Agreement is for professional services as defined in Title 74 O.S. § 85.2, and if the final product is a written proposal, report, or study, the Vendor named herein further certifies that they have not previously provided the state agency or any other state agency with a final product that is a substantial duplication of the final product of the proposed Agreement.

## OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

- 31. NON-COLLUSION CERTIFICATION.** Pursuant to Title 74 O.S. § 85.22, any competitive bid submitted to this state, or contract executed by the state for an acquisition in excess of the fair and reasonable acquisition threshold amount, shall contain a certification, dated and in substantially the following form. I certify:
- 31.1.** I am the duly authorized agent of [Oklahoma State Regents for Higher Education](#), for the purpose of certifying facts pertaining to the existence of collusion among and between bidders and suppliers and state officials or employees, as well as facts pertaining to the giving or offering of things of value to government personnel in return for special consideration in connection with the prospective acquisition;
- 31.2.** I am fully aware of the facts and circumstances surrounding the acquisition or making of the bid to which this statement relates and have been personally and directly involved in events leading to the acquisition or submission of such bid; and
- 31.3.** Neither the business entity that I represent in this certification nor anyone subject to the business entity's direction or control has been a party:
- a.** to any collusion among bidders or suppliers in restraint of freedom of competition by agreement to bid or contract at a fixed price or to refrain from bidding or contracting,
  - b.** to any collusion with any state official or employee as to quantity, quality or price in the prospective contract, or as to any other terms of such prospective contract, nor
  - c.** to any discussions between bidders or suppliers and any state official concerning exchange of money or other thing of value for special consideration in connection with the prospective contract.
- 31.4.** I certify, if awarded the contract, whether competitively bid or not, neither the business entity I represent nor anyone subject to the business entity's direction or control has paid, given or donated or agreed to pay, give or donate to any officer or employee of this state any money or other thing of value, either directly or indirectly, in procuring the contract to which this statement relates.
- 32. NON-BOYCOTT OF ISRAEL GOODS OR SERVICES CERTIFICATION.** Pursuant to Title 74 O.S. § 582, the supplier also certifies is not currently engaged in a boycott of goods or services from Israel that constitutes an integral part of business conducted or sought to be conducted with the state.
- 33. EXECUTION BY COUNTERPARTS.** This Agreement may be executed in any number of counterparts by facsimile, electronic, scanned, or digital signature and when executed so it shall be deemed an original signature. The counterparts of this Agreement and all ancillary documents may be executed and delivered by facsimile or other electronic signature by any of the parties to any other party and the receiving party may rely on the receipt of such document so executed and delivered by facsimile or other electronic means



## OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

as if the original had been received. This Agreement shall not be binding upon either party hereto until executed by both parties.

34. **THIRD PARTY BENEFICIARIES.** Nothing in this Agreement, expressed or implied, does, or is intended to, confer upon any person, other than the parties hereto and their respective assigns, any rights, or remedies under, or by reason of, this Agreement.
35. **BINDING EFFECT.** This Agreement binds the parties hereto and any successors and assigns of the parties.
36. **GOVERNMENTAL TORT CLAIMS ACT.** By entering into this Agreement, OSDE and its "employees," as defined by the Governmental Tort Claims Act, 51 O.S. § 151, et seq., do not waive sovereign immunity or any defenses or any limitations of liability as may be provided for by law. No provision of this Agreement modifies and/or waives any provision of the Governmental Tort Claims Act.
37. **NOTICES.** Whenever notice is required to be given in writing, such notice shall be emailed and mailed by certified mail, restricted delivery, return receipt requested, and directed to the respective parties at the following addresses:

Vendor: Oklahoma State Regents for Higher Education  
Attn: Sean Burrage  
Email: [sburrage@osrhe.edu](mailto:sburrage@osrhe.edu)  
Address: 655 Research Parkway Suite 200, Oklahoma City, OK 73104  
Telephone: 405-225-9100

OSDE: Oklahoma State Department of Education  
Attn: Autumn Kouba  
Email: [autumn.kouba@sde.ok.gov](mailto:autumn.kouba@sde.ok.gov)  
Address: 2500 North Lincoln Blvd., Oklahoma City, OK, 73105  
Telephone: 405-549-5015

38. **VENDOR RESPONSIBLE FOR ITS ACTIONS.** The OSDE shall not insure or indemnify the Vendor or its employees or contractors or subcontractors for their acts, omissions or conduct under this Agreement. The Vendor shall be solely responsible for its own acts, omissions and conduct and the acts, omissions and conduct of its employees or contractors or subcontractors while acting in the course and scope of employment and/or in the performance of their duties and obligations under this Agreement. Neither party shall insure or indemnify the other for the same.

## OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

IN WITNESS THEREOF, the parties through their duly authorized representatives have accepted the terms of this Agreement.

Oklahoma State Regents for Higher Education

655 Research Parkway Suite 200  
Oklahoma City, OK 73104

7/30/25

Certified this date

*[Signature]*

Approved as to Form:

*[Signature]*

Oklahoma State Department of Education  
2500 N Lincoln Blvd  
Oklahoma City, OK 73105

7/28/25

Certified this date

*Ryan Walters*

Ryan Walters  
State Superintendent of Public  
Instruction

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #18:**

**Endowment.**

**SUBJECT:**

Possible action on request to consolidate and rename endowment accounts within the portfolio as requested by Southwestern Oklahoma State University.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the consolidation and renaming of accounts within the endowment portfolio as requested by Southwestern Oklahoma State University.**

**BACKGROUND:**

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

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

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

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

**POLICY ISSUES:**

This recommended action follows State Regents' policy.

**ANALYSIS:**

**Reconciliation of Existing Account:**

Southwestern Oklahoma State University has requested the following changes to an existing, approved endowment account based upon a review of the donor agreement and previous State Regents' matching of that account.

This change will modify the accounts originally approved and realign the funding into a new consolidated account with a net total change of zero. The State Regents are asked to approve the change in order to reconcile the accounts as requested. The private portion of these accounts will be released back to the Southwestern Oklahoma State University Foundation as requested. The market values are June 30, 2025, will be used for these requests.

Institution	Name Change/Combination	Name of Account	Original OSRHE Match
SWOSU	Existing Account	Lectureship #1	\$50,000
SWOSU	Existing Account	Lectureship #2	\$50,000
SWOSU	Existing Account	Lectureship #3	\$50,000
SWOSU	<b>New Account</b>	<b>The Chevron-Fransen-Guffy-Hagin Endowed Lectureship</b>	<b>\$150,000</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #19:**

**Investments.**

**SUBJECT:**

Possible action on new Investment Managers.

**RECOMMENDATION:**

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

**BACKGROUND:**

Pavilion Mercer, investment consultants for the fund, have suggested new manager recommendations for consideration. These managers will continue to diversify our fund portfolio and meet the goals 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 managers for the portfolio:

**Tudor BVI Global Fund** – \$10,000,000. The private equity seeks capital appreciation primarily through global macro investment strategies. The firm uses a robust quantitative analytics team to focus on portfolio optimization and to help structure trade ideas to minimize risk and maximize absolute returns. The portfolio trades across a broad range of exchange-traded and over-the-counter securities and derivative instruments in fixed income, currency, commodity and equity asset classes.

**Abacus Multifamily Partners VII** – \$10,000,000. This fund will focus on select markets in the United States to acquire or develop multi-family properties with the intention of achieving above market yields via property improvements or favorable development opportunities. Abacus will seek to manage assets for revenue growth and operational efficiencies to maximize cash flow.

**Audax Direct Lending Solutions III** – \$12,000,000. This private debt fund will invest in United States sponsor-backed, middle market uni-tranche loans across a broad array of defensive sectors. The fund's return will be generated through a combination of cash interest, leverage, origination fees, prepayment penalties and gains from co-investments.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #20-a:**

**Administrative Rules.**

**SUBJECT:**

Oklahoma's Promise rulemaking. Possible action on the adoption of proposed emergency rules, posting of proposed permanent rule revisions, and approval to initiate permanent rulemaking process.

**RECOMMENDATION:**

**It is recommended that the State Regents make a finding of an emergency and adopt the proposed emergency rules for Oklahoma's Promise pursuant to 70 O.S. §§ 2603 and 2605; and, further, that the State Regents post proposed permanent rule revisions and approve initiation of the permanent rulemaking process, as described below.**

**BACKGROUND:**

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th or 11th grade. The program requires students to complete a college preparatory curriculum, achieve at least a 2.50 GPA in the required curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 9th or 10th grade. In 1999, the family income limit was increased to \$32,000 and the application period was expanded into the 8th grade. One year later, in 2000, the income limit was further increased to \$50,000. The income limit remained at \$50,000 until 2017 when the Legislature increased the limit to \$55,000 beginning with the 2017-2018 school year. The 2017 legislation also included a further increase of the income limit to \$60,000 beginning in 2021-2022. In 2021, the Legislature acted to further expand the application period to the 11th grade, effective beginning in 2021-2022. The 2022 Legislature again modified the income limit by establishing three income eligibility levels based on the number of dependent children in the family that became effective in the 2022-2023 school year.

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

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

**POLICY ISSUES:**

The proposed Oklahoma's Promise changes are intended to support the State Regents' goal to increase the number of college graduates in Oklahoma and to comply with changes in law. These proposed emergency and permanent rules are necessary to comply with the changes to 70 O.S. §§ 2603 and 2605 made by House Bills 1727 and 1096. These bills became effective on July 1, 2025.

In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2026. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Allowing a delay in modifying the rules for Oklahoma's Promise until Summer 2026 could create a "violation of federal law or regulation or other state law" or create "serious prejudice to the public interest." 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

## **ANALYSIS:**

The proposed emergency and permanent rule revisions address the following issues: expanding the application window to high school seniors, adding a new eligibility track for children of certified classroom teachers, setting age parameters as to who can qualify as a high school student, creating an exception process on the basis of hardship for the application submission deadline, and adding the Classic Learning Test (CLT) exam as a qualifying option for some students.

### Expanding the Application Window

In the 2025 legislative session, House Bill 1727 was passed and signed into law on May 30, 2025. The bill changes the Oklahoma's Promise application submission deadline to December 31 of a student's senior year of high school.

### Teacher Eligibility Track

In the 2025 legislative session, House Bill 1727 was passed and signed into law on May 30, 2025. The bill change creates a new eligibility track for children of certified classroom teachers. Children of certified classroom teachers can enroll in the program if their family's household income is less than seven hundred percent (700 percent) of the federal poverty level (FPL).

Students will qualify for this track if one of their parents is certified as a teacher in Oklahoma and employed in an Oklahoma public school district no less than ten years prior to the time of application submission. The ten years of certification and service do not need to be consecutive or at the same school district. School administrators will not qualify as certified classroom teachers for the program. Teachers must currently be employed at the time the application is submitted and remain teaching prior to any award distribution each year in which their child is enrolled at a college, university, or career technology institution. Parents will be asked to provide verifying documentation of their employment and certification record.

Students enrolled under this eligibility track will also be subject to the second income check. However, instead of the \$100,000 limit set for all other Oklahoma's Promise recipients, these students' household income must remain under the seven hundred percent (700 percent) FPL at the time they were enrolled in the program.

### Age Parameters



In the 2025 legislative session, House Bill 1727 was passed and signed into law on May 30, 2025. The bill changes the age requirements of the program prohibiting a student 21 years of age or older to be considered a high school student. This aligns with the federal interpretation of high school students.

#### Exception Process

In the 2025 legislative session, House Bill 1727 was passed and signed into law on May 30, 2025. The bill adds an exception process for those who are unable to submit an application prior to December 31 of their senior year. The exception process will be on the basis of hardship circumstances and will allow students until February 1 of their senior year to request an exception.

#### CLT Exam

In the 2025 legislative session, House Bill 1096 was passed and signed into law on May 27, 2025. Prior to the passage of HB 1096, students educated from a high school not accredited by the State Board of Education or by means other than a public or private school were required to have a composite score of 22 or higher on the ACT test or an equivalent score on the SAT to qualify for Oklahoma's Promise. HB 1096 adds the CLT exam as a qualifying option to this list. Students must have a CLT equivalent score of a 22 on the ACT. However, only CLT exams taken at an independently-run testing center operated by the CLT or any physical location where means of education are provided will qualify.

Attachment.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION  
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS  
SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM**

**610:25-23-2. Eligibility of participants**

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth, tenth, or eleventh grade and no later than December 31 of the twelfth-grade year at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. A student who does not have a December 31 of their twelfth-grade year must complete all fields of the application, sign virtual or physical agreement forms, and submit the finished application and required eligibility documentation to the OSRHE no later than the official date of high school graduation. Students educated by other means who are between the ages of thirteen (13) and ~~sixteen (16)~~ seventeen (17) are eligible to apply to become a program participant. A student who was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades may be eligible to enroll in the program until no later than the student's official date of high school graduation. Eligibility requirements to participate in the program include the following:

- (1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and
- (2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A) Beginning in the 2022-2023 school year, the federal adjusted gross income of the student's parent(s) shall not exceed the following amounts at the time the student applies for participation in the program:

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

(B) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

(C) A student who was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades who enrolls in the program no later than the student's official date of high school graduation shall not be found to be in the financial need for purposes of the Oklahoma Higher Learning Access Program if the federal adjusted gross income of the student exceeds Sixty Thousand Dollars (\$60,000.00) per year at the time the student applies for participation in the program.

(D) Beginning in the 2025-2026 school year, the federal adjusted gross income of the student's parent(s) who qualify as children of certified classroom teachers shall not exceed 700% of the federal poverty level (FPL) at the time the student is enrolled in the program. Household income is determined by the federal adjusted gross income of the student's parent(s).

(i) "Certified classroom teacher" means a full-time classroom teacher traditionally or alternatively certified as a teacher in Oklahoma who has been employed as a teacher in a public school district classroom in this state for a minimum of ten (10) years prior to his or her child applying for participation in the program. Certified classroom teacher does not mean a certified teacher who is employed as a school district superintendent, principal, or any other position

within the administration of a public school district when his or her child applies for participation in the program or prior to his or her child receiving any Oklahoma Higher Learning Access Program benefit award. [70 O.S. Section 2605]. A certified classroom teacher is not required to have been employed by the same public school district for ten (10) consecutive years, and the ten (10) years of employment do not have to be consecutive. A counselor, librarian, school nurse or athletic trainer who is traditionally or alternatively certified as a teacher in Oklahoma may also be considered a "certified classroom teacher" if he or she is employed by an Oklahoma public school district to teach students specifically identified classes for specifically identified subjects during the course of a semester and otherwise fulfills the requirements of this definition.

(ii) For the purposes of this subparagraph, a certified classroom teacher shall be considered the parent of a student if he or she is the natural or adoptive parent or permanent legal guardian of the student.

(iii) The FPL shall be determined in accordance with federal guidelines.

~~(D)~~ (E) Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i) Documentation of their most recent calendar (tax) year income. Parents of eleventh-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the eleventh grade if the application is submitted by the required deadline;~~or~~

(ii) Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(iii) Income information submitted through the Free Application for Federal Student Aid (FAFSA).

~~(iii)~~ (F) The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student as set forth in section (2)(A) above if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income of the student's parent(s), excluding income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed the limitations set forth in section (2)(A) above, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)(7)]

~~(E)~~ (G) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

### **610:25-23-3. Applications**

(a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or guardian(s). The application will be treated as an incomplete application per section (h) below until the student's legal custody is determined.

(b) The application shall include either:

- (1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program's requirements. The agreement form shall be retained in the student's permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or
- (2) an agreement form submitted directly to the OSRHE by the student and their parent(s), custodial parent(s), or guardian(s), which shall be processed and verified by the OSRHE.
- (c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes.
- (d) Any falsified or incomplete information on the application forms may result in the student's disqualification from the program.
- (e) Applications will be accepted throughout the school year for students in the eighth, ninth, tenth, and eleventh grade. Applications will be accepted until December 31 for students in the twelfth grade.
- (f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.
- (g) Persons applying directly to the OSRHE must complete all fields of the application, sign virtual or physical agreement forms, and submit the finished application to the OSRHE no later than June 30 for students in the eighth, ninth, tenth, and eleventh grade. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE. Persons applying directly to the OSRHE must complete all fields of the application, sign virtual or physical agreement forms, and submit the finished application to the OSRHE no later than December 31 for students in the twelfth grade. If December 31 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by December 31, or the next business day if applicable, to be considered timely submitted to the OSRHE.
- (h) Applicants shall be provided an opportunity to provide the required supporting and verifying income documentation to complete their application. Applicants must submit this required documentation no later than ~~December 31~~ February 1 immediately prior to the student's graduation from high school. Exceptions to the ~~December 31~~ February 1 submission date may be approved by the Chancellor for extraordinary circumstances. An application that remains incomplete after the student's official date of high school graduation will not be accepted. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's ineligibility for the program.

#### **610:25-23-4. Program requirements**

- (a) Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:
- (1) Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;
  - (2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
  - (3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;
  - (4) Have school work and school records reviewed by mentors designated pursuant to the program;
  - (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
  - (6) Participate in program activities. [70 O.S. § 2605]

(b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:

- (1) Assist the student in achieving compliance with the agreements;
- (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
- (3) Provide information requested by the OSRHE or the State Board of Education; and
- (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c) Students must complete the curricular requirements for admission to an institution within The Oklahoma State System of Higher Education, herein referred to as the "college admissions curriculum", and attain a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale in this curriculum, by the time they graduate from high school. The courses required for college admission shall be provided for in the Oklahoma State Regents for Higher Education Policy and Procedures Manual. Any change by the OSRHE to the college admissions curriculum shall also apply to the Oklahoma's Promise curricular requirements. For the purpose of calculating the required college admissions curriculum GPA, courses in English, lab science, mathematics, and history and citizenship skills, must be transcribed with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. The Chancellor may approve exceptions to the grading policy for pass/fail courses for extraordinary circumstances.

(d) Students seeking admission to a technology center school overseen by the State Board of Career and Technology Education located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes must complete either:

- (1) the college admissions curriculum; or
- (2) all requirements of the high school "core curriculum" adopted by the State Board of Education. However, if the core curriculum does not fulfill the requirements of the college admissions curriculum, then the scholarship shall not be transferable to an institution within The Oklahoma State System of Higher Education.

(e) Advanced students who complete courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program. Such courses must be awarded high school credit and appear on the high school transcript.

(f) Exceptions to the Oklahoma's Promise required high school curriculum will be considered according to the following:

- (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A) Curriculum requirements which are also required for admission to an institution within The Oklahoma State System of Higher Education (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B) Any other Oklahoma's Promise high school curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

- (2) Any other requests for exceptions to the college admissions curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any college admissions curriculum requirements omitted in high school or other educational program.

(g) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.

(h) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT or CLT test score. Only ACT scores reported by ACT for tests administered prior to the student's high school graduation will be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT and CLT test scores will be considered in a manner comparable to ACT test scores. CLT test scores of students in this state who take the CLT test shall only be accepted if the student took the CLT test in compliance with 70 O.S. § 1210.508-7. OSRHE may require students to demonstrate compliance with 70 O.S. § 1210.508-7.

#### **610:25-23-5. Securing Program benefits**

(a) To qualify for the program benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:

- (1) Be a resident of this state both at the time of application to the program and at the time the student graduates from high school, or have been enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.
- (2) Have graduated within the previous three (3) calendar years from a high school or other educational program if homeschooled. The Oklahoma State Regents for Higher Education (OSRHE) may award benefits for a student's first semester or other academic unit of postsecondary enrollment taken more than three (3) calendar years after the student graduates from high school, or other educational program if homeschooled, if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll prior to the end of the three-year period. Such three-year period shall be extended by the length of the term of duty.
- (3) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be determined by the OSRHE. A copy of the student's final high school transcript shall be submitted by the local contact person with the student's verification form.
- (4) Have satisfied admission standards as established by the OSRHE for first-time-entering students for the appropriate type of institution (OSRHE policy on Institutional Admission and Retention) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in the program shall be admitted into an institution of higher education by special admission standards.
- (5) Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.
- (6) Be a United States citizen or lawfully present in the United States.

(b) Beginning with the 2018-2019 academic year, prior to receiving any Oklahoma Higher Learning Access Program benefit award for any year during which the student is enrolled in an eligible institution, the federal adjusted gross income of the student's parent(s) shall not exceed \$100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student, not the income of the parent(s), if the student:

- (1) is determined to be independent of the student's parents for federal financial aid purposes,

- (2) was in the permanent custody of the Department of Human Services at the time the student enrolled in the program,
  - (3) was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades and enrolled in the program no later than the student's official date of high school graduation, or
  - (4) was in the court-ordered custody of a federally-recognized Indian tribe, as defined by the federal Indian Child Welfare Act, at the time the student enrolled in the program.
- (c) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualification at the time the student begins postsecondary education and prior to receiving any program benefit award:
- (1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$150,000 per year.
  - (2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$200,000 per year.
  - (3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).
- (d) For a participant who is the child of a certified classroom teacher, prior to receiving any Oklahoma Higher Learning Access Program benefit award for any year during which the student is enrolled in an eligible institution, the federal adjusted gross income of the student's parent(s) shall not exceed 700% FPL at the date of enrollment in the eligible institution.
- ~~(d)~~ (e) Award recipients shall apply for financial aid at the institution in which they enroll.
- ~~(e)~~ (f) Beginning in 2018-2019 and thereafter, all students eligible to receive the program benefit award must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) each year the student is enrolled in postsecondary education. Students not eligible to complete the FAFSA may be provided an alternate method by the OSRHE. Income information submitted through the FAFSA shall be used to determine compliance with the income limits described in sections (b) and (c) above. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's disqualification from the program.
- ~~(f)~~ (g) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

#### **610:25-23-9. "Heroes Promise"**

HB 1343 of the 2011 Oklahoma legislative session amended the Oklahoma Higher Learning Access Act to authorize certain persons to participate in the Oklahoma Higher Learning Access Program and to qualify for the program benefits. This category of program participation shall be referred to as the "Heroes Promise" program. Except as otherwise provided in this section, the administrative rules of the Oklahoma Higher Learning Access Program shall apply to participants in the Heroes Promise program.

- (1) Eligibility: A student shall be eligible to participate in the Heroes Promise program if the student meets the following criteria:
  - (A) The student is a child of any person killed after January 1, 2000, in the line of duty in any branch of the United States Armed Forces or who died after January 1, 2000, as a result of an injury sustained while in the line of duty in any branch of the United States Armed Forces and the person who was killed or died filed an individual or joint Oklahoma income tax return for the tax year prior to the year during which the person was killed or died.
  - (B) The student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

- (C) The student executes an agreement to participate in the program.
- (2) Application and Enrollment:
- (A) Eligible students enrolled in a public or private school in the eighth-, ninth-, tenth-, ~~or eleventh-grade~~, or twelfth-grade and eligible students educated by other means between the ages of thirteen (13) and seventeen (17) may apply to participate in the program.
- (B) Eligible students who have completed the ~~eleventh~~ twelfth grade or who have reached age seventeen (17) shall be given the opportunity to apply to participate in the program prior to reaching the age of twenty-one (21).
- (C) An eligible student shall not be required to establish financial need as described in 610:25-23-2(2).
- (D) To apply, the student and/or their parent, custodial parent, or guardian shall submit appropriate documentation of eligibility including, but not limited to:
- (i) A copy of an individual or joint Oklahoma income tax return filed by the parent of the student for the tax year prior to the year during which the parent was killed or died.
  - (ii) Documentation of the parent's death after January 1, 2000 while in the line of duty or as a result of injury sustained while in the line of duty in any branch of the United States Armed Forces.
  - (iii) Documentation that the student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.
- (3) Exemption from Oklahoma Higher Learning Access Program Requirements: Students eligible for the Heroes Promise program shall not be subject to the program requirements contained in 610:25-23-4 (Program requirements).
- (4) Securing Program Benefits: An eligible student may qualify for a Heroes Promise award which includes payment of an amount equivalent to resident tuition or other tuition pursuant to Section 2604 of Title 70 of the Oklahoma Statutes for the first semester or other academic unit of postsecondary enrollment if the student meets the following criteria:
- (A) The student has satisfied admission standards as determined by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution, or, if attending a private institution, has satisfied admission standards as determined by the private institution. No student participating in the Heroes Promise program shall be admitted into an institution of higher education by special admission standards.
- (B) The student has secured admission to, and, prior to reaching the age of twenty-one (21), has enrolled in an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. The Oklahoma State Regents for Higher Education may award the Heroes Promise benefit for a student's first semester or other academic unit of postsecondary enrollment taken after the student turns twenty-one (21) years of age if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll before the student reaches twenty-one (21) years of age. The period of the extension shall be the length of the term of duty.



- (C) Except as otherwise provided in this section, students eligible for the Heroes Promise award benefits shall not be subject to the provisions of 610:25-23-5 (Securing Program benefits).
  - (D) Except as otherwise provided in this section, the payment of Heroes Promise award benefits shall be subject to the provisions of 610:25-23-7 (Payment of awards; policies and limitations).
  - (E) A student that qualifies for the Oklahoma Higher Learning Access Program benefit based on both their Heroes Promise eligibility and completion of the regular program requirements shall only receive a single program benefit.
- (5) Retaining Eligibility in Postsecondary Education: To retain eligibility for the Heroes Promise award while pursuing a program of higher learning at an eligible Oklahoma institution, the student must maintain compliance with the provisions of 610:25-23-6 (Retaining eligibility in postsecondary education).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #20-b:**

**Administrative Rules.**

**SUBJECT:**

Oklahoma Rising Scholars Award rulemaking. Possible action on the adoption of proposed emergency rules, posting of proposed permanent rule revisions, and approval to initiate permanent rulemaking process.

**RECOMMENDATION:**

**It is recommended that the State Regents make a finding of an emergency and adopt the proposed emergency rules for the Oklahoma Rising Scholars Award to 70 O.S. §§ 2403, 2404, 2405, 2406, and 2407; and, further, that the State Regents post proposed permanent rule revisions and approve initiation of the permanent rulemaking process, as described below.**

**BACKGROUND:**

The Oklahoma Rising Scholars Award, previously known as the Academic Scholars Program, was created in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to help keep Oklahoma's best high school students in state for college. The program provides awards in two categories – Automatic Qualifiers and Institutional Nominees.

Automatic Qualifiers are resident students who automatically qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT, SAT, or Classic Learning Test (CLT) exams.

In 1999, legislation authorized an additional category called Institutional Nominees which allows state system colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees must meet one of the three minimum qualifying criteria shown below.

The program provides participants with a scholarship for up to four years of study at an accredited institution of higher education in Oklahoma. State system institutions also provide the scholarship recipient with a tuition waiver.

**POLICY ISSUES:**

The proposed emergency and permanent rules are necessary to comply with changes to 70 O.S. §§ 2403, 2404, 2405, 2406, and 2407 made by House Bills 1282 and 1096. These bills became effective on July 1, 2025.

In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2026. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Allowing a delay in modifying the rules for Oklahoma Rising Scholars Award until Summer 2026 could create a “violation of federal law or regulation or other state law” or create “serious prejudice to the public interest.” 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

## **ANALYSIS:**

The proposed emergency and permanent rule revisions address the following issues: changing the name of the program, increasing the award potential for automatic qualifiers, requiring state system institutions to provide tuition waivers to automatic qualifiers, and other nationally norm-referenced college entrance exams as a qualifying option for the program.

### Name Change

In the 2025 legislative session, House Bill 1282 was passed and signed into law on May 30, 2025. The bill changes the name from the Academic Scholars Program to the Oklahoma Rising Scholars Award.

### Award for Automatic Qualifiers

In the 2025 legislative session, House Bill 1282 was passed and signed into law on May 30, 2025. The bill increases the potential award amount for automatically qualifying students to receive no more than the average cost of attendance for up to five years of undergraduate and/or graduate study at an accredited public or private institution of higher education in Oklahoma.

### Tuition Waivers

In the 2025 legislative session, House Bill 1282 was passed and signed into law on May 30, 2025. The bill requires institutions within the Oklahoma State System of Higher Education to provide a tuition waiver not to exceed the average cost of tuition for automatic qualifiers.

### National Norm-Referenced College Entrance Exam

In the 2025 legislative session, House Bill 1096 was passed and signed into law on May 27, 2025. This bill removed language that delineated the ACT and SAT as accepted exams for the Oklahoma Rising Scholars Award and changed the language to include any national norm-referenced college entrance exam. The qualifying scores required for the program did not change but students can now submit exam scores for other national entrance tests. However, if the Classic Learning Test (CLT) exam is used, only scores from tests taken at an independently-run testing center operated by the CLT or any physical location where means of education are provided will qualify.

Attachment.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION**  
**CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS**  
**SUBCHAPTER 1. OKLAHOMA RISING ACADEMIC SCHOLARS AWARD PROGRAM**

**610:25-1-1. Purpose**

The ~~Oklahoma State Regents~~ Oklahoma Rising Academic Scholars Award Program was created and funded by the Oklahoma Legislature and is administered by the Oklahoma State Regents as an incentive for students of high academic ability to ~~attend~~ attend both public and private higher education institutions in Oklahoma. The specific goals are:

- (1) To retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
- (2) To attract high caliber out-of-state students to attend Oklahoma colleges and universities; and
- (3) To enhance the academic quality in Oklahoma colleges and universities.

**610:25-1-3. General principles for operation of program**

- (a) Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.
- (b) The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the ~~Oklahoma State Regents'~~ Oklahoma Rising Academic Scholars Award Program to enter national scholarship competition.
- (c) Concurrently enrolled high school students are not eligible for this program.
- (d) Only ACT test scores reported by ACT prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT and CLT test scores will be considered in a manner comparable to ACT test scores. CLT test scores of students in this state who take the CLT test shall only be accepted if the student took the CLT test in compliance with 70 O.S. § 1210.508-7. OSRHE may require students to demonstrate compliance with 70 O.S. § 1210.508-7. Qualifying test scores obtained after college enrollment are invalid for applying to the program. Until August 31, 2020, partial scores from more than one examination will not be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered.
- (e) A student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents' Opportunity Admission Category. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
- (f) Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Oklahoma Rising Academic Scholars Award Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT, Classic Learning Initiatives, LLC, or The College Board provided that he or she meets the qualifications specified by ACT, CLT, and SAT respectively to be examined. Performance percentile requirements for participation in the Oklahoma Rising Academic Scholars Award Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling in this category.

**610:25-1-4. Eligibility Requirements and Term of Scholarship Award**

(a) There are five avenues by which to qualify for the Oklahoma Rising Academic Scholars Award Program. Each is defined below:

- (1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose ACT ~~test~~ score, CLT score, or whose ~~Scholastic Aptitude Test~~ SAT score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,
- (2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,
- (3) A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,
- (4) A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.
- (5) An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose ACT ~~test~~ score, CLT score, or whose ~~Scholastic Aptitude Test~~ SAT score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when appropriate documentation is verified by the State Regents.

(A) Effective with the Fall 2020 semester, Institutional Nominees are required to meet at least one of the three minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

(i) Research universities:

- (I) ACT: 32; or SAT equivalent; or CLT equivalent
- (II) GPA 3.9 and either Top 2% Class Rank or rank of first or second in their graduating class
- (III) GPA 3.9 and 30 ACT; or SAT equivalent; or CLT equivalent

(ii) Regional universities:

- (I) ACT: 30; or SAT equivalent; or CLT equivalent
- (II) GPA 3.8 and either Top 4% Class Rank or rank of first or second in their graduating class
- (III) GPA 3.8 and 28 ACT; or SAT equivalent; or CLT equivalent

(iii) Two-year colleges:

- (I) ACT: 29; or SAT equivalent; or CLT equivalent
- (II) GPA 3.7 and either Top 5% Class Rank or rank of first or second in their graduating class
- (III) GPA 3.7 and 26 ACT; or SAT equivalent; or CLT equivalent

(B) Home-educated students shall be considered for eligibility as an Institutional nominee based on minimum criteria (I) and (III) in sections (a)(5)(A)(i), (a)(5)(A)(ii), and (a)(5)(A)(iii), above.

(C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

(D) Institutional Nominees may be Oklahoma residents or nonresidents.

(E) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after completion of an associate's degree or the accumulation of at least 48 credit hours. In

addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.

(F) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

(G) Tuition waivers shall only be portable between institutions in the Oklahoma State System of Higher education.

~~(G)~~(H) For any year that the State Regents provide less than full funding of the total cost of all awards for nonresident students participating in the program, nonresident students may transfer the scholarship to another institution only upon approval of the institution to which they intend to transfer.

~~(H)~~(I) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility.

~~(I)~~(J) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.

(b) Students receiving the scholarship are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the Chancellor. Additional semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

#### **610:25-1-5. Criteria for Annual Renewal**

(a) Participants awarded a scholarship under the Oklahoma Rising Academic Scholars Award Program shall maintain a 3.25 cumulative or retention grade-point average. The cumulative grade point average will include all courses attempted in high school for college credit. For the purpose of this policy, a fiscal year begins in the fall semester and continues through the summer term. The cumulative grade-point average will be determined between the summer and fall term.

(b) Participants awarded a scholarship under the Oklahoma Rising Academic Scholars Award Program must enroll full-time each semester (as defined by the State Regents) for continuation in the program. In this context, "full-time" means a minimum of 12 hours per semester. A total of 24 hours must be earned for the program year to retain eligibility for the next program year. Students who, due to extraordinary circumstances during the semester, drop below the minimum of 12 hours of initial enrollment, must earn 24 credit hours for the program year to retain eligibility for the next program year. Students will be eligible for summer support if they have earned 24 semester credit hours in the preceding two regular semesters. Students who receive part-time awards for summer must enroll in at least 6 credit hours and must complete a total of at least 30 credit hours during the full academic year (fall, spring, summer). Students who receive full-time awards for summer must enroll in at least 12 credit hours and must complete a total of at least 36 credit hours during the full academic year (fall, spring, summer). Hours of enrollment required for summer support may consist of a combination of summer and intersession enrollment. Part-time awards, for enrollment of 6 to 11 credit hours, made for the summer term will count as one-half of a semester used in the program and will be in the amount of one-half of a semester award. Full-time awards, for enrollment of 12 or more credit hours, made for the summer term will count as a full semester used in the program and will be in the amount of one semester award.

(c) In order to receive a payment for enrollment in a summer term, the student must submit the summer term application to the State Regents' office by the specified deadline.

(d) Credit by examination, the practice of granting students credit for passing tests based on the subject matter of college courses in which they have not enrolled, audited courses and correspondence courses will not be considered toward meeting the full-time enrollment requirement or the requirement to earn 24 hours for the program year.

(e) A student beginning in the program for the first time in the summer must have achieved a 3.25 cumulative grade-point average at the end of the one year and the summer. The student is not required to meet the 3.25 grade-point average at the end of the first summer.

#### **610:25-1-6. Reinstatement; leave of absence**

(a) A student who fails to meet the continued eligibility requirements will be removed from the program without ~~academic scholarship~~ Oklahoma Rising Scholars Award Program assistance. A student may be reinstated to the program:

- (1) If the student achieves a 3.25 cumulative grade-point average at the end of the following fall or spring semester or summer term; or
- (2) If the student in the following fall or spring semester remedies the credit-hour deficiency by earning 12 credit hours in addition to the number of hours by which the student is deficient; or if the student earns the deficient credits in the following summer term.
- (3) If the student is deficient in the number of credit hours earned for the academic year due to a grade of Incomplete, the student will be eligible for the following fall award if the Incomplete is remedied by a deadline determined by the State Regents.

(b) A student who is removed from the program may petition to the State Regents for reinstatement into the program. Reinstatement will only occur when the circumstance is covered in this policy or under unusual and compelling circumstances as determined by the State Regents. Scholarship assistance will not be awarded to students who fail to meet continuing eligibility requirements. Any semesters during which the student receives no award due to grade-point average or credit hour deficiency will be subtracted from the available semesters ~~on~~ in the program. Likewise, any period of enrollment, except intersession and summer terms, for which the student does not accept a scholarship award will be subtracted from the available semesters in the program.

(c) A student may be reinstated only one time and has one year to remedy the grade-point-average or credit-hour deficiency. Maintaining eligibility and familiarity with State Regents' and institutional policy is the responsibility of the student.

(d) Participants may take a leave of absence from the program for a period of time during which the student is not enrolled, unless the student is studying abroad. Participants may either take a leave of absence or request scholarship assistance for study abroad. Program recipients who elect to study abroad with scholarship assistance are required to meet all enrollment and grade point average requirements as specified in this policy for students attending Oklahoma colleges and universities. Leaves of absence may not be used to remedy grade-point-average or credit hour deficiency.

#### **610:25-1-7. Fiscal aspects of program**

(a) **Award limits.** Academic Scholarship awards to qualified nonresident students attending Oklahoma institutions shall not exceed 25 percent of the greater of the number of awards of the preceding year or the amount of the previous year's funding for certified awards for the program.

(b) **Additional aid.** Students receiving this scholarship may also receive additional state-supported financial aid, but not in excess of the student's cost of attendance as determined by the institution consistent with regulations for federal financial aid. Likewise, a student may enhance the Oklahoma Rising Academic Scholars award by accepting grants and scholarships from private sources.

(c) **Funding priorities.** The Oklahoma State Regents will, as soon as fiscally feasible, set aside in the Oklahoma State Regents' Academic Trust funds for the full scholarship commitment. Funding priority will be given first to prior years' recipients, and secondly, to any students applying for the scholarship for the ~~first time~~ first time. For first-time students, priority will be given to Individual Applicant Qualified Students, Presidential Scholars, National Merit Scholars, and National Merit Finalists, and secondly, to Institutional Nominees.

(d) **Amount of Scholarship.** The program shall provide qualifying Individual Applicant Qualified Student, Presidential Scholar, National Merit Scholar, and National Merit Finalist participants who attend an accredited institution within the Oklahoma State System of Higher Education a scholarship in an



amount not to exceed the cost of attendance for up to five (5) years of undergraduate and/or graduate study. The program shall provide qualifying Individual Applicant Qualified Student, Presidential Scholar, National Merit Scholar, and National Merit Finalist participants who attend an accredited private institution a scholarship in an amount not to exceed the cost of attendance at an institution in the Oklahoma State System of Higher Education of comparable type which has the highest general enrollment fees of its type of institution in the State System as determined annually by the Oklahoma State Regents for up to five (5) years of undergraduate and/or graduate study. The program shall provide qualifying Institutional Nominee participants a scholarship in an amount not to exceed the average costs of ~~tuition~~ all enrollment fees and other fees, room and board, and all required textbooks or materials for up to five (5) years of undergraduate and/or graduate study ~~for students attending regionally accredited public institutions of higher education in Oklahoma.~~

(1) For a qualifying Institutional Nominee who attends an accredited ~~The institution within the Oklahoma State System of Higher Education, the institution~~ shall provide the student a tuition waiver ~~that, when combined with the scholarship award, will not exceed the costs described in paragraph (d) above~~ not to exceed the average cost of tuition. For a qualifying Institutional Nominee who attends an accredited private institution, the program shall provide a scholarship in an amount not to exceed the average cost of tuition at an institution in the Oklahoma State System of Higher Education of comparable type which has the highest general enrollment fees of its type of institution in the State System as determined annually by the Oklahoma State Regents for up to five (5) years of undergraduate and/or graduate study.

(2) The total scholarship and waiver amounts shall exclude the cost of internships and shall be subject to the availability of funds.

~~(2)~~(3) Students who do not meet the continuing eligibility requirements for the scholarship may be eligible for the tuition waiver if they meet the standard tuition waiver criteria determined by the institution.

~~(3)~~(4) Transfer students are eligible for the same level of tuition waiver as all other Oklahoma Rising Academic Scholars Award.

~~(4)~~(5) Institutions may elect to award nonresident students a resident and/or nonresident tuition waiver.

(e) **Payment of funds.** Funds made available to students as part of the Oklahoma State Regents Oklahoma Rising Academic Scholars Award Program shall be paid directly to the institution in which the student is enrolled, in trust for the student, and on the student's behalf and shall contain appropriate restrictions and conditions that such monies are expended only for the purposes authorized by the State Statute authorizing this program.

(f) **Private institutions.** For students attending private Oklahoma institutions, the award amount will be the same as the student attending a similar type of public institution as defined by the State Regents.

#### **610:25-1-8. Requirements for graduate and professional study**

The requirements for graduate and professional-study participants in the Oklahoma Rising Academic Scholars Award Program are as follows:

(1) Eligible participants moving from undergraduate to graduate or professional schools shall have achieved a cumulative grade-point average of 3.25 and earned at least 24 credit hours, unless provided for in paragraph five of this section, during the preceding year of undergraduate school enrollment.

(2) Post-baccalaureate students must be enrolled in a degree program at graduate/professional schools and are required to meet the academic standards in effect at the graduate or professional school.

(3) The dean of the graduate college/professional school or his/her designee will certify to the State Regents' office that the student is enrolled full time and making satisfactory progress at the outset of each academic year as defined in 610:25-1-6(a).

- (4) The number of awards a graduate/professional student may receive while doing graduate/professional study shall be determined by the unused portion of the award entitlement. A student may take no more than a one-year leave of absence between completion of undergraduate work and enrollment in a graduate or professional program.
- (5) Students who require less than 12 credit hours for graduation purposes during the last semester of undergraduate enrollment may request payment of their scholarship in the amount of 1/2 semester award for at least six hours of enrollment. The term will count as 1/2 semester used in the program.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #20-c:**

**Administrative Rules.**

**SUBJECT:**

Oklahoma Tuition Equalization Grant rulemaking. Possible action on posting of proposed permanent rule revisions and approval to initiate permanent rulemaking process.

**RECOMMENDATION:**

**It is recommended that the State Regents post proposed permanent rule revisions and approve initiation of the permanent rulemaking process, as described below.**

**BACKGROUND:**

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission of the North Central Associations of Colleges and Schools. A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no more than \$550,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005.

The Oklahoma legislature passed HB 2888 during the 2025 legislative session and the bill became law without the Governor's signature on May 8, 2025. The State Regents requested amendments to the OTEG statutes in SB 2888 to remove language directing our institutions to account for and report students' non-taxable income. This change aligns the program requirements with information that is collected on the new FAFSA form following the FAFSA Simplification Act.

The federal FAFSA Simplification Act (Title VII, Division FF of P.L. 116-260) made significant changes to the underlying processes and methodologies for determining federal student aid eligibility. As originally enacted, the FAFSA Simplification Act (FSA) had a general effective date of July 1, 2023. In March 2022, the FAFSA Simplification Act Technical Corrections Act (FSATCA) was enacted as Division R of the Consolidated Appropriations Act, 2022 (P.L. 117-103). The law pushed the general effective date for the FSA back one year, to July 1, 2024, coinciding with the beginning of the 2024-2025 award year.

**POLICY ISSUES:**

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

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

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

#### **ANALYSIS:**

The proposed OTEG changes are intended to ensure that institutions may remain compliant with program requirements given the information available to them through FAFSA data. These proposed emergency rules are necessary to comply with changes to 70 O.S. § 2632 made by HB 2888. The bill becomes effective November 1, 2025. The permanent rules will provide guidance to institutions and enrolled students.

The proposed permanent rule required by 70 O.S. § 2632 is listed below:

### **TITLE 610. STATE REGENTS FOR HIGHER EDUCATION CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS SUBCHAPTER 31. OKLAHOMA TUITION EQUALIZATION GRANT PROGRAM**

#### **610:25-31-3. Eligibility Requirements**

To be eligible for the Oklahoma Tuition Equalization Grant, an applicant shall:

- (1) Be an Oklahoma resident.
- (2) Have enrolled full-time as an undergraduate at an eligible private or independent institution. For regular fall and spring semesters, full-time enrollment shall be considered a minimum of 12 semester credit hours or its equivalent.
- (3) Meet the family income eligibility level of not more than \$50,000 from ~~both taxable and non-taxable~~ sources for the most recently completed calendar/tax year.
- (4) Pay more tuition than is required at a comparable public institution of higher education.
- (5) Maintain the minimum standard of academic performance as required by the enrolling private or independent institution.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #20-d:**

**Administrative Rules.**

**SUBJECT:**

Student Advisory Board rulemaking. Possible action on emergency rule revocations, posting of proposed permanent rule revocations, and initiation of permanent rulemaking process.

**RECOMMENDATION:**

**It is recommended that the State Regents make a finding of an emergency and adopt the proposed emergency revocation of administrative rules for the Student Advisory Board pursuant to the changes to 70 O.S. §§ 3205.5 and 3205.6; and, further, that the State Regents post permanent rule revocations and approve initiation of the permanent rulemaking process through the filing of a Notice of Rulemaking Intent with the Office of Administrative Rules.**

**BACKGROUND:**

The Student Advisory Board (SAB) was established under the authority of House Bill No. 1801 (1988 Oklahoma Legislature) and codified as 70 O.S. §§ 3205.5 and 3205.6 to serve as a formal advisory body representing students from across Oklahoma's higher education system.

Provisions of 70 O.S. § 3205.5 required SAB members to be determined annually by a vote of delegates to the Oklahoma Student Government Association (SGA) annual meeting; however, over the years the SGA has changed to the extent that determination of SAB membership in this manner is no longer functional. Due to this and other considerations, at the State Regents' request, in 2025, Representative Tammy Townley and Senator Adam Pugh introduced House Bill 2903 to the Oklahoma Legislature to repeal 70 O.S. §§ 3205.5 and 3205.6, so SAB can be replaced with a more flexible, non-statutory foundation for Oklahoma's higher education student advisory function. The legislation was passed and became law without the Governor's signature on May 8, 2025, with a July 1, 2025, effective date.

**POLICY ISSUES:**

The proposed emergency and permanent rulemaking actions revoke the administrative rules governing SAB, but OSRHE policy 2.14, Student Advisory Board remains for now. Proposed revisions to OSRHE policy removing references to the SAB and establishing the Oklahoma Student Advisory Council (OSAC) as the primary channel for students to provide their perspectives and recommendations to the State Regents will be presented to the State Regents at a future meeting.

**ANALYSIS:**

The proposed emergency and permanent rule revocations align OSRHE administrative rules with the repeal of 70 O.S. §§ 3205.5 and 3205.6 to eliminate outdated regulatory language and make way for the development of a more streamlined, flexible, and effective means of student representation to the State Regents.

Attachment.

ATTACHMENT

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION  
CHAPTER 1. ADMINISTRATIVE OPERATIONS  
SUBCHAPTER 3. STUDENT ADVISORY BOARD [REVOKED]**

**610:1-3-1. Purpose [REVOKED]**

~~(a) The Oklahoma State Regents for Higher Education recognize the value of a formal structure for student input and a strengthened linkage to its most important constituency students. Consequently, the State Regents have created a Student Advisory Board to assist the State Regents in enhancing their relationship with students. The creation of this board is consistent with provisions of House Bill No. 1801 of the 1988 Oklahoma Legislature [70 O.S., §3205.5 and 3205.6] which became effective November 1, 1988.~~

~~(b) The purpose of the Student Advisory Board is to communicate to the State Regents the views and interests of all Oklahoma college and university students on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board shall combine the opinions of students with good sound research to develop the best proposals and recommendations for The Oklahoma State System of Higher Education.~~

**610:1-3-2. Membership [REVOKED]**

~~(a) The Student Advisory Board consists of seven members elected by delegates to the Oklahoma Student Government Association (O.S.G.A) at its annual meeting.~~

~~(b) Board members will be selected as follows:~~

~~(1) Two members will be elected at large to represent the comprehensive universities in The Oklahoma State System of Higher Education.~~

~~(2) Two members will be elected at large to represent the regional and senior universities in The Oklahoma State System of Higher Education.~~

~~(3) Two members will be elected at large to represent the community colleges in The Oklahoma State System of Higher Education.~~

~~(4) One member will be elected at large to represent the accredited independent colleges and universities in the state.~~

~~(c) The term of office of the Student Advisory Board is one year. A member may serve a maximum of three terms.~~

~~(d) A member must be enrolled in at least 12 semester credit hours at an Oklahoma college or university and must have a minimum cumulative grade point average of 2.8 on a 4.0 scale. A member must attend the type of institution that he/she is elected to represent.~~

~~(e) Members will take office each year at the State Regents' May meeting.~~

~~(f) A member who wishes to resign before his/her term expires must notify in writing the State Regents and the Oklahoma Student Government Association.~~

~~(g) Members are required to attend all regularly scheduled Student Advisory Board meetings. Any member absent from three (3) regularly scheduled meetings, excluding meetings in June and July, shall be removed from office.~~

~~(h) A member may be removed from office if he/she does not continue to meet the requirements as set forth in (d) of this Section during the term of office.~~

~~(i) The Student Advisory Board members shall have the powers to recommend to the Board of Directors of the O.S.G.A removal of a fellow Student Advisory Board member for violations of duties set forth in 610:1-3-3.~~

~~(j) The Board of Directors of the O.S.G.A. shall by majority vote have the power to remove a Student Advisory Board member congruent to any such recommendation made from the Student Advisory Board.~~

~~(k) A Student Advisory Board member who is removed from office shall not be considered a past member.~~

**610:1-3-3. Duties [REVOKED]**

- ~~(a) So that members of the Student Advisory Board may adequately represent the views of other state students, each member will visit at least two other schools within the State System during his/her term of office. These other schools may not be under the same governing board as the institution that the member is attending. During these visits, the member should speak with student government leaders on important issues of student concern.~~
- ~~(b) The Student Advisory Board will serve as an avenue for the student community to express its opinions and interests to the State Regents.~~
- ~~(c) The Student Advisory Board will elect a chair at its first meeting following election to serve as its liaison to the State Regents' office.~~
- ~~(d) The chair will work with the State Regents' office through a staff liaison designated by the Chancellor.~~
- ~~(e) The Student Advisory Board will elect a vice chair at its first meeting following election to take official minutes of the Student Advisory Board meetings, maintain a file of Student Advisory Board actions, and preside over Student Advisory Board meetings in the absence of the chair.~~
- ~~(f) Members of the Student Advisory Board will be called upon by the Chancellor to provide informal counsel and advice and to make presentations at public hearings, legislative meetings, etc.~~
- ~~(g) The Student Advisory Board will hold eleven (11) regular meetings each term excluding extraordinary, unforeseen circumstances which prevent holding a regular meeting.~~
- ~~(h) The Student Advisory Board, by a majority vote of its members, may submit recommendations to the State Regents on matters relating to the duties and responsibilities of the State Regents.~~
- ~~(i) Members of the Student Advisory Board are encouraged to attend all regularly scheduled meetings of the State Regents. The board's elected representative has speaking privileges at such meetings in accordance with State Regents' operating policy.~~
- ~~(j) Members of the Student Advisory Board are encouraged to attend student leadership retreats sponsored by the State Regents. Costs related to Student Advisory Board members attending State Regents sponsored student leadership retreats may be paid from the operating budget of the State Regents.~~
- ~~(k) The representative at the State Regents' meetings will be responsible for recognizing other members of the Student Advisory Board for the purposes of:
 
  - ~~(1) Speaking on issues that concern students and relate to the State Regents' duties and responsibilities.~~
  - ~~(2) Presenting recommendations that relate to the State Regents' duties and responsibilities.~~~~
- ~~(l) The Student Advisory Board will work with the Chancellor and the designated staff liaison in developing an annual list of priorities and goals for rendering advice to the State Regents.~~
- ~~(m) The chair or other designated spokesman of the Student Advisory Board shall have a place on the agenda of regular State Regents' meetings for the purpose of making a report.~~
- ~~(n) The Student Advisory Board will submit an annual written report of its activities to the State Regents and the Oklahoma Student Government Association and will also maintain regular contact with the Association to apprise it of significant developments.~~
- ~~(o) The Student Advisory Board will follow the requirements of the Oklahoma Open Meeting Act [25 O.S., § 301 et seq.].~~
- ~~(p) Members of the Student Advisory Board shall be reimbursed for travel expenses incurred in the official performance of their duties as members of the Student Advisory Board in accordance with the State Travel Law [74 O.S., § 500.1 et seq.]. Reimbursements will be paid from the operating budget of the State Regents and must have the prior approval of the Chancellor's office and the Student Advisory Board chair.~~
- ~~(q) Clerical and administrative assistance to the Student Advisory Board will be provided by the Chancellor's office and the designated staff liaison in the conduct of the Student Advisory Board business.~~

#### **610:1-3-4. Guidelines for operation [REVOKED]**

- ~~(a) The Student Advisory Board will operate under the provisions of 70 O.S., §§ 3205.5 and 3205.6.~~
- ~~(b) The Student Advisory Board will also operate under guidelines established by the Student Advisory Board and approved by the State Regents.~~

#### **610:1-3-5. Meetings [REVOKED]**



- ~~(a) A schedule of regular meetings of the Student Advisory Board will be filed annually with the Secretary of State and with the State Regents' office.~~
- ~~(b) A record of the Student Advisory Board meetings shall be kept on official file in the office of the State Regents.~~
- ~~(c) An individual designated by the Chancellor shall be invited to attend official meetings of the Student Advisory Board.~~

**610:1-3-6. Amendments [REVOKED]**

~~The provisions in this Subchapter may be amended by a two thirds (2/3) vote of the Student Advisory Board and approval of the State Regents.~~



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #21:**

**State Regents' Meetings.**

**SUBJECT:**

Possible action on proposed 2026 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the 2026 schedule of regular meetings for filing with the Office of Secretary of State according to law.**

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Thursday, February 5, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, March 26, 2026	9:00 a.m.	Tulsa Community College Northeast Campus – Seminar Center, AB-121 3727 East Apache Street Tulsa, Oklahoma
Wednesday, April 15, 2026	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 16, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Friday, May 29, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, June 24, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 25, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Wednesday, September 2, 2026	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 3, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 21, 2026	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 22, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 2, 2026	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 3, 2026	9:00 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #22:**

**Commendations.**

**SUBJECT:**

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

**RECOMMENDATION:**

**It is recommended that the State Regents commend staff for service on state and national projects.**

**COMMENDATIONS:**

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

- **Dr. Goldie Thompson**, Associate Vice Chancellor for Teacher Preparation and Special Programs, engaged in a series of national education convenings between March 2024 and January 2025, collaborating with more than 100 stakeholders to address critical issues in teacher education and strengthen the profession. She presented and served on a panel at one of the convenings hosted at the Johns Hopkins University Bloomberg Center in Washington, D.C. Participants included leaders from school districts, university systems, nonprofit organizations, foundations, unions, and other education-focused entities. These convenings informed research led by the University of Pennsylvania and culminated in the May 2025 report, *Landscape Analysis of the Teaching Profession*, prepared for the William and Flora Hewlett Foundation. The report synthesizes the current state of the teaching profession in the United States and identifies promising areas for research, policy, and practice to advance the field.



Meeting of the  
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**AGENDA ITEM #23-a:**

**Consent Docket.**

**SUBJECT:**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

The State Regents approved Oklahoma's first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board's S-SARA Regional Steering Committee approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 10, 2025.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which is posted on the NC-

SARA website. According to this source, in Fall 2023 (most recent data available), Oklahoma public and private institutions enrolled a total of 8,971 (up from 7,764 the previous year) out-of-state students in distance education programs, more than 4.5 times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

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

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

Prior to September 4, 2025, State Regents' staff received a SARA renewal application from the institutions listed below:

- Carl Albert State College,
- Northeastern Oklahoma A&M College,
- Western Oklahoma State College, and
- Randall University.

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



Meeting of the  
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**AGENDA ITEM #23-b:**

**Consent Docket.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases exceeding \$25,000 but less than \$100,000 between May 28, 2025 and July 23, 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 **May 28, 2025 and July 23, 2025**, there were 43 purchases exceeding \$25,000 but less than \$100,000.

Core

- 1) Shangri-La Hotel Operations, LLC in the amount of \$43,192.00 for the 2025 Student Preparation Summer Institute to be held on June 9-11, 2025, at Shangri-La Resort in Afton, Oklahoma. (Funded from 210-Core).
- 2) New World Now LLC in the amount of \$86,505.00 for annual support and maintenance for the Scholars in Excellence in Child Care database. (Funded from 210-Core).
- 3) ImageNet in the amount of \$26,280.00 for the maintenance and security upgrade of the Oklahoma State Regents for Higher Education Records retention imaging system. (Funded from 210-Core).
- 4) Internet2 in the amount of \$45,000.00 for the United States Unified Community Anchor Network membership fees to provide advanced broadband capabilities and services to the community anchor institutions and the Sponsored Education Group Program . (Funded from 210-Core).

- 5) ISG Technology LLC in the amount of \$55,861.00 for maintenance, support and upgrades to the Varonis software used by IT for support and upgrades to compile data used for forensic information. (Funded from 210-Core).
- 6) Mythics LLC in the amount of \$83,083.44 for maintenance renewal for the Oracle Database Enterprises. This software supports the Oklahoma Education Information System Oracle database for the System Analysis and Reporting division. (Funded from 210-Core).
- 7) Quadient Leasing USA Inc. in the amount of \$77,700.00 for yearly postage and postage meter supplies for the mail room. (Funded from 210-Core)
- 8) Xerox Corporation in the amount of \$61,890.24 for the black and white and color copiers for the Central Services department. (Funded from 210-Core).
- 9) SHI International Corporation in the amount of \$46,123.89 for Zoom subscriptions for Zoom phone numbers and the Zoom workplace app. (Funded from 210-Core).
- 10) Dell Marketing in the amount of \$31,540.00 for laptops and desktops for staff. (Funded from 210-Core).
- 11) New World Now LLC in the amount of \$91,630.00 for the annual support and maintenance of the Scholars for Excellence in Child Care database. (Funded from 210-Core).

#### OneNet

- 12) Copper River Information Technology in the amount of \$98,937.44 for upgrades to the ETN ADTRAN/Adva Optical Shelf to provide 800 Gigabit Ethernet services between Oklahoma and Tulsa core. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 13) Dell Marketing LP in the amount of \$67,911.37 for equipment to upgrade the Science DMZ at Langston University. These costs are funded through the National Science Foundation OFFN9 grant award. (Funded from 718-OneNet).
- 14) Dell Marketing LP in the amount of \$52,815.99 for equipment to upgrade the Science DMZ at the University of Central Oklahoma . Costs are funded through the National Science Foundation OFFN9 grant award. (Funded from 718-OneNet).
- 15) AT&T in the amount of \$31,520.00 for wireless redundant services to alert OneNet staff in the event of system changes or failures. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 16) Cable One Incorporated in the amount of \$42,400.00 for Circuits to provide services to OneNet customers. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 17) CDW LLC in the amount of \$28,602.46 for maintenance on the In-Row cooling units and PDU's that provide the cooling and power distributions for the Hot-Isle Containment System. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).

- 18) Consolidated Communications Inc. in the amount of \$31,540.00 for circuits to provide services to OneNet customers. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 19) Oklahoma Gas and Electric in the amount of \$29,056.00 for electricity for ETN and the Tower facilities. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 20) Oklatel Communications Inc. in the amount of \$44,100.00 for circuits to provide services to OneNet customers. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 21) Skyrider Communications Inc. in the amount of \$81,000.00 for circuits to provide services to OneNet customers. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 22) Softchoice Corporation in the amount of \$62,343.15 for Microsoft software renewal. (Funded from 718-OneNet).
- 23) Trace Fiber Networks LLC in the amount of \$41,300.00 for circuits to provide services to OneNet customers. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 24) Comdata Inc. in the amount of \$30,500.00 for fuel and minor maintenance for the OneNet ETN fleet. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 25) The University of Oklahoma Health Sciences Center in the amount of \$26,400.00 for hosting space in the OneNet Data Center. Tulsa County is using OneNet's colocation services. OneNet utilized OUHSC rack space to facilitate the request. The costs for these services will be reimbursed by Tulsa County. (Funded from 718-OneNet).
- 26) Presidio Holdings Incorporated in the amount of \$61,267.32 for OpenDNS content filtering for K-12 and libraries to filter inappropriate content required to receive federal funding. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 27) University of Arkansas (AREON) in the amount of \$81,374.76 for circuits to provides services to OneNet customers, in consortium with Lonestar Education and Research Network (LEARN), Arkansas Research and Education Optical Network (AREON) and the Louisiana Optical Network Infrastructure (LONI). The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 28) Kentik Tech Incorporated in the amount of \$62,336.72 for EDGE-IT+ service renewal that provides real-time processing of summarized network data flow. This data is used real-time for network security to mitigate distributed denial of service attacks. The data is used historically by OneNet and select subscribers to analyze traffic patterns and make decisions on networks configuration for capacity planning. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 29) Salesforce Incorporated in the amount of \$46,859.26 for licenses that enable OneNet to streamline their workflow processes from new leads through long-term retention by automating

the E-rate and OUSF bidding request data, systematically reaching out to multiple last mile providers for quotes and electronically pulling in bidding request results. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).

- 30) AT&T Corporation in the amount of \$51,447.00 for AlienVault Managed Threat Detection and Response protects organization with 24x7 security monitoring from AT&T Cybersecurity. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 31) University Corp of Advanced Internet in the amount of \$61,219.96 for a redundant path for OneNet and ARE-ON to access the Research Education Network (Internet2) and the commodity Internet at the Dallas hub. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 32) Cogent Communications in the amount of \$54,600.00 for Internet Service for a 1GB commitment on a 10GB Interface in Tulsa. OK. (Funded from 718-OneNet).
- 33) Norlem Technology Consulting Incorporated in the amount of \$57,221.19 for yearly maintenance for the physical Palos and Panorama Palo management. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 34) ISG Technology LLC in the amount of \$62,417.65 for Fortinet hardware replacement and software updates. The costs for these services are recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 35) Hurricane Electric LLC in the amount of \$40,000.00 for Internet Access Backbone which will allow OneNet to maintain a point of presence at Rack59 in Oklahoma City, expanding our current network and creating a more secure redundant network and providing critical efficiencies for OneNet and OneNet's subscribers. (Funded from 718-OneNet).

#### OCAN

- 36) Dobson Technologies in the amount of \$38,726.40 to relocate fiber off of the Oklahoma Department of Transportation bridge near Lawton to a bore under East Cache Creek in Lawton and re-splice the fibers. Costs recovered from OCAN subscriber fees. (Funded from 720-OCAN).

#### GEAR UP

- 37) KOCH Communications LLC in the amount of \$75,000.00 for the Oklahoma GEAR UP media campaign to bring awareness to the 13 Grant V specified school districts in Oklahoma through social media campaigns, video, podcasts and website work, aimed at increasing student aspirations for post-secondary education by means of financial opportunity awareness as well as fostering parental involvement in preparing for college. (Funded from 730-GEAR UP)

#### Multiple Funds

- 38) Finley & Cook PLLC in the amount of \$56,500.00 for an Independent Financial Statement Audit and Compliance Audit for the Oklahoma State Regents for Higher Education and the Oklahoma College Assistance Plan. (Funded from 210 Core and 701 OCAP).
- 39) The University of Oklahoma Health Sciences Center in the amount of \$64,597.00 for the Oklahoma State Regents for Higher Education employee and visitor parking fees for FY26. (Funded from 210-Core, 701-OCAP, 718-OneNet).

- 40) SHI International Corporation in the amount of \$26,757.18 for software that provides the management of system and security vulnerabilities, including vulnerability scanning, configuration assessment and malware detection. (Funded from 718-OneNet and 701-ITOCAP).
- 41) SHI International Corporation in the amount of \$27,620.60 for the Asana Premium renewal which is essential to properly manage tracking, tasking, scheduling, and reporting on all of OneNet's circuit projects. (Funded from 718-OneNet and 210-Core).
- 42) Softchoice Corporation in the amount of \$32,568.45 for Software Assurance for maintenance that will provide upgrades for our licensed Microsoft products.(Funded from 718-OneNet and 210-Core).
- 43) Tierpoint Oklahoma LLC in the amount of \$61,377.60 for rack space and power required for the optical and network equipment that provides services to our OneNet customers. (Funded from 718-OneNet and 720-OCAN).



Meeting of the  
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**AGENDA ITEM #23-c:**

**Consent Docket.**

**SUBJECT:**

Personnel. Possible action to ratify personnel appointments.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify personnel actions, as described 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-LEVEL-AND-ABOVE ACTIONS:**

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

**General Counsel.** It is recommended that the State Regents ratify the appointment of Christopher Turner Jr. as General Counsel for the Oklahoma State Regents for Higher Education, effective July 1, 2025. Mr. Turner has served in the agency's legal office since 2022, most recently as Interim General Counsel, where he has provided comprehensive legal services to the agency, advised on regulatory and compliance matters, and supervised staff in the Office of General Counsel. His prior roles at the State Regents include Deputy General Counsel and Associate General Counsel, with responsibilities spanning contract review, administrative rulemaking, privacy compliance, and staff support for the Oklahoma Free Speech Committee. Before joining the State Regents, Mr. Turner served as a Staff Attorney for the Oklahoma State Senate, where he supported the Senate Education Committee and the Senate Business, Commerce & Tourism Committee, and as Assistant General Counsel for the Oklahoma Tax Commission. He holds a bachelor's degree in journalism and a juris doctorate from the University of Oklahoma, and has been an active member of the Oklahoma Bar Association since 2013. A copy of the job description and Mr. Turner's resume are attached.

**Associate Vice Chancellor of Innovation.** It is recommended that the State Regents ratify the appointment of Dr. Anna J. Dunn as Associate Vice Chancellor for Innovation, effective July 28, 2025. Dr. Dunn brings more than two decades of experience in higher education leadership, online learning, instructional design, and academic innovation. Prior to joining the State Regents, she served as Executive Director of ECU Online at Eastern Kentucky University, where she led strategic initiatives in online program development, instructional technology, and faculty professional development. Her previous leadership roles include Dean of Online Learning & Instructional Technologies at Heartland Community College, Educational Technology Coordinator at Emporia State University, and Director of the IT Institute at Butler Community College. She is also an experienced faculty member, having taught graduate and doctoral-level courses in

instructional design and technology. Dr. Dunn holds a bachelor's degree in business and computer science and a master's degree in instructional design and technology from Emporia State University, as well as a Ph.D. in higher education from Capella University. A copy of the job description and Dr. Dunn's resume are attached.



# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

*Improving our future by degrees*



## **JOB DESCRIPTION**

**General Counsel**

**FLSA: Exempt**

**Position #100094**

**Cost Center: CORLEG 12500**

**Worker's Comp Code: 8742**

## **ESSENTIAL FUNCTION**

The General Counsel serves as the chief legal officer for the Oklahoma State Regents for Higher Education, providing comprehensive legal services to the agency. Reporting to the Chancellor and the Board of Regents, the General Counsel ensures legal compliance, mitigates risks, and advises on regulatory and policy matters affecting the State Regents and the state system of higher education. The position also coordinates outside legal services to the agency, when necessary, and supervises staff within the Office of General Counsel.

## **RESPONSIBILITIES AND DUTIES**

- Serve as a member of the Chancellor's senior leadership team, providing high-quality legal counsel to the Chancellor, State Regents, and agency staff on all matters affecting the agency and the state system of higher education.
- Coordinate the agency's legal compliance with applicable federal and state laws, regulations, and policies.
- Provide legal guidance to Regents and agency staff on the Master Lease Program, Oklahoma Ethics Commission rules, employment law, the Oklahoma Open Records Act, the Oklahoma Open Meeting Act, and other regulatory and compliance matters affecting the agency and the state system of higher education.
- Consult with and advise the Human Resources Department on personnel issues and assist in training agency employees regarding workplace issues and personnel policies.
- Coordinate regular reviews and updates of agency policies and procedures to ensure alignment with current laws, regulations, and best practices.
- Represent the agency in legal proceedings, negotiations, and interactions with external entities as required.
- Assist the Office of the Attorney General and outside counsel in those matters in which it is representing the agency.
- Coordinate and manage outside legal services when external counsel is necessary.
- Coordinate the development and delivery of legal education and training programs for college and university administrators, including a bi-annual Legal Issues in Higher Education conference.

- Monitor and analyze emerging legal and regulatory issues affecting the agency and the state system of higher education and provide proactive guidance to mitigate risks.
- Participate in national higher education law organizations and policy discussions, as appropriate.
- Supervise and manage staff in the Office of General Counsel, including recommendations on hiring, performance management, and professional development.
- Develop and manage the annual budget for the Office of General Counsel.
- Provide coordination, assistance, and counsel to the Oklahoma Free Speech Committee to the OSRHE in fulfilling its statutorily assigned duties and responsibilities including, but not limited to:
  - Reviewing free speech policies of State System institutions and making recommendations directly to those institutions for improvements;
  - Reviewing/processing student complaints filed directly with the Free Speech Committee;
  - Reviewing free speech training of institutions for improvements;
  - Revising/reapproving biennial First Amendment training required for all college deans, heads of departments, and others responsible for establishing free speech policies or handling free speech complaints; and
  - Ensuring compliance with Oklahoma Open Meetings and Open Records Acts, as well as other applicable state and federal law.
- Other similar duties as assigned.

### **MINIMUM QUALIFICATIONS**

Juris doctorate from an accredited law school. Active license to practice law in the State of Oklahoma and in good standing with the Oklahoma Bar Association. Minimum of ten (10) years of relevant legal experience, including experience in state government, administrative law, higher education law, or public sector legal practice. Strong research, writing and oral communication skills. Successful experience in the supervision/ management of legal services. Ability to interact professionally with staff in all operating divisions of the State Regents, as well as with external parties, state system institutions, and governmental officials is required. Ability to travel as needed and maintain a valid Oklahoma license. Must be willing to provide a cellular telephone for work-related activities.

### **PREFERRED QUALIFICATIONS**

Experience advising or representing higher education institutions or boards. Familiarity with federal and state higher education policies, laws, and regulations.

### **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 and the Board of Regents.

# CHRISTOPHER TURNER JR.

## **BAR ADMISSION**

State Bar of Oklahoma (2013)

## **WORK EXPERIENCE**

### **Oklahoma State Regents for Higher Education**

Oklahoma City, OK

*Interim General Counsel*

March 2025 – Present

- Serve as the chief legal officer for the Oklahoma State Regents for Higher Education (OSRHE), provide comprehensive legal services to the agency and serve as a member of the Chancellor's senior leadership team.
- Provide legal guidance to the State Regents and agency staff on Executive Orders, Oklahoma Ethics Commission rules, employment law, the Oklahoma Open Records Act, the Oklahoma Open Meeting Act, and other regulatory and compliance matters affecting the agency and the state system of higher education.
- Supervise and manage staff in the Office of General Counsel, including performance management and professional development.

*Deputy General Counsel*

March 2024 – March 2025

- Job title and description changed to better reflect increased job duties related to grants compliance and the Oklahoma Free Speech Committee.

*Associate General Counsel*

May 2022 – March 2024

- In conjunction with the General Counsel, provide legal advice and representation to the State Regents, Chancellor and all divisions of OSRHE, including OneNet, a comprehensive digital communications entity and Oklahoma's research and education network.
- Review and ensure all agency contracts meet legal requirements. Confer with staff concerning contract language, drafting, negotiation of terms and conditions, and purchasing policies. Contracts reviewed include those concerning colleges and universities, software, service and equipment procurement, independent contractors, internet services and the expansion and management of OneNet network assets.
- Serve OSRHE as designated Rule Liaison and Attestation Officer to the Office of Administrative Rules, coordinate agency rule-making, participate in electronic filing of agency rules and provide legal advice to OSRHE scholarship and program divisions concerning statutory and rule interpretation.
- Serve as designated Privacy Officer for all OSRHE divisions to meet legal data security requirements.
- Provide staff support for the Oklahoma Free Speech Committee, an advisory body to the State Regents that reviews college and university free speech and expression policies, hears student free speech complaints and provides free speech training to college and university personnel.

### **Oklahoma State Senate**

Oklahoma City, OK

*Staff Attorney*

March 2015 – May 2022

- Research legal issues for senators within the subject area of assigned committees, which include the Senate Education Committee and the Senate Business, Commerce & Tourism committee.
- Review proposed legislation within the subject area of assigned committees for conflicts with constitutional, state, and federal law, and draft memoranda communicating legal issues and litigation risk to senators.
- Work on a committee staff team of legislative and fiscal analysts that drafts legislation.
- Monitor committee meeting business and procedure for compliance with Senate parliamentary rules.
- Review the governor's executive nominations for statutory compliance as part of Senate committee advice and consent process.

## **Oklahoma Tax Commission**

*Assistant General Counsel*

Oklahoma City, OK

July 2014 – March 2015

- Organize and manage a caseload of 130+ delinquent tax accounts, requiring I conduct asset hearings, communicate with opposing counsel, CPAs and taxpayers, and work with co-counsel as a team.
- Draft and file garnishment petitions, applications for order, and injunctions related to tax collection.
- Make on-the-spot collection decisions involving business closures and payment agreements.
- Draft division training guide, and help train and supervise a new attorney.

## **Judge Bernard M. Jones**

*Legal Intern*

Oklahoma City, OK

March 2014 – June 2014

- Attend judicial proceedings and draft summaries of case files and motion hearings.
- Assist in composing judicial opinions and answer judge's legal queries in a timely manner.

## **EDUCATION**

### **University of Oklahoma College of Law**

*Juris Doctorate Graduate*

Norman, OK

May 2013

**Scholarship:** Ada Lois Sipuel Fisher Scholarship

### **University of Oklahoma**

*Bachelor of Arts, Journalism*

Norman, OK

May 2009

**Scholarship:** Davie Belle Eaton Mercer Memorial Scholarship (Journalism); OU Black Alumni Scholarship; Henderson Scholars Program

## **COMMUNITY SERVICE**

### **Plaza District Association**

*Board President*

Oklahoma City, OK

July 2023 – Present

- Collaborate with the Executive Director to create and implement a vision for the Plaza District. The Plaza District Association works to maintain the Plaza District as a vibrant and diverse place where arts, local business and community thrive.
- Provide general supervision, direction and control of the business of the Association.
- Lead the Association through various challenges pursuant to its mission and values.

*Board of Directors*

July 2021 – Present

- While serving on the Plaza District Festival Music Subcommittee, select bands to perform, review performance contracts and assist with stage management.
- While serving as Chair of the Friends of the Plaza Committee, lead committee meetings, organize duties and assignments, volunteer during LIVE on the Plaza and work with Plaza District staff to continue adding value to the Friends of the Plaza experience.

### **Oklahoma City Black Chamber of Commerce**

*Board of Directors*

Oklahoma City, OK

March 2021 – June 2023

- Organize and plan networking events such as *Cocktails & Convos* and *Fresh Start* with staff, select and schedule keynote speakers, and assist with membership outreach.

## **CONTINUING EDUCATION**

NACUA Higher Education Compliance Workshop, 2023

NACUA Annual Conference, 2022

A to Z Grant Writing, 2019

Washington D.C.

Pittsburgh, PA

OSU-OKC



## **JOB DESCRIPTION**

### **Associate Vice Chancellor of Innovation**

**FLSA: Exempt**

**Position #100372**

**Cost Center: APRA 13000**

**Worker's Comp Code: 8810**

## **ESSENTIAL FUNCTION**

Professional staff position providing a high-level of support for the Vice Chancellor for Academic and Student Affairs. Responsible for oversight of academic innovations, online learning, micro-credentials, and adult education in Oklahoma higher education, including coordination of system wide professional development for teaching, assessment, and research efforts, for facilitating and researching academic innovations for the State System, and other special and ongoing projects.

## **RESPONSIBILITIES AND DUTIES**

### ***Innovation and Online Education***

- Provide system leadership in online learning, instructional technology and design, electronic media, and distance education, including the development of system wide goals and implementation plans for online innovation in Oklahoma.
- Provide leadership in the area of academic innovations, artificial intelligence, and online learning resources as they relate to the Online Consortium of Oklahoma (OCO), Council for Online Learning Excellence (COLE), Oklahoma AI Impact in Higher Education Committee, recommendations to the agency, State Regents' policies, and OneNet initiatives.
- Facilitate the creation, execution, and implementation of a public-private and workforce partnerships to enhance and expand academic and online education innovations.
- Oversee academic programs, planning, and policy as they relate to online and/or electronically-enhanced instruction and distance learning.
- Plan, execute, and manage internal and external development and adoption of Open Educational Resources (OER), including professional development opportunities for faculty and staff in the use and/or development of OER.
- Administer the Open Learn OK repository of OER for teaching, learning, assessment, and research.
- 
- Keep abreast of new developments and research in online education, innovation, and best practices and share this information with faculty and staff as appropriate.
- Serve as staff liaison to institutional representatives for academic innovation and online and/or distance education and traditional off-campus courses and programs.

### ***Reach Higher, Adult Education, and Micro-credentials***

- Provide System leadership on adult education best practices, scholarships, and strategic plans for adult education and rapid re-employment initiatives including OSRHE programs Reach Higher and UpskillOK.
- Oversee the Reach Higher program, including both Flex Finish and Direct Complete and adult education initiatives.
- Oversee the Finish Line Scholarship including creation of policy, guidelines, reports and updates to the institutions and State Regents.
- Oversee academic programs, planning, and policy as they relate to Reach Higher, UpskillOK, and adult education.
- Oversee the implementation of professional development opportunities for adult education coordinators and navigators, promoting effective teaching strategies and learner-centered approaches.
- Oversight of establishing and maintaining partnerships with workforce partners and employers to create pathways for adult learners to access educational opportunities and gain relevant skills for the workforce.
- Research and stay updated on trends, best practices, and policies related to adult education programs, workforce development, and adult learner success.

### ***Administration/Supervision***

- Act or perform in the absence of Vice Chancellor or serve as Vice Chancellor's designee, when needed.
- Additional academic assignments as delegated by the Vice Chancellor for Academic Affairs.
- Research issues/practices and academic topics, compile and analyze data and outcomes for reports and briefings used by advisory groups, staff, legislators, and State Regents, with special attention to the recommendations of senior leadership, the State Regents, other agency initiatives.
- Serve as staff liaison to local, state, and national organizations as needed including the SREB Educational Technology Cooperative.
- Serve as staff liaison for academic and online educational innovations with the Online Consortium of Oklahoma Steering Committee, the Council for Online Learning Excellence, the Council on Instruction, the Oklahoma Council of Academic Library Directors, the Council on Information Technology, the chief operating officer of OneNet, and other relevant stakeholders.
- Oversee budgets and grants in related areas including planning on use of funds.
- Make presentations to the State Regents and local, state and national organizations on State Regents' programs, policies and initiatives as requested.
- Responsible for seeking and writing grants to support assigned areas.
- Interact with the public, students, faculty, and administrators.
- Provide staff assistance to agency divisions, other agencies, advisory groups, and professional organizations, as delegated by the Vice Chancellor for Academic Affairs.
- Draft correspondence, reports, and State Regents agenda items in related areas.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee(s) status. Supervise assigned division staff

- Other similar duties as assigned.

### **MINIMUM QUALIFICATIONS**

Master's degree required. Must have a minimum of five (5) years related experience at a college, university, or higher education system. Must have thorough knowledge and understanding of academic innovation, and instructional design and technology (including learning management systems) in higher education. Must have experience in online course development, demonstrated experience in teaching in online environments, and experience providing professional development to faculty and staff. Must have thorough knowledge and understanding of higher education issues, as well as proven analytical, problem solving, organizational skills, and excellent writing and interpersonal skills. Demonstrated leadership skills and the ability to work effectively with internal and external constituencies required.

### **PREFERRED QUALIFICATIONS**

Doctorate degree preferred.

### **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 Vice Chancellor for Academic and Student Affairs.



**RESUME/VITAE**  
**Anna J. Dunn, Ph.D.**

**CONTACT INFORMATION**

**Address:**

**EDUCATION & CERTIFICATIONS**

Doctor of Philosophy / Higher Education (2013)  
Capella School of Education, Capella University, Minneapolis, MN

Master of Science / Instructional Design and Technology (2002)  
Emporia State University, Emporia, KS

Bachelor of Science / Business & Computer Science (2000)  
Emporia State University, Emporia, KS

Online Readiness Course Certification (ORC)  
(2017) Emporia State University

Trusted Tester Certification  
Department of Homeland Security (2017)

Montana Accessibility MOOC (2017)

Quality Matters Certifications (all current and expire June 2022): Applying the QM Rubric, Peer Reviewer Certification, Master Course Reviewer, Course Manager Certification, QM Coordinator Certification  
Quality Matters Master Course Reviewer, October 2014-present

Microcredentials and Competency Based Education Digital Badges  
(2016) Educause

IBM Blockchain Certification (2018, 2020)

## PROFESSIONAL EXPERIENCE

*Eastern Kentucky University (2023 – present)*

Executive Director, ECU Online

- Developing budgets, interpreting financial data, and managing resources.
- Partner with stakeholders on college curricula and instructional programs
- Collaborate with stakeholders on technological systems as they apply to instructional, administrative, and workplace needs.
- Effective and innovative application of technology to online course delivery including use of instructional design principles.
- Demonstrate leadership in managing online educational programs in a Learning Management System (LMS), and understanding of universal design, usability, accessibility standards, and online distance learning concepts.
- Demonstrate leadership in promoting student success, program innovation, and enrollment growth.
- Experience with collaborative leadership of an organization including managing online initiatives, experience with market analysis, strategic planning, and online marketing of educational programs.
- Experience with program assessment and data-based reporting.
- Create workflow processes & business rules that result in efficient & effective operations.
- Lead collaboratively with vision and practical perspective to manage projects and vendors in complex concurrent assignments.
- Mentor employee development, coaching, and performance management for a staff of over 100.

*Heartland Community College (2019 – 2023)*

Dean, Online Learning & Instructional Technologies

- Researched and implemented new instructional strategies to improve course delivery in nontraditional formats
- Provide ongoing support to employees for alternative course delivery and the use of Learning Management Systems (LMS)
- Develop and manage alternative delivery training workshops and instructor certification programs
- Oversee student online learning course quality through collection and analysis of data
- Support the development of innovative instructional technologies in classrooms and across campus as needed
- Manage budget for eLearning and all instructional technologies, including faculty professional development funding
- Supervisory over Faculty Coordinator and Instructional Designer
- Designed assessment rubric for all online courses taught
- Designed, developed, and implemented the Alternative Delivery Certification Course required for all faculty before teaching online.
- Managed change management processes for course rotation, master courses, and template courses
- Conduct Embedded ID sessions for all faculty
- Served on the Assessment Committee, Professional Development Committee, and Academic Planning Council
- Administrator for Canvas, our LMS, and serve as the Quality Matters Coordinator
- Developed and maintained a COVID instruction plan (contingency plan) that included four phases. Implemented strategic alignment with different modalities, including Zoom Hybrid.

- Develop a contingency plan that affects assessment and accessibility efforts across campus in compliance with federal and state regulations.
- Support the Teaching and Learning Commons and the technology, budget, support, and training.
- Supervise a team of Learning Experience Designers, Instructional Technologists, and student workers.
- Supervise the Tutoring Center, including scheduling, budget, and embedded tutoring offerings.

*Baker University (2017 - present)*

Associate Professor for the Doctoral of Instructional Design and Performance Technology (EdD); Associate Professor for the Masters of Instructional Design and Leadership Program

- Design and developed the IDT 8953 course, Trends in New and Emerging Technologies for Instructional Designers Course.
- Research new and emerging technologies and align them to specific deliverables
- Serve as a liaison for research projects and additional publications that are needing input on technologies.
- Design and developed the IDT808 course, a Master Project course where students participate in a capstone partnering with the workforce.
- Serve as a Dissertation Chair and Committee member on request.
- Advise fifteen students on their dissertation journey.
- Help with qualitative and quantitative research students including mapping to conceptual frameworks.
- Review IRB applications and proposals.

*Emporia State University (2015 – 2019)*

Educational Technology Coordinator

- Analyze, Design, Develop, Implement and Evaluate training materials for faculty
- Create training tutorials to successfully integrate technology into the classroom
- Research technology needs/demands for faculty and staff
- Discuss pedagogy and methodologies that target students' needs and learning styles
- Research future emerging trends in technology
- Increased revenue of \$134,000 for a successful RFP for the Central Community College of Maine. (Maine is IT) and several other projects including Federal and State grants and contracts. Wrote seven grants and successfully obtained six, managing each as the PI. Grants awards were in excess of \$500,000 and specifically for subject matter reports, wage and labor data reports for CTE and Workforce Ready programs across the nation.
- Chair for SIDLIT (Summer Institute on Distance Learning and Instructional Technologies (2015-2017)
- Served as an active member of the General Education Assessment Team (GEAT)
- Responsible for the annual technology survey (based on ECAR) for faculty and staff and the metrics at completion
- Designed and Developed an Online Readiness Course (ORC) for all ESU faculty to take.
- Implemented a microcredentialing program through Credly; conducted a one-year research study on digital badges
- Completed Section 508 Refresh course for all employees to take; conducted over sixty workshops on accessibility and how to make online courses accessible
- Successfully obtained four outside grants for funding; all program reviews and online readiness

- workshops for out of state colleges that exceeded 150k in revenue
- Created a MakerLab on campus and implemented 3D printing services
- Created an online course mapping process and standardized template for Emporia State University Faculty
- Received the 2017 Assessment Champion of the Year award for implementing a new assessment strategy using the LMS, Canvas Outcomes feature for Emporia State University
- Received the 2017 Employee of the Year Award for Emporia State University
- Facilitate Quality Matters course reviews for the campus and serve as the Quality Matters Coordinator.
- Received a High Impact Grant award for teaching a course via Virtual Reality

*Emporia State University (2014 – 2020)*

Adjunct Lecturer for Instructional Design and Technology

- Facilitate classroom learning for graduate students in IT700
- Provide the methodology for both online and face-to-face learning environments
- Advise students on projects and research focus areas
- Created and developed a graduate-level course called “Active Learning through Makerspaces” which is taught face-to-face and online.

*Butler Community College (2013 – 2015)*

Director of the IT Institute (TAACCCT – Round 3)

- Manage the implementation of the DOL grant, program re-organization to establish the IT Institute, and attainment of IT Institute goals in accordance with the DOL contract, a 2.4 million dollar grant.
- Promote exemplary instructional, technological, and supervisory leadership, which includes quality instruction through courses, curriculum, and multiple delivery methods
- Assist in developing new programs through research and consultation with industry leaders/lead faculty and prepare required documentation
- Serve as communication liaison between Butler and area industry partners
- Collect necessary data related to student success and satisfaction with courses and programs
- Monitor and collect data related to employer satisfaction with training programs and graduates’ performance
- Oversee coordination and development of marketing efforts
- Collect and maintain all data as required by the DOL grant
- Coordinate appropriate support services for students
- Coordinate advisory council, faculty and team meetings to accomplish planning and goal attainment
- Provide operational and technical assistance as needed related to grant compliance, contract, and goals
- Communicate project goals, objectives, and progress to all college constituents
- Assure that the program operates in total compliance during the funding period
- Oversee preparation of fiscal and technical reports for the institution and the U.S. Department of Education
- Authorize all expenditures and maintain control over the budget
- Coordinate and assist in the inventory, installation and distribution of equipment.
- Work with college staff and departments to institutionalize improvements
- Provide internal and external training and information related to the grant
- Lead ongoing formative and annual summative project evaluation
- Collaborate with other TAACCCT grant recipients
- Attend meetings and events as required by college administration and DOL
- Complete other tasks as assigned

- Liaison with Dean, Administrative Council, Academic Division Deans and Associate Deans, and the school district administrative teams
- Consult with business and industry leaders, advisory groups, government agencies, and students, etc. to meet the needs of students, legislative requirements, and employers in the development and revision of curriculum and programs
- Consult with other colleges, universities and school districts for transfer of curriculum and marketing of programs and degrees
- Consult with the Director of Marketing Communications, Workforce Development personnel, to develop workable marketing plans
- Assist the Dean in consulting with the Chief Information Officer and Information Services personnel to facilitate the planning of computer resources and support systems
- Consult with Student Services personnel, e.g. appropriate student life and enrollment management personnel, in providing exemplary services to students and adjudicating student issues as appropriate
- Consult with the offices of Finance, Facilities, Research and Institutional Effectiveness, and Assessment regarding the ongoing operations
- Consult with the Faculty Development Director and Human Resources regarding professional development opportunities for faculty and staff
- Counsel and intervene in student and faculty issues as appropriate
- Consult with the IT Institute Instructional Technology Specialist, project teams, and faculty leads
- Consult with Butler employees, vendors, and community members as needed to support the IT Institute

#### *Butler Community College (2013)*

##### Instructional Technologist

- Work with admissions and financial aid staff to advise new students (e.g., evaluates transcripts; develop plans of study, etc.).
- Provide academic advising to students, individually or in groups, about college policies, programs of study and program options.
- Advise and assist students with internship placement.
- Provide students with information about alternatives and possible consequences of academic decisions.
- Establish and maintain relationships with corporate entities to understand, clarify and communicate expectations, curriculum and goals of the TAACCCT Grant.
- Maintain knowledge of grant effected programs
- Work closely with grant staff to connect students to academic services and career opportunities.
- Complete other advising duties as requested such as: track retention and conduct degree audits. Keep advising statistics, work schedule and other reporting documents up-to-date.
- Contacts and meets high school counselors and corporate partners to explain benefits of the program.
- Travel to recruiting events and flexible work hours.
- Conduct public speaking engagements and other special events to explain program to potential students.
- Provides information regarding admissions requirements and program benefits to prospective students and corporate partners by phone, mail and personal visits.
- Assists new students with the enrollment process and career options.
- Produces follow-up reports regarding activities and future plans.
- Assists new students with the enrollment process including advising, placement testing administration, and registration of first-time students.
- Develop and maintain relationships with area schools and corporate partners.
- Develop a recruitment plan
- May facilitate planning, organization, and implementation of special events, college communication, and serve as marketing liaison for Outreach & Recruitment.

- *This was a short-term position due to the promotion to Director*

#### *Neosho County Community College (2012-2013)*

##### Instructional Technologist

- Provide faculty and staff training on various technologies for classroom and office use.
- Formatted the self-study for the HLC and participated in grant writing and development for several grants, including the TAACCCT and TUES.
- Trained online faculty in the LMS, Jenzabar.
- Social Media Manager for the YouTube channel.
- Developed Foundation videos and ABE videos for promotional use.
- Created and Developed the Online Learning Training course for all faculty to complete prior to instructing courses online.

#### *Allen County Community College (2000-2012)*

##### Computer Science Instructor (Tenured)

- Created 20 new courses and a new Kansas Board of Regents approved program called Production Media.
- Developed articulation agreements between six, four-year universities and three high schools.
- Instruct a course load of 21 credit hours per semester.
- Active with Carl Perkins reporting and development of training and development for faculty and staff.
- Instruct 9 credit hours online per semester through Blackboard online learning management system.
- Developed the Allen Community College website <http://www.allencc.edu> and maintained the site as well on an as needed basis.
- Formed partnerships and job shadowing experiences for students and graduates.
- Led the Phi Theta Kappa organization to five-star status for eight years.
- Organized and planned community in food bank drives, Easter egg hunts and Christmas Give Back.
- Led scholarly discussion with the Atomic Veterans of Kansas and successfully petitioned national recognition for the Atomic Veterans of Kansas, dedication Highway 54/400 to the Atomic Vets.

#### *Neosho County Community College (2000-2012)*

##### Adjunct Computer Science Instructor

- Instruct 6-9 credit hours per semester online and/or face-to-face in Computer Science.
- Complete assessment report for year-end and make recommendations for curriculum.
- Developed CSIS100 course for all adjunct instructors and full-time professor.

## **TEACHING EXPERIENCE**

#### Instructor, Neosho County Community College

Instruct courses in computer science including: Web Design, Microsoft Office and Introduction to Computers. These are courses that I have designed, developed and implemented for use for all adjunct and full-time instructors. These courses were developed both face-to-face and online.

#### Instructor, Allen Community College

Instructed courses in the following: Web Design, C++, C#, HTML/CSS, Visual Basic, Graphic Design, Adobe Flash, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Adobe Professional, Introduction to Computers and Computer Ethics. These courses were all new courses that I developed both face-to-face and online.

(TENURED)

Lecturer, Emporia State University

Instruct courses in Instructional Design and Technology to graduate students, normally 3-6 credit hours per semester. Instruct students on how to implement instructional design models to curriculum and training while understanding returns on investment and resource sharing. Created two new courses to the required curriculum, IT700: Foundations of Instructional Design and Technology and IT743: Active Learning through Makerspaces. (TENURED)

Associate Professor, Baker University

Designed and developed two courses in the graduate programs, one for a doctoral program in Instructional Design and the other for a Master of Science program in Instructional Design Leadership initiatives with capstone project.

## TEACHING INTERESTS

Leadership, Transformative Change, Adobe Creative Suite, Instructional Design and Technology, Curriculum Development, Makerspaces, Game Programming, Building and Design Apps for the classroom, Ebooks, Web Design, Multimedia and Leadership. Also highly interested in leadership courses and stackable/latticed credentials through microcredential programs such as Credly.

## PUBLICATIONS/ARTICLES

Catterson, A. C., Gibson, R. (2020) Connecting the Dots: Improving Student Outcomes and Experiences with Exceptional Instructional Design. Retrieved 08 04 20, from:  
<https://instructionaldesign2improvelearning.pressbooks.com/chapter/learning-design-strategies-that-promote-student-inclusivity-and-accessibility/> Chapter 7: Learning Design Strategies that promote Student Inclusivity and Accessibility.

Catterson, A.C., Gibson, R. (2018) Students as VR Creators. Retrieved 10 06 18, from Educause:  
<https://er.educause.edu/blogs/2018/8/students-as-vr-ar-creators>

Behlmann, E. (2015, 02 09) *Butler's IT Institute Designed to Take students from zero to STEM job*. Retrieved 05 05, 2015, from Wichita Business Journal:  
<http://www.bizjournals.com/wichita/blog/techflash/2015/02/butler-s-it-institute-designed- to-take-students.html>

Catterson, A. C. (2012). The Impact of virtual reality programs in career and technical education. (Doctoral dissertation, Capella University 2012)

Catterson, A. (2004). Understanding the Implications of E-learning in Higher Education Using Moodle. Paper presented to the Department of Instructional Design and Technology. Emporia State University.

Johnson, J. (2007, 08). *ACCC Graphics Class a Draw*. Retrieved 05 05, 2015, from Iola Register.

Johnson, J. (2009, January 10). *Pride fills her heart*. Retrieved May 5, 2015, from Iola Register. Johnson, J.

(2010, March). *Hold That Pose*. Retrieved May 5, 2015, from Iola Register.

Kazmierczak, A. (2011, 01 08). *New lens on life*. Retrieved 05 05, 2015, from Iola Register.

## **PRESENTATIONS**

Kansas Bureau of Investigation, Leading Virtual Teams, January 2021 – one day workshop.

Over 300 presentations on accessibility, course design, educational technologies, and Canvas presented for Heartland Community College. Nearly 100 workshop opportunities presented for Heartland employees from March 2020 – July 2021.

Keynote presenter for Kankakee Community College In-service, August 2019

Panelist presenter for University of Illinois-Springfield, August 2019 and again in June 2020, July 2020 (Melissa Andres w/ CAPE).

Over 100 presentations on accessibility, course design, educational technologies, virtual reality and assessment at Emporia State University 2014-2018.

Rockhurst University; guest presenter for a 2-week training bootcamp for faculty to prepare them to teach online. April through May 2018.

Over 16 in-service trainings for K-12 educators in the state of Kansas; topics included active learning and constructionism learning theories.

Over 50 presentations for Emporia State University on Quality Matters, Instructional Design Practices, Kellers ARC Model and many more topics.

Keynote presenter for Accessibility Section 508 Refresh, State House, Topeka, KS 2018

Keynote presenter AHEAD; 2015

Presenter at Neosho County Community College (Chanute, KS, January 28 & 30, 2014). “InsideNC Collaborative Tools

Presenter at Neosho County Community College (Chanute, KS, February 11 & 13, 2014). “iPad Syncing and More”

Presenter at Neosho County Community College (Chanute, KS, April 22 & 24, 2015). “Videos, Films on Demand and More”

Presenter at Neosho County Community College (Chanute, KS, May 6 & 8, 2015). “InsideNC Learning Management System”

Presenter at Neosho County Community College (Chanute, KS, January 28 & 30, 2014). “Word Forms”

Presenter at Neosho County Community College (Chanute, KS, February 11 & 13, 2014). “Acrobat Professional & Reader”

Presenter at Neosho County Community College (Chanute, KS, April 22 & 24, 2014). “Excel Charting”

Presenter at Neosho County Community College (Chanute, KS, May 6 & 8, 2014). “Outlook”

Presenter at Neosho County Community College (Chanute, KS, September 5 & 10, 2013). “Outlook 101”

Presenter at Neosho County Community College (Chanute, KS, September 24 & 26, 2013). “iPad Apps/Email/Scheduling”



Presenter at Neosho County Community College (Chanute, KS, October 3 & 8, 2013). “Word Mail Merge”

Presenter at Neosho County Community College (Chanute, KS, November 7 & 12, 2013). “Excel Q & A”

Presenter at Neosho County Community College (Chanute, KS, November 19, 2013). “InsideNC Training”

Presenter at Neosho County Community College (Chanute, KS, December 5 & 10, 2013). “PowerPoint”

Presenter at Neosho County Community College (Chanute, KS, September, 3 & 5, 2013). “Smartboard 101”

Presenter at Neosho County Community College (Chanute, KS, September 17 & 19, 2013). InsideNC Training”

Presenter at Neosho County Community College (Chanute, KS, October 1 & 3, 2013). “iPad Applications & More”

Presenter at Neosho County Community College (Chanute, KS, November 5 & 7, 2013). “Web 2.0 Tools”

Presenter at Neosho County Community College (Chanute, KS, November 19 & 21, 2013). “InsideNC Training”

Presenter at Neosho County Community College (Chanute, KS, December 3 & 5). “Learning from Student Assessments”

Presenter at iTrac (Wichita Area Technical College, Wichita, KS, 2013). “Web 2.0 Tools for the Classroom”

Keynote Presenter for Association of Kansas Community College Occupational Professionals (AKCCOP, 2014).  
“Work Smarter Not Harder”

Presenter at League of Innovation 2008.  
“Classroom Engagement Through Active Learning and Storyboarding”

\*This is not a complete list of presentations and outreach that I have conducted. There have been over a thousand professional development opportunities that I have led that were grant funded, contracted or performed at various conferences including: Educause, InstructureCon, ACET, OLC and other instructional design workshops.

## **SERVICE**

- ILCCO Chair 2022-2023
- ILCCO Vice Chair 2021-2022
- Illinois Accessibility Chair for Illinois Community Colleges Online 2021-present
- Advisor, Phi Theta Kappa. Allen Community College, 2000-2012.
- Member, Iola Rotary Club International, 2000-2012.
- Member, Instructional Design and Technology 2000-present.
- Board Member, SIDLIT-Colleague 2 Colleague

- Chair, Hiring Committee Administrative Assistant 2015.
- Chair, Hiring Committee Instructional Technologist, 2015.
- Member, Marketing Committee 2013-2014.
- Member, Online Learning Committee 2000-2012.
- Chairperson, IT Institute Advisory Board, 2014-present.
- Chair, Website Committee, 2000-2012.
- Member, AECT
- QM Advisor 2014-2105
- Member, League for Innovation
- Vice Chair, Colleague 2 Colleague, SIDLIT, 2015-2016
- Chair, Colleague 2 Colleague, SIDLIT, 2016-2017
- Colleague 2 Colleague Website Committee Chair 2018
- Lyon County 4H Club Leader (Kansas)
- Logan County 4H Club Leader (Illinois)
- Quality Matters Rubric Committee, 2023

## **HONORS**

- 50 Under 50 – State of Illinois 2020
- Recipient, High Impact Grant Award 2018
- Unclassified Employee of the Year Award, Emporia State University 2017
- Assessment Champion Award, Emporia State University 2017
- Recipient, Traveling Panther Award, 2013.
- Recipient, Boy Scout Volunteer Award, 2008.
- Recipient, Outstanding Employee Award, 2013.
- Recipient, 4H Volunteer Award, 2006.
- Recipient, Kansas Advisor Award, Phi Theta Kappa, 2004, 2005, 2009.
- Marple Scholarship Endowment Scholarship

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #23-d:**

**Consent Docket.**

**SUBJECT:**

Resolutions. 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.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #24-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 Program New Requests tracks the status of all program requests received since July 1, 2025, 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 (2025-2026) and can be found online at [Status Report of New Program Requests](#).

After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative. The attached table lists the number of degree programs and certificates as of the June 26, 2025, State Regents' meeting, as well as the number of degree programs added or deleted by institutions since July 1, 2022. A current list of programs deleted since July 1, 2025, can be found online at [Status Report on Deleted Programs](#).

Attachment

## ATTACHMENT

<b>Institution</b>	<b>Number Deleted Since July 1, 2022</b>	<b>Number Added Since July 1, 2022</b>	<b>Total Number of Programs as of June 26, 2025</b>
University of Oklahoma	18	64	383
University of Oklahoma Health Science Center	1	5	66
University of Oklahoma-Law	0	1	18
Oklahoma State University	5	98	411
Oklahoma State University- Oklahoma City	12	15	57
Oklahoma State University Institute of Technology	0	22	59
Oklahoma State University- Vet Med	0	0	1
Oklahoma State University- Center for Health Sciences	0	4	13
Cameron University	1	5	55
East Central University	12	6	57
Langston University	0	5	41
Northeastern State University	4	45	158
Northwestern Oklahoma State University	0	9	61
Oklahoma Panhandle State University	0	2	33
Rogers State University	1	5	36
Southeastern Oklahoma State University	2	25	73
Southwestern State University	3	19	87
University of Central Oklahoma	2	21	152
University of Science and Arts of Oklahoma	0	2	26
Carl Albert State College	5	2	28
Connors State College	1	23	47
Eastern Oklahoma State College	0	8	39
Murray State College	0	10	48
Northeastern Oklahoma A&M College	12	0	35
Northern Oklahoma College	0	1	31
Oklahoma City Community College	4	8	67
Redlands Community College	4	5	31
Rose State College	11	6	71
Seminole State College	4	0	21
Tulsa Community College	14	6	88
Western Oklahoma State College	5	4	25
<b>System Totals</b>	<b>123</b>	<b>426</b>	<b>2,318</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #24-b:**

**Reports.**

**SUBJECT:**

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

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 92<sup>nd</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Three exceptions to OSRHE academic policies were granted by the Chancellor since the February 6, 2025, report.

**ANALYSIS:**

**Redlands Community College (RCC)**

An exception was granted to OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to permit RCC to allow a high school sophomore to participate in concurrent enrollment. This exception was approved based on the student's high school performance, Pre-ACT exam scores, and recommendations from the high school counselor and RCC's president.

**Northeastern Oklahoma A&M College (NEOAMC)**

Two policy exceptions were granted to OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to permit NEOAMC to allow a high school sophomore to participate in concurrent enrollment. This exception was approved based on the student's high school performance, Pre-ACT exam scores, and recommendations from the high school counselor and NEOAMC's Chief Academic Officer.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #24-c (1):**

**Reports.**

**SUBJECT:**

Annual Reports. Possible action to acknowledge receipt of the Annual Status Report on Program Requests.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Annual Report on Program Requests and Notifications.**

**BACKGROUND:**

Oklahoma State System institutions submitted 874 program requests and notifications from July 1, 2024, to June 30, 2025. Twenty-six requests or notifications were carried over from 2023-2024. The following schedules summarize requests and notifications and State Regents' actions in 2024-2025. The detailed report is available as a supplement.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Annual Report on Program Requests and Notifications contains the 2024-2025 Degree Program Inventory and the following schedules:

1. Letter of Intent Submissions
2. New Program Requests Under Review
3. Approved New Program Requests
4. Denied New Program Requests
5. Program Deletion Requests Under Review
6. Approved Program Deletion Requests
7. Approved New Certificate Requests
8. Processed Program Modification Notifications
  - a. Program Suspensions
  - b. Electronic Delivery of Existing Programs
  - c. CIP Code Changes
  - d. Location Changes/Additions
  - e. Option Additions
  - f. Option Deletions

- g. Program Name Changes
- h. Option Name Changes
- i. Degree Designation Changes
- j. Program Requirement Changes
- k. Program Reinstatements

9. Net Program Inventory Table

**2024-2025 Submissions and Actions.** In the 2024-2025 academic year, institutions submitted the following requests, and the State Regents took the following actions:

<b>Requested Item Category</b>	<b>2023-2024 Carry-over</b>	<b>2024-2025 Submissions</b>	<b>2024-2025 Actions</b>	<b>Percentage of Requests Approved</b>
New Programs	16	40	41	73%
Program Deletions	2	37	30	77%
<b>Total</b>	<b>18</b>	<b>77</b>	<b>71</b>	<b>75%</b>

In the 2024-2025 academic year, institutions notified OSRHE staff of the following actions, and the State Regents Staff took the following actions:

<b>Requested Item Category</b>	<b>2023-2024 Carry-over</b>	<b>2024-2025 Submissions</b>	<b>2024-2025 Actions</b>	<b>Percentage of Requests Processed</b>
New Certificates	0	112	112	100%
<b>Processed Program Modifications</b>				
Program Suspensions	0	9	9	100%
Electronic Delivery	0	26	26	100%
CIP Code Changes	0	27	27	100%
Location Changes/Additions	0	4	4	100%
Option Additions	0	27	27	100%
Option Deletions	2	25	27	100%
Program Name Changes	0	19	19	100%
Option Name Changes	0	13	13	100%
Degree Designation Changes	0	6	6	100%
Program Requirement Changes	6	527	533	100%
Program Reinstatements	0	2	2	100%
<b>Total</b>	<b>8</b>	<b>797</b>	<b>805</b>	<b>100%</b>

Supplement available upon request.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #24-c (2):**

**Reports.**

**SUBJECT:**

Annual Reports. Possible action to acknowledge receipt of the FY26 Tuition and Fee Rates Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the FY26 Tuition and Fee Rates Report.**

**BACKGROUND:**

The State Regents approved tuition and mandatory fee rates for the 2025-2026 academic year at their meeting on June 26, 2025. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

**POLICY ISSUES:**

This report is consistent with State Regents' policy.

**ANALYSIS:**

This report lists the actual rates approved for each institution and reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of \$339.35 at the University of Oklahoma to a low of \$146.00 at Carl Albert State College.
- The average resident tuition and mandatory fee rate is \$222.05 per credit hour, or approximately \$6,661.50 for a full-time student enrolled in 30 credit hours.
- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of \$366.20 at the University of Oklahoma to a low of \$261.88 at Langston University.
- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #24-c (3):**

**Reports.**

**SUBJECT:**

Annual Reports. Possible action to acknowledge receipt of the FY26 Student Costs in the Oklahoma State System of Higher Education Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the FY26 Student Costs in the Oklahoma State System of Higher Education Report.**

**BACKGROUND:**

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2025 and spring 2026 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average and estimated student costs for resident and nonresident students by tier.

**POLICY ISSUES:**

This report is consistent with the State Regents' policy.

**ANALYSIS:**

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is \$15,546, an increase of \$418 or 2.8 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$9,843, an increase of \$110 or 1.1 percent more than the previous year.

- The average cost for a commuter student at the community colleges is \$6,510, a decrease of \$91 or 1.4 percent less than the previous year.
- The average cost for a commuter student at the technical colleges is \$7,335, a decrease of \$165 or 2.2 percent less than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is \$27,293, an increase of \$894 or 3.4 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$17,557, an increase of \$332 or 1.9 percent more than the previous year.
- The average cost for a student living on campus at a community college is \$11,285, a decrease of \$516 or 4.6 percent less than the previous year.
- The average cost for a student living on campus at the technical colleges is \$14,631, an increase of \$495 or 3.5 percent more than the previous year.

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$15,786 a decrease of \$2,141 or 11.9 percent less than the previous year.
- The average cost for a commuter student at the regional universities is \$9,651, an increase of \$473 or 5.2 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$11,956, a decrease of \$672 or 5.3 less than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$9,038, a decrease of \$598 or 6.6 percent less than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$10,634, an increase of \$227 or 2.2 percent more than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is \$27,532, a decrease of \$1,665 or 5.7 percent less than the previous year.
- The average cost for a student living on campus at the regional universities is \$16,979, an increase of \$583 or 3.6 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$25,923, an increase of \$1,100 or 4.4 percent from the previous year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$12,487 for the Master of Public Health - Professional to \$51,476 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$26,100.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$31,232 an increase of \$408 or 1.3 percent more than the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is \$27,544, an increase of \$677 or 2.5 percent over the previous year.
- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is \$11,480, an increase of \$480 or 4.4 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is \$24,958, an increase of \$85 or 0.3 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Master of Science in Nursing is \$10,551, an increase of \$482 or 4.8 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is \$14,976, an increase of \$512 or 3.5 percent.
- New professional programs include the Doctor of Rural Education at East Central University as well as the Doctor of Forensic Science at the University of Central Oklahoma
- Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

<i><b>FY2025-2026 Average Cost of Attendance</b></i>				
<i><b>Full-Time Undergraduate Resident and Nonresident Students</b></i>				
<b>Resident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$5,393	\$6,063	\$3,603	\$4,236
Mandatory Fees	\$4,319	\$1,709	\$1,290	\$1,051
Average Academic Service Fees	4,735	952	423	728
Books & Supplies	1,100	1,119	1,194	1,320
<b>Average Costs for Commuter</b>	<b>\$15,546</b>	<b>\$9,843</b>	<b>\$6,510</b>	<b>\$7,335</b>
Room & Board	11,747	7,714	4,775	7,296
<b>Average for on Campus Student</b>	<b>\$27,293</b>	<b>\$17,557</b>	<b>\$11,285</b>	<b>\$14,631</b>
<b>Nonresident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$22,214	\$13,299	\$8,902	\$10,657
Mandatory Fees	\$4,319	\$1,709	\$1,290	\$1,051
Average Academic Service Fees	4,735	952	423	728
Books & Supplies	1,100	1,119	1,194	1,320
<b>Average Costs for Commuter</b>	<b>\$32,367</b>	<b>\$17,079</b>	<b>\$11,808</b>	<b>\$13,755</b>
Room & Board	11,747	7,714	4,775	7,296
<b>Average for on Campus Student</b>	<b>\$44,113</b>	<b>\$24,793</b>	<b>\$16,583</b>	<b>\$21,051</b>



*FY2025-2026 Average Cost of Attendance*  
*Full-Time Graduate Resident and Nonresident Students*

<b>Resident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>OSU - Tulsa</b>	<b>OSU - Center for Health Sciences</b>	<b>OU Health Science Center</b>
Tuition	\$7,531	\$6,322	\$5,611	\$5,611	\$5,594
Mandatory Fees	1,620	1,360	3,061	920	2,033
Average Academic Service Fees	5,790	972	1,994	257	1,029
Books & Supplies	845	997	1,290	2,250	1,979
<b>Average Costs for Commuter</b>	<b>\$15,786</b>	<b>\$9,651</b>	<b>\$11,956</b>	<b>\$9,038</b>	<b>\$10,634</b>
Room & Board	11,747	8,023	0	0	0
<b>Average for on Campus Student</b>	<b>\$27,532</b>	<b>\$17,674</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Nonresident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>OSU - Tulsa</b>	<b>OSU - Center for Health Sciences</b>	<b>OU Health Science Center</b>
Tuition	\$23,910	\$13,651	\$21,114	\$21,114	\$21,613
Mandatory Fees	1,620	1,360	3,061	920	2,033
Average Academic Service Fees	5,790	972	1,994	257	1,029
Books & Supplies	845	997	1,290	2,250	1,979
<b>Average Costs for Commuter</b>	<b>\$32,165</b>	<b>\$16,979</b>	<b>\$27,459</b>	<b>\$24,541</b>	<b>\$26,653</b>
Room & Board	11,747	8,023	0	0	0
<b>Average for on Campus Student</b>	<b>\$43,911</b>	<b>\$25,003</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

*Average Cost of Attendance for Full-Time Professional  
Resident and Nonresident Students - FY2026*

<b>Professional Programs - Residents</b>	<b>Resident Tuition</b>	<b>Mandatory Fees</b>	<b>Academic Services Fees</b>	<b>Books &amp; Supplies</b>	<b>Total</b>
<b>University of Oklahoma</b>					
Juris Doctor of Law	18,380	\$4,699	\$1,260	\$1,584	\$25,923
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	29,770	3,368	995	6,645	40,778
Doctor of Dental Science	33,860	3,033	11,027	3,557	51,476
Physician's Associate	15,690	3,033	1,723	3,427	23,872
Doctor of Pharmacy	17,560	2,783	3,723	3,553	27,619
Exec Master Health Administration	9,671	679	-	2,655	13,005
Doctor of Physical Therapy	12,628	31,150	1,570	1,213	46,561
Doctor of Audiology	10,736	2,033	1,913	1,802	16,483
Public Health Professional	7,558	1,658	617	2,655	12,487
Doctor of Nursing Practice	11,275	1,658	918	3,528	17,379
Master of Science in Nursing	6,546	1,658	3,557	3,528	15,288
Master of Science in Nursing A/M Online	10,207	679	637	3,528	15,050
Doctor of Occupational Therapy	12,506	2,658	1,774	4,604	21,541
Master of Public Health - Online	9,671	679	-	2,655	13,005
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	20,430	3,249	531	1,890	26,100
Doctor of Osteopathic Medicine	25,797	2,582	703	2,150	31,232
Masters in Physician Assistant Studies	13,500	2,744	589	2,770	19,603
<b>Northeastern State University</b>					
Doctor of Optometry	22,125	917	533	3,969	27,544
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	10,080	-	-	1,400	11,480
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	23,223	934	1	800	24,958
Master of Science in Nursing	9,249	701	1	600	10,551
<b>Langston University</b>					
Doctor of Physical Therapy	11,418	3,132	16	410	14,976
<b>East Central University</b>					
Doctor of Rural Education	7,440	1,467	711	500	10,118
<b>University of Central Oklahoma</b>					
Doctor of Forensic Science	6,123	743	2,165	-	9,030

<b>Professional Programs - Nonresidents</b>	<b>Nonresident Tuition</b>	<b>Mandatory Fees</b>	<b>Academic Services Fees</b>	<b>Books &amp; Supplies</b>	<b>Total</b>
<b>University of Oklahoma</b>					
Juris Doctor of Law	\$33,357	\$4,699	\$1,260	\$1,584	\$40,900
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	65,066	3,368	995	6,645	76,074
Doctor of Dental Science	76,528	3,033	11,027	3,557	94,144
Physician's Associate	34,630	3,033	1,723	3,427	42,812
Doctor of Pharmacy	38,558	2,783	3,723	3,553	48,617
Exec Master Health Admin-Pending	9,671	679	-	2,655	13,005
Doctor of Physical Therapy	31,150	31,150	1,570	1,213	65,083
Doctor of Audiology	27,236	2,033	1,913	1,802	32,983
Public Health Professional	20,435	1,658	617	2,655	25,364
Doctor of Nursing Practice	26,495	1,658	918	3,528	32,599
Master of Science in Nursing	20,572	1,658	3,557	3,528	29,314
Doctor of Occupational Therapy	30,848	2,658	1,774	4,604	39,883
Master of Public Health - Online	9,671	679	-	2,655	13,005
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	46,795	3,249	531	1,890	52,465
Doctor of Osteopathic Medicine	53,299	2,582	703	2,150	58,734
Masters of Physicians Asst. Studies	29,500	2,744	589	2,770	35,603
<b>Northeastern State University</b>					
Doctor of Optometry	42,475	917	533	3,969	47,894
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	16,176	-	-	1,400	17,576
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	23,255	934	1	800	24,990
Master of Science in Nursing	9,237	701	1	600	10,539
<b>Langston University</b>					
Doctor of Physical Therapy	28,205	3,132	16	410	31,763
<b>East Central University</b>					
Doctor of Rural Education	15,840	1,467	711	500	18,518
<b>University of Central Oklahoma</b>					
Doctor of Forensic Science	13,629	743	2,165	-	16,536



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**AGENDA ITEM #24-c (4):**

**Reports.**

**SUBJECT:**

Annual Reports. Possible action to acknowledge receipt of the FY26 Report on Institutional Cash Flow Reserves.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the FY26 Report on Institutional Cash Flow Reserves.**

**BACKGROUND:**

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

**POLICY ISSUES:**

This report is consistent with State Regents' policy.

**ANALYSIS:**

In FY2026, on a system-wide average 71.1 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12<sup>th</sup>) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30<sup>th</sup>. Each institution may have additional reasons for maintaining a reserve balance that include Higher Learning Commission and governing board policy requirements.

The system-wide projected reserve for July 1, 2025, was 16.8 percent and the projected system-wide reserve at June 30, 2026, is budgeted for 15.4 percent. The projected ending reserve is slightly more than was budgeted for the previous fiscal year as institutions remain focused on cost efficiency and cost containment while providing a quality educational experience for students.

Supplement.



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**AGENDA ITEM #24-c (5):**

**Reports.**

**SUBJECT:**

Annual Reports. Possible action to acknowledge receipt of the 2024-25 Salaries in the Oklahoma State System of Higher Education – Faculty and Select Administrative Positions Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2024-25 Salaries in the Oklahoma State System of Higher Education – Faculty and Select Administrative Positions Report.**

**BACKGROUND:**

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is \$84,458 for the year 2024-2025. This is an increase of \$1,332 or 1.6 percent above 2023-2024. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2024-2025 is 4,936 an increase of 5 from 2023-2024.

The 2024-2025 salaries range from a low of \$13,000 to a high of \$343,920 on a 9-10 month basis and from \$40,000 to \$650,000 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits decreased by -0.5 percent for 9-10 month faculty and decreased by -2.8 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is \$27,658 and \$36,717 for 11-12 month faculty. These costs include costs required by law, such as social security and unemployment taxes. It is best viewed as an approximate "cost" figure for the institution, rather than an amount received by the faculty member. Historically, increases are largely influenced by increases in health care costs.

Oklahoma's average salaries are 75.6 percent of the national average in 2024-2025, compared to 77.9 percent of the national average in 2023-2024.

Salaries by Tier		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	% Inc
Research Universities:	National	95,955	92,222	88,490	101,312	104,560	105,321	107,008	111,502	115,274	119,295	24.3%
	Oklahoma	85,410	85,497	85,823	87,088	90,754	92,000	92,600	97,998	100,771	102,433	19.9%
	OK % of Nat'l	89.0%	92.7%	97.0%	89.6%	86.8%	87.4%	86.5%	87.9%	87.4%	85.9%	
Four-Year Universities:	National	74,561	74,123	74,313	73,826	77,555	78,126	79,346	82,030	85,992	89,321	19.8%
	Oklahoma	59,225	59,581	59,772	60,907	63,189	63,537	64,507	64,087	70,568	71,112	20.1%
	OK % of Nat'l	79.4%	80.4%	80.4%	79.6%	81.5%	81.3%	81.3%	78.1%	82.1%	79.6%	
Two Year Colleges:	National*	66,216	67,417	66,627	72,824	73,578	74,784	74,841	79,858	79,725	85,682	29.4%
	Oklahoma	49,285	48,988	49,620	50,351	53,712	53,606	53,944	55,487	63,515	63,877	29.6%
	OK % of Nat'l	74.4%	72.7%	74.5%	73.8%	73.0%	71.7%	72.1%	69.5%	79.7%	74.6%	
All Institutions:	National	78,762	79,134	77,190	93,366	96,063	97,141	98,745	103,190	106,726	111,758	41.9%
	Oklahoma	67,819	68,464	68,948	69,738	73,263	74,251	75,082	78,246	83,127	84,458	24.5%
	OK % of Nat'l	86.1%	86.5%	89.3%	78.5%	76.3%	76.4%	76.0%	75.8%	77.9%	75.6%	
SOURCES Average Faculty Salaries, American Association of University Professors, Faculty Compensation Survey 2024-25; Faculty Salaries in the Oklahoma State System of Higher Education, 15-25												
* Due to wide variability in faculty rank practices in the Two Year College Tier, this report uses the ALL RANK data from the American Association of University Professors, Faculty Compensation Survey.												



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 4, 2025

**AGENDA ITEM #24-c (6):**

**Reports.**

**SUBJECT:**

Annual Reports. Possible action to acknowledge receipt of the 2023-24 Concurrent Enrollment Annual Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2023-24 Concurrent Enrollment Annual Report.**

**BACKGROUND:**

In 2018, the Oklahoma State Legislature adopted revisions through Senate Bill 1196 that amended 70 O.S. 628.13 to include definitions for concurrently enrolled high school students and tuition waivers, subject to the availability of funds, for those eligible students. Further the legislation provided for an annual reporting component on certain aspects of the concurrently enrolled high school students. This report is the compilation of data from both the Oklahoma State Regents' data system and certain components provided by the State Department of Education to meet the reporting requirement.

**POLICY ISSUES:**

This report is consistent with State Regents' policy.

**ANALYSIS:**

The concurrent enrollment program was developed to help qualified high school students earn college credit while still in high school. The program requires the waiver of tuition for high school seniors up to 18 credit-hours and, subject to availability of funding, tuition waivers for nine credit- hours for high school juniors.

For the Academic Year 2023 –2024 the report provides the following key performance indicators:

- 18,851 students were enrolled with concurrent status. This represented an increase of 1,859 students, or 10.9% over the 2022-23 academic year.
- Tuition waiver reimbursements totaled \$21,939,592.
- 27,149 associate's or bachelor's degrees were conferred to students that had previously been concurrently enrolled.
- Graduate rates for each tier – research, regional, and two-year – for students that have participated in concurrent enrollment outpace those students that had not participated in concurrent enrollment.

Supplement.



Meeting of the  
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September 4, 2025

**AGENDA ITEM #26:**

**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; (b) EEOC Charge #564-2024-02714; and (c) U.S. v. Oklahoma, Case No. 6:25-CV-265-RAW-DES in the United States District Court for the Eastern District of Oklahoma, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest; 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.

