OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

February 5, 2026

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the February 5, 2026 meeting agenda. For additional information, please call 405-225-9122 or to get this document electronically go to https://okhighered.org/state-system/state-regents-meetings/.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on February 5, 2026.

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

AGENDA

Thursday, February 5, 2026 at 9:00 a.m.
Oklahoma State Regents for Higher Education – Regents Conference Room
655 Research Parkway, Suite 200
Oklahoma City, OK 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.)

6. **Governor.** Update on Governor Stitt's 2026 higher education and workforce priorities. Page 1.

7. **Mercer Report.** Update on the status of higher education investments. Page 3.

STATE SYSTEM INSTITUTIONS

8. **State System Institutional Update.** Update on institutional activities at Cameron University. Page 5.

ACADEMIC

9. **New Programs.**

   a. University of Oklahoma Health Campus. Possible action on the request to offer the Doctor of Philosophy in Cancer Biology. Page 7.

   b. Tulsa Community College.

      (1) Possible action on request to offer the Associate in Science in Data Analytics. Page 11.

      (2) Possible action on request to offer the Associate in Applied Science in Music Production. Page 15.

10. **Program Deletions.** Possible action on institutional requests for program deletions. Page 19.

11. **Academic Policy.**

   a.   Posting of proposed revisions State Regents' policy 3.8 – *Changes in Academic Structure and Nomenclature*. Page 23.

   b.   Posting of proposed revisions State Regents' policy 3.11 – *Undergraduate Transfer and Articulation*. Page 25.

   c.   Posting of proposed revisions State Regents' policy 3.17 – D*istance Education and Traditional Off-Campus Courses and Programs*. Page 31.

   d.   Posting of proposed revisions State Regents' policy 3.19 – *Academic Calendar*. Page 41.

12. **State Authorization.** Possible action on requests for initial authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 45.

FISCAL

13. **Budget Report and Revenue Update.** Report on State budget and revenue. Page 51.

14. **E&G Allocation.** Possible action to allocate revenue derived from the sale of cigarettes and tobacco products to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Campus. Page 53.

15. **Grants.** Possible action to allocate funds for the Oklahoma IDeA Network of Biomedical Research Excellence (OK-INBRE) grant award from the National Institutes of Health. Page 55.

16. **Contracts and Purchases.** Possible action on purchases over $100,000 for FY26. Page 59.

17. **Investments.** Possible action on new Investment Managers. Page 61.

EXECUTIVE

18. **Legislative Update.** Update on legislative activity. Page 63.

19. **Administrative Operations Policy.** Possible action on proposed revisions to State Regents' policy 2.28 – *Free Speech Committee*. Page 65.

20. **Administrative Rules.**

   a.   Oklahoma Higher Learning Access Program. Possible action on proposed edits to the permanent administrative rules pursuant to 70 O.S. §§ 2603 and 2605. Page 71.

   b.   Oklahoma Tuition Equalization Grant. Possible action on proposed edits to the permanent administrative rules pursuant to 70 O.S. § 2632. Page 83.

   c.   Student Advisory Board. Possible action on revocation of permanent administrative rules pursuant 70 O.S. §§ 3205.5 and 3205.6. Page 87.

21.   **Commendations.** Possible action to recognize staff for service on state and national projects. Page 91.

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CONSENT DOCKET

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22.   **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 93.

    b.   Contracts and Purchases. Possible action to ratify purchases exceeding $25,000 but less than $100,000. Page 95.

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

    d.   Resolution. Possible action on resolution honoring retiring staff member. Page 99.

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REPORTS

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23.   **Reports.**

    a.   Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 101.

    b.   Annual Reports

        (1) Possible action to acknowledge receipt of the 2024-25 Oklahoma's Promise Year-End Report. Page 103. (Supplement)

        (2) Possible action to acknowledge receipt of the 2024-25 Oklahoma Rising Scholars Award Year-End Report. Page 117. (Supplement)

24.   **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.

25.   **Proposed Executive Session.** Page 121.

    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) EEOC Charge #564-2025-03577, 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.

26. **Announcement of Next Regular Meeting.** The next regular meeting is scheduled to be held on Thursday, March 26, 2026 at Tulsa Community College, Northeast Campus – Seminar Center, AB-121, located at 3727 East Apache Street in Tulsa.

27. **Adjourn.**

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

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

AGENDA ITEM #6:

Governor's Update.

SUBJECT:

Update on Governor Stitt's 2026 higher education and workforce priorities.

Oral Presentation.

AGENDA ITEM #7:

    Mercer Report.

SUBJECT:

    Update on the status of higher education investments.

        Oral Presentation.

AGENDA ITEM #8:

State System Institutional Update.

SUBJECT:

Update on institutional activities at Cameron University.

Oral Presentation.

AGENDA ITEM #9-a:

> **New Programs.**

SUBJECT:

> University of Oklahoma Health Campus. Possible action on the request to offer the Doctor of Philosophy in Cancer Biology.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma Health Campus's (OUHC) request to offer the Doctor of Philosophy in Cancer Biology, 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 was 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, OUHC has taken the following program actions in response to APRA:

Total Changes	Change Type
2	Degree and/or certificate programs deleted
5	Degree and/or certificate programs added

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

Total Programs	Program Type
9	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees

7	Baccalaureate Degrees
27	Master's Degrees
16	Doctoral Degrees
6	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

OUHC's faculty developed the proposal, which was reviewed and approved by institutional officials. OUHC's governing board approved delivery of the Doctor of Philosophy in Cancer Biology program at its September 13, 2024, meeting. OUHC 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:

Doctor of Philosophy in Cancer Biology

Program purpose. The proposed Doctor of Philosophy in Cancer Biology will mentor and train students in the field of cancer research.

Program rationale and background. The proposed program aims to train students in research on innovative cancer diagnostic tools, molecular mechanisms, disease etiologies, cancer therapies, and quality-of-life measures. Oncology and Cancer Biology programs focus on the scientific study of carcinogens; the onset of malignancy in cells, tissues, blood, and organs; the genetics of cancer, the anatomy and physiology of cancer cells; and the study of cancer behaviors and treatments. The proposed program will also include instruction in gene expression; oncogenes and tumor suppressor genes; viral genes and cancer proliferation; regulation of signal transduction; cancer proteins; hormonal and growth factors in cancer cells; tumor promotion, progression, and metastasis; carcinogen receptors and metabolism; carcinogen ecology; immunological targeting; and studies of genetic, chemical, radiologic, and whole treatment therapies. The Department of Oncology Science is committed to facilitating interdisciplinary, collaborative, and innovative team science to make the OUHC a world leader in translational cancer research.

Employment opportunities. The proposed Doctor of Philosophy in Cancer Biology program will provide students in the regional area access to vast job markets in biomedical and cancer research in academia, industry, research and development, as well as clinical research associates helping with clinical trials and translational research, scientific writers, and grant program managers. The U.S. Bureau of Labor Statistics (BLS) projects that the employment of medical scientists will grow by 9 percent from 2024 to 2034, which is much faster than the average for all occupations. Approximately 9,600 annual openings are projected for medical scientists over the decade, with many roles created to replace workers who change occupations or retire. The BLS specifically notes that this growth is driven partly by an aging population, which increases the demand for new treatments for diseases like cancer. Oklahoma Workforce data is estimating 40 positions per year to become available within the field. OUHC strongly believes the proposed program will address a growing workforce need.

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 2030 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	3	Fall 2029
Minimum Graduates from the program	2	2029-2030

Duplication and impact on existing programs. There are currently no Doctor of Philosophy in Cancer Biology programs in Oklahoma. A system-wide letter of intent was communicated by email on October 28, 2025. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to the uniqueness and demand in the field, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Program Core	44
Thesis/Dissertation	37
Electives	9
Total	**90**

Faculty and staff. Five new faculty members along with existing faculty members will teach the courses in the proposed program.

Delivery method and support services. The proposed Doctor of Philosophy in Cancer Biology 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 the Department of Oncology Science departmental start-up funds, the Stephenson Cancer Center, the OU College of Medicine, grant funding, and new revenue generated by the program. No additional funding is requested from the State Regents to support the program.

AGENDA ITEM #9-b (1):

> **New Programs.**

SUBJECT:

> Tulsa Community College. Possible action on the request to offer the Associate in Science in Data Analytics.

RECOMMENDATION:

> **It is recommended that the State Regents approve Tulsa Community College's (TCC) request to offer the Associate in Science in Data Analytics, 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 was eliminated.

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

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

Total Changes	Change Type
14	Degree and/or certificate programs deleted
7	Degree and/or certificate programs added

TCC offers 89 degree and/or certificate programs as follows:

Total Programs	Program Type
29	Certificates
32	Associate in Arts or Science Degrees
27	Associate in Applied Science Degrees

1	Baccalaureate Degrees
0	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

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Associate in Science in Data Analytics program at its November 20, 2025, meeting. TCC is currently approved to offer 32 degree and certificate programs through electronic delivery. TCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

<div align="center">Associate in Science in Data Analytics</div>

Program purpose. The proposed Associate in Science in Data Analytics will equip students with the key principles for leveraging data in a variety of contexts, including academic research, business analysis, and formal policy evaluation.

Program rationale and background. The proposed program will develop a student's skillset to formulate good questions, evaluate the value of data sets, understand the messages data can tell, and communicate insights to other people. The Associate in Science in Data Analytics program will prepare students for careers in a variety of different fields, such as data science, data analyst, business intelligence analyst, and public policy analyst. While existing programs within the state offer bachelor's degrees or graduate level certificates in data analytics, there are currently no existing associate degrees or undergraduate certificates in this field in the northeastern Oklahoma region. Adding the proposed program to TCC could strengthen the pipeline of students for 4-year partners. Additionally, TCC is positioned to serve and support first-generation, non-traditional, and low-income students that will find an entry point to the degree that leads to a livable sustaining wage that they would not otherwise be introduced to.

Employment opportunities. Data Scientists are part of Oklahoma's 100 critical occupations for 2022-2032. The proposed program aligns with the foreseen workforce need. A recent employment snapshot provided by the TCC Workforce Development Office showed 740 active job openings in the field of data science for the Tulsa area. The majority (84.7 percent) of individuals working in data analytics attained at least a bachelor's degree, but around 10 percent complete less than a two-year degree. The average salary for a job associated with a general data analytics program is $93,300. Data analysis, even at the junior level, is thus an increasingly in-demand position. TCC is positioned to serve students and the community by providing on-ramps into these careers.

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 2032 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2031
Minimum Graduates from the program	5	2031-2032

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

Institution	Existing Program
Redlands Community College	Associate in Science in Computer Science with option in Data Analytics (031)
Rose State College	Associate in Science in Data Analytics and Computational Science (153)
Oklahoma State University – Oklahoma City	Associate in Applied Science in Applied Data Analytics (127)

A system-wide letter of intent was communicated by email on September 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 Data Analytics program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	37
Major Requirements	23
Total	**60**

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

Delivery method and support services. The proposed Associate in Science in Data Analytics program will be offered via traditional and electronic delivery. TCC 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. TCC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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
February 5, 2026

AGENDA ITEM #9-b (2):

New Programs.

SUBJECT:

Tulsa Community College. Possible action on the request to offer the Associate in Applied Science in Music Production.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's (TCC) request to offer the Associate in Applied Science in Music 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 was eliminated.

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

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

Total Changes	Change Type
14	Degree and/or certificate programs deleted
7	Degree and/or certificate programs added

TCC offers 89 degree and/or certificate programs as follows:

Total Programs	Program Type
29	Certificates
32	Associate in Arts or Science Degrees
27	Associate in Applied Science Degrees

1	Baccalaureate Degrees
0	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

TCC's faculty developed the proposal, which was reviewed and approved by institutional officials. TCC's governing board approved delivery of the Associate in Applied Science in Music Production at its November 20, 2025, meeting. TCC is currently approved to offer 32 degree and certificate programs through electronic delivery. TCC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Music Production

Program purpose. The proposed Associate in Applied Science in Music Production program will equip students with the fundamental knowledge and skills needed to work as audio engineers and music producers.

Program rationale and background. The proposed program will prepare students to work in the fields of music recording, editing, mixing and mastering, live sound for concerts and other public events, and music composition and sound design for visual media. Students will be able to go directly into the field of music production or transfer to a four-year institution to pursue a bachelors in music production. While in the program, students will engage in hands-on tasks from the first day of the program, learning how to capture or generate the best version of any audio source, and to blend it with other sounds in a variety of applications. They will learn the essential science of how sound waves work in nature, and how they can be translated into electrical and digital signals. Additionally, students will learn the foundations of the art of music, both in practice and in theory, to know how sounds can be shaped to communicate emotions beyond what can be said with words. The fundamentals of songwriting, composition, and music production will be covered as well. Students will work in TCC's dedicated recording studio that is equipped with a control room, multiple tracking rooms, a large collection of microphones, and the latest in analog-digital hybrid recording technology. They will also work in the VanTrease Performing Arts Center for Education, learning to solve audio problems in real-time to present a great sounding experience to an audience. Part of the proposed program courses are already being offered at TCC as a one-year Work Ready Certificate in Audio Engineering. TCC's Audio Engineering courses have filled to capacity with waitlists all three semester they have been offered. Many of the students currently enrolled are anticipating the expansion into an Associate's program so they can continue at TCC in coming years.

Employment opportunities. The proposed Associate in Applied Science in Music Production program will address a documented workforce need in Tulsa and the State of Oklahoma for trained audio and music production professionals. Labor market data, employer engagement, and current student employment

outcomes demonstrate sustained demand for graduates with applied technical skills in audio engineering, music production, and related fields. According to Chmura JobsEQ, the music and sound recording industry in the Tulsa Metropolitan Statistical area employs 63 workers across sound recording studios, music publishers, and record production and distribution. Over the next five years, the industry is projected to generate 27 job openings, driven primarily by replacement demand, with additional openings from modest net employment growth. Replacement-driven demand is characteristic of technical and creative industries and represents ongoing hiring needs suitable for associate-level workforce preparation. Statewide employment data from the Oklahoma Employment Security Commission further supports the need for trained audio professionals. Related occupations demonstrate strong wage outcomes and stable employment levels: 1) Audio and Video Technicians: approximately $60,000 annual average wage; and 2) Sound Engineering Technicians: approximately $50,000 annual average wage. These occupations employ more than 1,800 workers statewide in motion picture and sound recording industries, with Tulsa serving as the largest regional employment center. The proposed program will prepare graduates for these occupations as well as related roles that are not fully captured in traditional occupational classifications. It should be noted that labor market projections underrepresent employment in freelance, contract, and self-employed audio production work, which constitutes a significant portion of the industry. Graduates frequently engage in multiple forms of employment, including live sound production, recording and mixing, podcast production, film and television audio, and event support. These employment patterns result in conservative estimates within standard labor datasets but nonetheless represent real and sustained workforce demand. Employer demand for audio professionals is evident through existing student placements and direct requests to TCC. Current students in the audio engineering certificate program are employed at regional venues and studios, including the Bank of Oklahoma Center, the Broken Arrow Performing Arts Center, and Noise Town, a recording studio and performance venue in Tulsa. Additional employment opportunities have emerged through hotels, conference centers, churches, and community organizations that require audio professionals for ongoing events and productions. Tulsa possesses a robust creative economy supported by nationally recognized music and cultural institutions, including Cain's Ballroom, The Church Studio, the Woody Guthrie Center, and the Bob Dylan Center. The region also supports professional orchestras, opera, ballet, and a growing film and television production presence.

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 2032 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 2031
Minimum Graduates from the program	5	2031-2032

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

Institution	Existing Program
University of Central Oklahoma	Associate in Applied Science in Contemporary Music – Production (195)

A system-wide letter of intent was communicated by email on September 15, 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 Music Production program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	18
Major Requirements	42
Total	**60**

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

Delivery method and support services. The proposed Associate in Applied Science in Music 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.

AGENDA ITEM #10:

> **Program Deletions.**

SUBJECT:

> Possible action on approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

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

- Master of Science in Environmental Studies (443)
- Bachelor of Arts in Arabic (376)
- Bachelor of Arts in Chinese (358)
- Bachelor of Arts in French (084)
- Bachelor of Arts in German (099)
- Bachelor of Arts in Italian (370)
- Bachelor of Arts in Lifespan Care Administration (394)
- Graduate Certificate in Organizational Leadership (366)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Master of Science in Environmental Studies (443) program, beginning Fall 2025. This program was approved at the October 19, 2017, State Regents meeting. OU reports:

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

OU requests authorization to delete the Bachelor of Arts in Arabic (376) program, beginning Fall 2025. This program was approved at the October 19, 2017, State Regents meeting. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- OU has added an option in Arabic within the Bachelor of Arts in World Languages and Cultures (543) program. A stand-alone program is no longer needed.
- There are currently 3 students enrolled in the program with an expected graduation of Spring 2027.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Arts in Chinese (358) program, beginning Fall 2025. This program was approved at the June 28, 2007, State Regents meeting. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- OU has added an option in Chinese within the Bachelor of Arts in World Languages and Cultures (543) program. A stand-alone program is no longer needed.
- There are currently 18 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Arts in French (084) program, beginning Fall 2025. This program was approved prior to March 13, 2008. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- OU has added an option in French within the Bachelor of Arts in World Languages and Cultures (543) program. A stand-alone program is no longer needed.
- There are currently 6 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Arts in German (099) program, beginning Fall 2025. This program was approved at the March 13, 2008, State Regents meeting. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- OU has added an option in German within the Bachelor of Arts in World Languages and Cultures (543) program. A stand-alone program is no longer needed.
- There are currently 8 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Arts in Italian (370) program, beginning Fall 2025. This program was approved at the June 25, 2009, State Regents meeting. OU reports:

- Deletion of the degree program is due to low enrollment.
- OU has added an option in Italian within the Bachelor of Arts in World Languages and Cultures (543) program. A stand-alone program is no longer needed.
- There are currently 4 students enrolled in the program with an expected graduation of Spring 2027.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Arts in Lifespan Care Administration (394) program, beginning Fall 2025. This program was approved at the June 27, 2013, State Regents meeting. OU reports:

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

OU requests authorization to delete the Graduate Certificate in Organizational Leadership (366) program, beginning Fall 2025. This program was approved at the September 11, 2008, State Regents meeting. OU reports:

- Deletion of the degree program is due to low enrollment.
- There is currently 1 student enrolled in the program with an expected graduation of Spring 2026.
- No courses will be deleted.
- No funds are available for reallocation.

AGENDA ITEM #11-a:

> **Academic Policy.**

SUBJECT:

> Posting of proposed revisions State Regents' policy 3.8 – *Changes in Academic Structure and Nomenclature.*

RECOMMENDATION:

> **This item is for posting only.**

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Changes in Academic Structure and Nomenclature policy.

ANALYSIS:

The proposed revisions are the result of an internal review by OSRHE staff to ensure policy language is accurate and up to date. The policy was distributed to the Council on Instruction and the Council of Presidents for review and approval. The recommendations for revisions are outlined in the table below.

SUMMARY OF POLICY REVISIONS

Policy	Recommendation
3.8.1 Purpose	• Updated language to clarify that institutions are required to submit notification of changes in academic structure and nomenclature.
3.8.2 Guidelines	• Removed an unnecessary requirement.

Attachment.

3.8 **Changes in Academic Structure and Nomenclature**

3.8.1. Purpose

The State Regents ~~need to~~ <u>must</u> be <u>made</u> aware of changes made in academic structure and nomenclature at State System institutions.

3.8.2. Guidelines

After obtaining governing board approval, institutions in the State System shall submit notifications of changes in academic structure and nomenclature to the OSRHE staff for record keeping. ~~The organizational chart submitted for the purpose of fulfilling~~ ~~62 O.S. §~~ ~~34.42~~ ~~can be used to meet this reporting requirement, so long as the chart includes academic~~ ~~departments, schools, colleges, and divisions.~~ The following are examples of proposed changes for which institutions must provide notice to the State Regents:

A. The creation of a new instructional unit (department, school, college, etc.).

B. The division of a single department or other instructional unit into two or more parts.

C. The upgrading of an existing instructional unit to a higher level or status, such as the upgrading of a department to the status of a school or college.

Approved June 22, 1971. Revised June 29, 2023.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 5, 2026

AGENDA ITEM #11-b:

    Academic Policy.

SUBJECT:

    Posting of proposed revisions State Regents' policy 3.11 – *Undergraduate Transfer and Articulation.*

RECOMMENDATION:

    This item is for posting only.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Undergraduate Transfer and Articulation of Courses policy.

ANALYSIS:

The proposed revisions are the result of an internal review by OSRHE staff to ensure policy language is accurate and up to date. The policy was distributed to the Council on Instruction and the Council of Presidents for review and approval. The recommendations for revisions are outlined in the table below.

SUMMARY OF POLICY REVISIONS

Policy	Recommendation
3.11.2 Transfer of Courses Within the State System from Degree-Granting Institutions	- Non-substantive updates to language for clarification. - Added language that allows students transferring from one State System to another and who maintains continuous enrollment to follow the degree program requirements in effect at the time of initial matriculation. - Added language to clarify that courses listed on the Course Equivalency Matrix must contain 100 percent of the student learning outcomes agreed upon by the discipline faculty.

		• Added language to require faculty to include the agreed upon student learning outcomes on their course syllabus.
3.11.3	Transfer of Courses from Non-State System, Degree-Granting Institutions	• Non-substantive edits to spell out an acronym.

Attachment.

3.11   UNDERGRADUATE TRANSFER AND ARTICULATION OF COURSES

   3.11.1   Purpose

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

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

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

   A. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided there is an appropriate correspondence of disciplinary study.

   B. Programs with additional licensure or separate accreditation standards may require transfer students to take additional general education courses to meet those requirements.

   C. It is the responsibility of the transferring institution to provide adequate advising to enable a student to complete during the freshman and sophomore years those lower-division courses that are published prerequisites to pursuit of junior level courses of his or her chosen major.

   D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA Associate in Arts (AA) or AS Associate in Science (AS) degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, provided the general education requirements specified in the Undergraduate Degree Requirements policy are met. If a student has not completed an associate AA or AS degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institution. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought as indicated in 3.11.2.A.

   E. Lower-division introductory courses programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which that permit the student to explore the principal professional specializations that and can be pursued at the baccalaureate level may be offered at all State System institutions. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in the professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in at the lower division, shall be the responsibility of the

institution awarding the degree. However, courses listed on the CEP and classified as upper-division even if taught at a community college as lower-division courses, shall be transferable as satisfying that part of the student's requirement in the content area.

F. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided the courses are included in the community college's approved instructional program.

G. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success for these students in upper division coursework.

H. Each associate degree-granting institution shall list and update the requirements for each program leading to the associate degree and shall publicize those requirements for use by all other institutions in the State System. Each associate degree-granting institution shall include in its official publications (whether print or electronic) information stating all pre-requisite requirements for each of its courses. All requirements for admission to a college or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in the associate degree-granting institution shall govern prerequisites, provided the student has had continuous enrollment as defined in the official college publications.

I. Each baccalaureate degree-granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize those requirements for use by all other institutions in the State System. Each baccalaureate degree-granting institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided the student has had continuous enrollment in the State System as defined in the official college or university publications.

J. Institutions must publish current transfer guides and keep archived copies. The transfer guides shall include institutional procedures for the evaluation of course equivalency and a description of the appeals process. Institutions will include a link on their website to the systemwide course equivalency matrix, which is maintained online and updated annually by the State Regents.

K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' Credit for Prior Learning policy.

K̶L. Students enrolling at any State System institution and transferring to another State System institution who maintain continuous enrollment, as defined in the official college or university publications, have the right to follow the degree program

requirements included in the institution's catalog at the time of initial matriculation. Students may opt to change to the current degree requirements.

M~~L~~. Courses listed on the Course Equivalency Project Matrix shall be accepted by all institutions listed as equivalent for the academic year during which those institutions' courses are listed and for when the student completed the course. By participating in the same process as State System institutions, independent <u>degree-granting institutions</u> ~~HLC accredited degree-granting institutions~~ based in Oklahoma <u>and accredited by the Higher Learning Commission (HLC)</u> may list courses on the Course Equivalency Project Matrix.

1. The Course Equivalency Project Matrix is updated each academic year.

2. In Common Course categories where faculty members in the discipline have established student learning outcomes, a course must contain ~~all of~~ <u>100 percent of</u> the specified outcomes, as a minimum, in order to be included in the category.

3. <u>Courses listed on the CEP must include all approved student learning outcomes in the course syllabus.</u>

~~3~~<u>4</u>.Courses listed on the Course Equivalency Project Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' Undergraduate Degree Requirements policy must be met before the degree may be awarded.

~~4~~<u>5</u>. Course equivalency determinations shall be made without reference to course modality.

3.11.3 Transfer of Courses from Non-State System, Degree-granting Institutions

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

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

1. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.

2. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet current retention standards described in the Institutional Admission and Retention policy, whichever is higher) at the institution from which the applicant plans to transfer.

B. Transcripts of record from degree-granting institutions accredited by organizations other than the HLC and recognized by the <u>United States Department of Education (USDE)</u> for the purpose of accrediting institutions of higher education are subject to review according to published policies and procedures developed by the institution and may transfer on a course-by-course basis.

1. Each applicant must meet the conditions of A.1 and A.2 above.

C. Transcripts of record from degree-granting institutions not accredited by organizations recognized by the USDE for the purpose of accrediting institutions of higher education may be accepted in transfer when appropriate to the student's

degree program and when the receiving institution has had an opportunity to validate the courses or programs.

1. Each undergraduate applicant must meet the conditions of A.1 and A.2 above.

2. Each undergraduate applicant who meets A.1 and A.2 above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

D. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.11.3 subsection A or B, dependent upon their educational background, or have attended a college or university where English is the primary teaching language in a country where English is a primary language and is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades, and also meet other transfer requirements.

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

3.11.4 Articulation of Courses from Oklahoma Career Technology Centers Through an Articulation Agreement

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

Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16, 1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extra-institutional Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970. Revised for GPA purposes, June 24, 2010. Revised for technology center transfer credit purposes, May 26, 2017. Revised to address the Course Equivalency Project Matrix, April 26, 2018. Revised technology center transfer credit review process, October 24, 2019. Revised to reflect changes to USDE regulations related to accreditation May 28, 2021. June 29, 2023. April 24, 2025.

AGENDA ITEM #11-c:

      Academic Policy.

SUBJECT:

      Posting of proposed revisions State Regents' policy 3.17 – *Distance Education and Traditional Off-Campus Courses and Programs*.

RECOMMENDATION:

      This item is for posting only.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

The proposed revisions are the result of an internal review by OSRHE staff to ensure policy language is accurate and up to date. The policy was distributed to the Council on Instruction and the Council of Presidents for review and approval. The recommendations for revisions are outlined in the table below.

SUMMARY OF POLICY REVISIONS

Policy		Recommendation
3.17.3	Standards for the Administration of Online Programs	• Updated language to be more concise and use current terminology.
3.17.4	Copyright and Intellectual Property	• Updated language to require institutions to establish and enforce copyright and intellectual property policies.

Attachment.

3.17   DISTANCE EDUCATION AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

3.17.1 Purpose

This policy establishes standards and procedures for offering distance education (DE) and traditional off-campus courses and programs and for the operation of designated learning sites.

3.17.2 Awarding of Credit

Credit awarded for the completion of online courses, simulations, and virtual laboratory experiences offered through distance education and traditional off-campus instruction is fully applicable toward the satisfaction of requirements for academic degrees, certificates, and micro-credentials consistent with State Regents' and institutional residence and degree requirements.

3.17.3 Standards for the Administration of Online Programs

The section applies to DE and blended courses and programs. Overall, the expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method; additionally, DE programs must meet the following quality standards:

A. Online Program Design

1. Online Course Development. Institutions must have defined standards for quality of online course design and offer instructional design support to faculty for the development or revision of courses which are consistent with the program's objectives, outcomes, or competencies and meet accessibility standards (Section 508 of the Rehabilitation Act, etc.).

2. Advertising. Institutions that advertise to recruit students must provide expectations for any required face-to-face, on ~~ground~~ campus work (internships, specialized laboratory work), other services available, and professional licensure disclosures, etc.

3. Equipment and software/tools. Institutions offering courses or programs in the formats outlined in this policy shall provide students and faculty with accurate information ~~about the technology requirements necessary to complete the course requirements. Students must be informed~~ in clear and understandable terms ~~of~~ about the electronic or computer resources necessary for successful completion of the class including, but not limited to, word processing and other productivity tools, audio/visual components, e-mail, and internet services. Institutions that serve as a learning site by hosting distance education or traditional off-campus courses or programs delivered by another institution shall provide access to facilities with the electronic or computer resources necessary for successful completion of the class.

B. Online Teaching Support

1. Faculty Development. The institution shall provide training to both full and part-time faculty to ensure attainment of the technological competency required for teaching at a distance and create professional development opportunities which are based on best practices in distance learning pedagogy.

2. Continuous Improvement. Institutions must have a process to collect, distribute, and use learner feedback to inform online course design and teaching.

3. ~~Train faculty on~~ eCopyright and I̶intellectual P̶property. Institutions must have policies in place that communicate copyright laws and fair use policies regarding the appropriate use of text, images, graphic materials, tables, videos, audios, and other protected works <u>and provide training to faculty teaching DE courses on these policies</u>.

C. Online Learner Support

1. Learning resources. Students shall have access to facilities and learning materials (information resources, library, laboratories, equipment, etc.) on the same basis as students in the same program or courses taught <u>on campus</u>~~at the originating campus~~. This includes library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.

2. Student services. Students shall have access to direct and indirect program guidance and academic support services, including admissions, enrollment, academic advisement, career counseling, enrollment/registration, tutoring, financial aid, and related services on the same basis as the students located on <u>campus</u>~~the originating campus~~. Online programs shall make these services available to students ~~in electronic format~~ using the ~~working~~ assumption that these students will not be physically present on-campus.

3. Technical support system. Students <u>and faculty</u> in distance education or off-campus courses or programs ~~and faculty~~ shall have access to appropriate technical support services. A comprehensive technical support system will be defined and available for all hardware, software and delivery systems specified by the institution as required for the courses and program. The support system must include a process for responding to technical problems in a timely manner.

D. Online Learner Success

Institutions shall make provisions for regular and substantive, synchronous or asynchronous interaction among learners, faculty, and learning content.

3.17.4 Copyright and Intellectual Property

~~Institutions must have policies in place that address the ownership of course materials and intellectual property rights~~ <u>Institutions must establish and enforce policies that define the ownership of courses and intellectual property rights between the institution and its faculty</u>.

3.17.5 Out-of-State Activity by Oklahoma Institutions

A. Courses Offered at Physical Locations Out-of-State

State System research universities are authorized to carry out programs and projects on a national and international scale, so long as the countries are not in a level 4 status, as defined by the [Department of State](). Other State System institutions seeking approval to offer courses at physical locations out-of-state must ensure through documentation in a prescribed format that all applicable State Regents' policies are followed, with special attention given those pertaining to educational standards, fiscal provisions, and reporting. (See the State Regents' Functions of Public Institutions policy). A State System institution offering courses at physical locations out-of-state shall seek approval and gain authorization from the state agencies or accrediting associations in

whose jurisdiction the courses are to be available. Because the primary responsibility of a State System institution is to serve the citizens of the state of Oklahoma, when submitting this request, an institution shall document that offering courses out-of-state will in no way diminish the performance of that responsibility. This documentation, when audited and upon State Regents' approval, will be provided by the institution when seeking approval from the appropriate state agencies and accrediting associations. Upon approval from the appropriate entities, the institution shall comply with any requirements within those jurisdictions.

B. Delivering Distance Education Out-of-State Activity

A State System institution offering distance education to students residing out-of-state or conducting activity within another state shall:

1. Seek approval and gain authorization from the appropriate state agencies in a the state in which the institution is conducting limited activity and/or in a the state in which a current distance education student resides. Upon approval from the appropriate entities, an institution shall comply with all the requirements within those jurisdictions; or

2. Seek approval from the State Regents to participate in the State Authorization Reciprocity Agreement (SARA). Public and private institutions which are approved to participate in the SARA shall only engage in activities which are permissible under the SARA. Therefore, when a public or private SARA institution plans to engage in activity which is not permissible under the SARA, including conducting distance education related activities in non-SARA participating states, the public or private institution shall seek approval and gain authorization from the appropriate state agencies and comply with any requirements as above notednoted above.

3.17.6   State Authorization Reciprocity Agreement

As authorized through 70 O.S. § 3206, the OSRHE is Oklahoma's SARA State Portal Entity (SPE), responsible for establishing and maintaining Oklahoma state membership in SARA, approving the participation of all Oklahoma degree-granting institutions, public and private, monitoring participating institutions' compliance with SARA policy and removing from participation institutions that do not.

Additionally, the OSRHE accepts the oversight of the SPEs of other SARA member states, districts, and territories whose institutions offer distance education to students located in Oklahoma within the limits of and consistent with SARA policy.

To apply for OSRHE approval to participate in SARA, public and private Oklahoma institutions must submit annually a completed SARA application form to the OSRHE office, pay the associated application fees, and agree to operate according to the requirements in the application form and the SARA Policy Manual. All references to the SARA Policy Manual or SARA policies refer to the version of the SARA Policy Manual most recently approved by the four regional compacts and the NC-SARA Board according to the SARA Policy Modification Process currently in effect. All references to the SARA application form refer to the application form the institution has most recently submitted to the OSRHE for approval.

A. Eligibility

1. All Institutions

In order to be eligible for approval by the OSRHE to participate in SARA, an institution must:

a. Be a degree-granting institution, awarding associate's degrees or higher;

b. Be physically located in Oklahoma with its principal campus or central administrative unit domiciled in Oklahoma;

c. Hold proper authorization from Congress, the state of Oklahoma, or a federally recognized Indian tribe to award degrees; and

d. Hold accreditation as a single entity from an accrediting agency recognized by the U.S. Department of Education (USDE) for the purposes of accrediting institutions, and whose scope of recognition, as specified by the USDE, includes distance education.

2. Financial Responsibility for Private Institutions

In addition to the above, to demonstrate financial responsibility sufficient for SARA participation, all private institutions shall maintain SARA's minimum required federal financial responsibility composite score ("composite score" or "score") as detailed in the SARA Policy Manual. Institutions with a score below the minimum required by SARA are ineligible for SARA participation. For institutions owned and controlled by a parent entity, the relevant score will be that of the parent entity, as identified by the USDE. Composite scores requirements are in the SARA Policy Manual.

Private institutions that do not participate in federal Title IV funding programs shall demonstrate financial stability by submitting a comparable composite score according to the requirements in the SARA Policy Manual.

B. Participation

To maintain participation in SARA, institutions must maintain compliance with the standards and requirements provided in the institutional SARA application form and the SARA Policy Manual.

C. Provisional Participation

Oklahoma institutions may be admitted or renewed for SARA participation on provisional status subject to the requirements and limitations described in the SARA Policy Manual. Additionally, institutions participating in SARA under provisional status will be subject to any additional oversight measures the OSRHE considers necessary to ensure SARA requirements are met regarding program quality, financial stability, and consumer protection.

D. Non-Compliance

If a participating institution falls out of compliance with the participation requirements described above, OSRHE will take appropriate action. Appropriate action will depend on the extent and severity of the compliance issue and may include but is not limited to assisting the institution to regain full compliance, placing the institution on provisional status, or removing the institution from participation consistent with the requirements and provisions in the SARA Policy Manual.

E. Removal from Participation

An institution that has been removed from participation shall follow SARA policy regarding enrollment and teach-out of students under SARA. The institution may reapply for participation when it has regained compliance with SARA policy, including eligibility requirements in effect at the time of its reapplication.

F. Appeals

Institutions may appeal the denial, non-renewal, or removal of SARA participation. Institutions that wish to submit an appeal shall follow procedures found in the Academic Affairs Procedures Handbook.

G. Post SARA Activity

Oklahoma SARA-participating institutions that have been removed from or non-renewed for SARA participation must meet non-SARA state requirements in states where any new students are admitted after removal or non-renewal.

H. Student Complaints

Students attending an institution under SARA who wish to submit lodge a complaint against the institution must first pursue the complaint with the institution they are attending, including any appeals process, to the highest institutional administrative level available. If the student feels the institution has not adequately addressed the complaint at the conclusion of the institution's process, the student may proceed as follows:

1. Oklahoma Students Attending an Out-of-State Institution

For complaints not resolved at the institutional level, the student should contact the SPE of the institution's home state and follow its student complaint procedures. A list of the SPE contacts for each SARA member state can be found on the NC-SARA website.

2. Out-of-State Students Attending an Oklahoma Institution

For complaints not resolved at the institutional level, the student should contact OSRHE by following the student complaint procedures that can be found on the SARA Student Complaints page of the OSRHE website.

I. Courses and Programs Offered in Oklahoma by Out-of-State Institutions

Out-of-state, non-SARA participating institutions must be authorized by OSRHE to operate as a degree-granting institution in Oklahoma by any modality, including offering degree-related courses and programs by online-only distance education. See OSRHE policy section 3.1 Institutional Accreditation and State Authorization.

3.17.7 Program Approval Procedures for Online Programs

A. Authorization to Offer Online Programs

Institutions that have not been approved to offer online programs are required to submit a request with supporting documentation that demonstrates the institution meets the standards in this policy. OSRHE staff will review the request. If the standards have not been met, the request will be returned with comments. Institutions may continue to improve their documentation and practices until they meet the standards.

B. Program Request Procedures for Institutions with Authorization to Provide Online Programs

1. Institutions must notify OSRHE staff when additional modalities are added to a program that has been previously approved by the State Regents.

2. Institutions that wish to add a new program (does not already have a traditional program) that will be delivered online, must follow the State Regents' 3.4 Academic Program Approval policy.

3.17.8 Off-Campus Geographic Service Areas

This section outlines requirements that institutions will use to coordinate traditional off-campus offerings. Coordination with nearby institutions should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. The geographic service area maps for two-year and four-year institutions shall serve as a reference to detail each institution's geographic service area perimeters.

The primary criterion is that each state institution will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no institution shall deliver higher education services at any site whose location is closer to another institution than the institution desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.

A. Community Colleges

A map is on file at the State Regents' office that defines the service areas in which the community colleges will have first priority for offering programs and courses consistent with their respective missions.

B. Regional Universities

A map is on file at the State Regents' office that defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

C. State-Wide Universities

State-wide universities may offer their programs and courses consistent with their respective missions anywhere in the state.

D. Research Universities

The research universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the extent resources are available, research universities are authorized to offer programs and courses on a national and international scale.

E. Branch Campuses and Constituent Agencies

Courses and programs generally may not be extended off campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized programs when expressed need is documented and when the institution's resources permit the meeting of that need.

F. Unique Programs

Institutions with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

G. Historical Presence

Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the institution offering the program will be honored.

H. University Center at Ponca City

Requests for traditional off campus courses in the proximity of the University Center at Ponca City shall be coordinated with the center.

When geographical conflicts occur, institutional officials with sufficient authority will meet to resolve the geographical conflict prior to proceeding with the course offering. Any geographical conflict not resolved at this level will be submitted to the Chancellor who may refer the issue to the Presidents' Academic Affairs Committee, which is advisory to the Chancellor. The State Regents will ultimately be responsible for conflict resolution.

3.17.9   Fiscal Provisions for Distance Education and Traditional Off-campus Instruction

A. It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for distance education and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

B. Contract Credit Course Fee. Pursuant to 70 O.S. § 3219.3, the State Regents are authorized "….to establish special fees for delivery of courses and programs to governmental entities, including but not limited to the military, profit and nonprofit associations, corporations and other private entities in an amount sufficient to cover the cost of delivery of such courses and programs." This fee allows institutions to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

3.17.10 Designation and Operation of Learning Sites

Among the factors that an institution will consider in deciding the designation and operation of learning sites are:

A. The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.

B. The availability of appropriate physical facilities. These facilities can be located either in existing structures – libraries, schools, community centers, or corporate offices – or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state.

C. The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.).

D. Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at the learning site.

3.17.11 Reporting

    A. Institutions will use the UDS to annually report distance education and traditional off-campus courses to the State Regents.

    B. Copies of documentation of traditional off-campus GSA exception agreements will be provided to the State Regents' office prior to the offering of the course(s).

    C. Institutions will include an assessment of distance education quality standards listed in this policy in five-year program reviews, as defined in State Regent policy 3.7.

Combined Electronic Media, Off-Campus, Learning Site Policy: Approved May 30, 2003. Electronic Media Policy: Approved June 28, 1995. Revised January 24, 1997; June 30, 1998; June 29, 2001. Off-Campus Policy: Approved April 29, 1968. Revised February 22, 1988; September 23, 1994; January 24, 1997; June 29, 2001. Learning Site Policy: Approved April 16, 1999. Definitions and Electronic Media Policy sections revised and adopted by the State Regents April 2, 2009; May 29, 2015. Revised October 21, 2021 to remove references to the University Center of Southern Oklahoma; October 19, 2023; September 5, 2024.

AGENDA ITEM #11-d:

Academic Policy.

SUBJECT:

Posting of proposed revisions State Regents' policy 3.19 – *Academic Calendar*.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised polices to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Academic Calendars policy.

ANALYSIS:

The proposed revisions are the result of an internal review by OSRHE staff to ensure policy language is accurate and up to date. The policy was distributed to the Council on Instruction and the Council of Presidents for review and approval. The recommendations for revisions are outlined in the table below.

SUMMARY OF POLICY REVISIONS

Policy	Recommendation
3.19.4 Spring Break	• Updated language to use current terminology

Attachment.

3.19   ACADEMIC CALENDARS

3.19.1 Purpose

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

3.19.2 Academic Calendar Standards

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

A. If semester-credit-hour is used by institutions in evaluating a student's educational attainment and progress it should be calculated as follows:

  1. One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, reference clock hours and credit hours 34 CFR 600.2 (i.e., 50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.

  2. Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (i.e., 100 minutes per week for sixteen weeks).

  3. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.

B. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester. Institutions are encouraged to be flexible in offering courses in alternative schedules to meet student and employer needs.

C. The drop period is during the first one-eighth of the duration of the course. Institutions may also allow students to add courses during this period or a designated shorter period. In either case, appropriate add/drop charges apply.

D. There are alternatives to reliance on time-in-class as the basis for determining academic credit-hours earned. The achievement of academic credit-hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies. It is the responsibility of the faculty of each institution to translate student demonstrated competencies to academic credit-hours earned.

3.19.3 Submission of Academic Calendars

Each State System institution's academic calendar is approved by the president or the president's designee and submitted annually to the State Regents. The academic calendar shall describe any alternative schedules. Submission is due to the Regents by December 31 prior to the start of the academic year to which the proposed calendar applies.

3.19.4 Spring Break

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

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

Approved January 19, 1971. Revised February 27, 1980; August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; May 28, 2021; 9/7/23; 2/6/25.

AGENDA ITEM #12:

> **State Authorization.**

SUBJECT:

> Possible action on request 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 application for initial authorization submitted by a private, out-of-state degree-granting institution 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 (STRF) 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 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

Currently, 37 private and out-of-state institutions are authorized to operate in Oklahoma:

- Academy of Art University
- ATA College
- Baylor University

- Biola University
- California Coast University
- Central Oklahoma College

- Chamberlain University
- Chicago School (The)
- Claremont Lincoln University
- Columbia College
- Embry Riddle Aeronautical University
- Evangel University Assemblies of God
- Golden Gate University
- Heavy Equipment Colleges of America
- John Brown University
- Los Angeles Film School
- Miller-Motte College
- National University
- Nelson University
- New York University
- Ottawa University
- Pepperdine 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
- Westcliff 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 institution:

- San Diego Global Knowledge University

The information below provides a summary and detail about the institution's presence and activities in Oklahoma during the reporting period, the 2024-2025 academic year. Although San Diego Global Knowledge University (SDGKU) is applying for initial authorization in Oklahoma, it has been offering distance only education in Oklahoma under the policy in effect prior to SB 550. In good faith, SDGKU contacted the OSRHE to enquire whether authorization requirements have changed and submitted an application as soon as it learned it is required to do so.

San Diego Global Knowledge University

San Diego Global Knowledge University's (SDGKU) main campus is located in San Diego, California and it has no parent company. The institution is private for-profit, it's accredited by the Distance Education Accrediting Commission, and its Federal Financial Responsibility Composite Score[1] is 3.0. SDGKU does not maintain a physical location in Oklahoma; all its operations in the state are by distance education. All bachelor's degree programs offered in Oklahoma during the reporting period require 120 credit hours to complete.

Degree Programs Offered in Oklahoma Summary

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

Certificates Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate in Full Stack Development Immersive	1	0	1
Certificate in Mobile Development Immersive 1	0	0	0
Certificate in Mobile Development Immersive 2	0	0	0
Associate's Degree Program Totals	1	0	1

Associate's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate of Science in Software Development	0	0	0
Associate's Degree Program Totals	0	0	0

Bachelor's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Bachelor of Science in Global Management	0	0	0
Bachelor's Degree Program Totals	0	0	0

Master's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Master of Science in International Management	0	0	0
Master of Science in Communication and Technology	0	0	0
Master's Degree Program Totals	0	0	0

After reviewing the application and required documentation, State Regents' staff determined that SDGKU meets the authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents approve SDGKU's request for authorization through the 2026-2027 academic year.

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

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

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

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

AGENDA ITEM #13:

Budget Report and Revenue Update.

SUBJECT:

Report on State budget and revenue.

Oral Presentation.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 5, 2026

AGENDA ITEM #14:

> **E&G Allocation.**

SUBJECT:

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

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $663,561.61 to Oklahoma State University Center for Health Sciences (OSU CHS) and $663,561.61 the University of Oklahoma Health Campus (OUHC) 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 (now OUHC) and OSU CHS. This revenue will be deposited into dedicated funds, the "Comprehensive Cancer Center Debt Service Revolving Fund," at the OU Health Campus 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 (now OU Health Campus) 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 $1,327,123.22. This amount is sufficient for a transfer of $663,561.61 each to OSU CHS and OUHC. OU Health Campus will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals $118,947,722.77.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	$2,518,307.06

AGENDA ITEM #15:

> **Grants.**

SUBJECT:

> Possible action to allocate funds for the Oklahoma IDeA Network of Biomedical Research Excellence (OK-INBRE) grant award from the National Institutes of Health.

RECOMMENDATION:

> **It is recommended that the State Regents approve an allocation of $677,000 to participating universities for the Oklahoma IDeA Network of Biomedical Research Excellence (OK-INBRE) grant award from the National Institutes of Health (NIH).**

BACKGROUND:

The Institutional Development Award (IDeA) is a congressionally mandated program that builds research capacity in states that historically have had low levels of NIH funding. It supports competitive basic, clinical, and translational research, faculty development, and infrastructure improvements. The program aims to strengthen an institution's ability to support biomedical research, enhance the competitiveness of investigators in securing research funding, and enable clinical and translational research that addresses the needs of medically underserved communities. The NIH IDeA program is similar in many respects to the National Science Foundation's EPSCoR program. The OK-INBRE program, which began in 2001, seeks to further enhance the statewide research infrastructure and biomedical research capacity in Oklahoma by: i) building on our established multi-disciplinary research network with a scientific focus to strengthen Oklahoma's' biomedical research expertise and infrastructure, ii) increasing the research base and capacity by providing support to faculty, postdoctoral fellows and graduate students, iii) providing research opportunities for students from primarily undergraduate institutions, community colleges, and minority serving institutions to serve as a "pipeline" for these students to continue in health research careers, and iv) enhancing the science and technology knowledge of the state's workforce. The OK-INBRE program also supports interdisciplinary science curriculum development to enhance educational opportunities for students at regional universities and community colleges.

The OK-INBRE program funds research, educational and training programs for faculty and students at ten universities and colleges throughout Oklahoma: University of Central Oklahoma, Northeastern State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Langston University, Oklahoma City Community College, Tulsa Community College, College of the Muscogee Nation, and Redlands Community College.

POLICY ISSUES:

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

ANALYSIS:

In 2023, The University of Oklahoma Health Sciences Center successfully competed for and was awarded a five-year $20 million grant from the National Institutes of Health (NIH) to continue the OK-INBRE program for an additional five years through the year 2030, bringing the total federal award to $100 million. As of 2023, the State Regents committed $250,000 per year for OK-INBRE program activities upon funding by the NIH. The State Regents have provided support for the OK-INBRE program since 2003, which has greatly expanded the OK-INBRE network to allow for the inclusion of five additional regional universities that can participate in OK-INBRE program activities that otherwise would not have been able to do so, including East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. Through State Regents' support, research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities are enhanced, science curriculum and STEM education offered to undergraduate students is improved, and more students are exposed to STEM careers, which expands the biomedical research pipeline in the state of Oklahoma.

OSRHE match funds currently support:

- State of the art equipment

- Technical personnel at Core facilities

- Paired mentoring of jr. faculty members with experienced faculty at R1 institution

- Faculty development to enhance research productivity, competitive funding applications

- Student research experiences & paid internships

- STEM promotion to engage K-12 & undergraduate students: showcase focus areas & career paths in biomedical & health sciences

- Teach the Teacher workshops: professional development for STEM teachers, supplies & STEM kits for classrooms

- Summer Undergraduate Research Programs (SURP)
  - 42 students admitted per year
  - 35 from INBRE network PUIs
  - 7 additional students supported by OSRHE, including those outside the network
  - $5,000 student stipend for 9-week program
  - $1500 supply costs for faculty mentors.

Expansion of State Regents Funds to Supplement OK-INBRE

OSRHE funds have been instrumental in maximizing outcomes from OK-INBRE initiatives, broadening the scope to support activities for institutions both within and outside of the OK-INBRE network: i) support of one-year research and equipment grants led by faculty at the regional universities and community colleges, which have been selected through rigorous peer-review by a panel of biomedical research experts from throughout the state; ii) support for undergraduate students to engage in experiential research activities through summer research training and mentoring programs; iii) support for recruiting new science, technology, engineering and math (STEM) faculty with active research programs; iv) support for development of research grant proposals and interdisciplinary curriculum development; v) support for faculty career development and presentation of research findings.

To further leverage the federal grant and expand research capacity, student engagement, and faculty development statewide, it is recommended that the annual match be increased from $250,000 to $677,000. One hundred percent of OSRHE match funds would directly benefit participating institutions (University of Central Oklahoma, Northeastern State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Langston University, East Central University, Rogers State University, Northwestern Oklahoma State University, University of Science and Arts of Oklahoma, Oklahoma Panhandle State University, Oklahoma City Community College, Redlands Community College, Tulsa Community College, and College of Muscogee Nation).

The additional funds will:

- Expand equipment grants and faculty recruitment support by:

  o Providing up to $10,000 per award to supplement four OK-INBRE equipment grants and three Regents Equipment grants when costs exceed the current $25,000 cap, allowing equipment purchases of up to $35,000 and helping offset rising biomedical instrumentation costs ($70,000 annually).

  o Establishing a small-equipment fund to support laboratory items below the $5,000 capital threshold (e.g., pH meters, balances, microcentrifuges, multichannel pipettes). Awards may be bundled up to $5,000, with priority given to faculty planning new INBRE submissions ($60,000 annually).

- Increase undergraduate research participation by expanding the number of students supported through Regents funds from 7 to 15 students annually, including a $6,000 student stipend and a $3,000 mentor supply budget per student ($72,000 annually).

- Strengthen grant development and interdisciplinary curriculum innovation by:

  o Supporting manuscript revision and publication costs for INBRE-funded projects, enabling 5–10 faculty at primarily undergraduate institutions (PUIs) to receive $5,000–$10,000 to complete additional experiments, revise peer-reviewed manuscripts, and cover publication expenses ($50,000 annually).

  o Supporting competitive grant proposal development by providing 5–10 PUI faculty annually with $5,000–$10,000 for preliminary experiments, proposal preparation costs, and limited teaching release time for funded proposals ($100,000 annually).

  o Advancing interdisciplinary, laboratory-based curriculum development at PUIs statewide by supporting three ready-to-launch initiatives focused on strengthening practical undergraduate STEM education ($75,000 annually).

Funding Summary:

Pre-2020 funding amount: $500,000 per year
Current funding amount: $250,000 per year
Additional funds requested: $427,000 per year
Total funds requested: **$677,000 per year**

AGENDA ITEM #16:

> **Contracts and Purchases.**

SUBJECT:

> Possible action on purchases over $100,000 for FY26.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY26 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) Timely Telehealth LLC (TimelyCare) in the amount of $2,643,705.00 to include telehealth services including medical and behavioral consultations to Oklahoma Public Institution students. (Funded from 210-14030).

OneNet

2) Dobson Technologies Transport and Telecom Solutions in the amount of $150,000.00 for location and marking as necessary of approximately 1.200 miles of OneNet and OCAN fiber across the state due to road construction and digging projects. Costs recovered through OneNet subscriber fees. (718-OneNet).

3) Carahsoft in the amount of $170,000.00 for the purchase of campus edge routers and optical transceivers required to connect Carl Albert State College and Tulsa Community College to the OFFN (OneOklahoma Friction Free Network) network as part of the OFFN 8 grant. This purchase will also include additional routers to complete the 400G network ring in southeastern Oklahoma.

Purchase costs covered by combination of OFFN 8 and OneNet funds. OneNet costs recovered by OneNet subscriber fees. (Funded 718 – OneNet).

<u>Multiple Funds</u>

4) Oklahoma Management and Enterprise Services (OMES) in the amount of $153,183.27 for the FY26 Property Insurance premium for Core $6,960.88, OCAP $1,496.35 and OneNet $144,726.04. (Funded from 210-CORE, 701-OCAP and 718-OneNet).

AGENDA ITEM #17:

> **Investments.**

SUBJECT:

> Possible action on new Investment Managers.

> *This item will be available at the meeting.*

AGENDA ITEM #18:

Legislative Update.

SUBJECT:

Update on legislative activity.

Oral Presentation.

AGENDA ITEM #19:

> **Administrative Operations Policy.**

SUBJECT:

> Possible action on State Regents' policy 2.28 – *Free Speech Committee to the Oklahoma State Regents for Higher Education.*

RECOMMENDATION:

> **It is recommended that the State Regents approve revisions to Section 2.28 of the OSRHE Policy Manual.**

BACKGROUND:

Authored by Representative Chad Caldwell, House Bill 3543 was signed into law by Governor Stitt on April 20, 2022, and became effective on November 1st, 2022. HB 3543 created the "Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education." 70 Okla. Stat. § 3205.11.

The statutorily defined duties of the Oklahoma Free Speech Committee include the following:

1. To "[r]eview the free speech policies of Oklahoma public universities." 70 O.S. § 3205.12(1). The Committee will review the free speech policies of the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).

2. To "develop a process of collecting complaints of free speech violations on public university campuses and advise complainants of their rights." 70 O.S. § 3205.13.

3. To "[r]eview any free speech complaints filed with the Committee." 70 O.S. § 3205.12(2).

4. To "[r]eview university training on free speech for improvements." 70 O.S. § 3205.12(3). The Committee will review the free speech training provided by the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).

5. To "develop a First Amendment training or approve of an outside First Amendment training that shall be required for all college deans, heads of departments, and individuals responsible for establishing university free speech policies or handling free speech complaints. The Committee shall either revise or reapprove the training every two (2) years. The training will be required every two (2) years, or upon hire or promotion to one of the positions described by this section." 70 O.S. § 3205.14.

On October 27th, 2022, the State Regents approved a new policy section creating the Oklahoma Free Speech Committee.

POLICY ISSUES:

The proposed revisions to the policy will allow staggered Oklahoma Free Speech Committee member terms. This will minimize simultaneous Committee member turnover. The proposed revisions will also make the appointment of a Regent to the Committee optional and clarify Committee member reappointment.

ANALYSIS:

The proposed revisions to State Regents' Policy 2.28, *Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education*, is attached. It is recommended that the proposed revisions be approved.

Attachment.

**The Oklahoma Free Speech Committee
to the Oklahoma State Regents for Higher Education**

A.   <u>Statutory Authority of Committee</u>

There is hereby created the Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education (the "Committee"). 70 O.S. § 3205.11. The Committee shall be advisory in nature and shall, among other duties and responsibilities, provide recommendations regarding free speech policies, training, and complaints. 70 O.S. § 3205.12.

B.   <u>Committee Preamble</u>

The Oklahoma State System of Higher Education is committed to free and open inquiry in all matters. Oklahoma's public colleges and universities support the right of members of an institution's community to have the broadest possible latitude to speak, to write, to listen, to challenge, and to learn. Except insofar as limitations on that freedom are necessary to the functioning of an institution of higher education, the Oklahoma State System of Higher Education fully respects and supports the freedom of all members of a college or university community to discuss any topic that presents itself.

Without a vibrant commitment to free and open inquiry, an institution of higher education ceases to fulfil its mission. This is especially true of a public institution of higher education. For over 200 years, the First Amendment to the Constitution of the United States has protected against abridgements of the right of freedom of speech. Moreover, since statehood, Article 2, Section 22, of the Oklahoma Constitution has provided that: "Every person may freely speak, write, or publish his sentiments on all subjects, being responsible for the abuse of that right; and no law shall be passed to restrain or abridge the liberty of speech or of the press." Commitment to the principle of freedom of expression lies at the very core of the Oklahoma State System of Higher Education.

Of course, the ideas of different members of a college or university community will often and quite naturally conflict. But it is not the proper role of a college or university to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Oklahoma's colleges and universities greatly value civility. All members of a college or university community share in the responsibility to maintain a climate of mutual respect. Concerns about civility and mutual respect, however, can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of a college or university community.

The freedom to debate and to discuss the merits of competing ideas does not mean that individuals may say whatever they wish, wherever or whenever they wish. A college or university may restrict expression that violates the law, that falsely defames an individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise incompatible with the functioning of the institution. In addition, a college or university may reasonably regulate the time, place, and manner of expression, to ensure that it does not disrupt the ordinary activities of the institution. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the commitment of the Oklahoma State System of Higher Education to a completely free and open discussion of ideas. A fundamental commitment of the Oklahoma State System of Higher Education is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even most members of a college or university community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of a college or university community, not for the institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and

vigorously contesting ideas they oppose. Indeed, fostering the ability of members of a college or university community to engage in debate and deliberation in an effective and responsible manner is an essential part of an institution's educational mission.

As a corollary to the commitment to protect and to promote free expression, members of a college or university community must also act in conformity with the principle of free expression. Although members of the community are free to criticize and to contest the views expressed on campus, and to criticize and to contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, each college or university has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it. The colleges and universities of the Oklahoma State System of Higher Education shall adopt such policies and procedures as they deem necessary and appropriate to implement this standard.

C.   Committee Membership

1. Nominations may be solicited by or submitted to the Chair of the Oklahoma State Regents for Higher Education (OSRHE), who ~~initially~~ selects ~~eight~~ nine ~~public~~ members for 3-year terms, and thereafter fills any positions that become vacant in order to cover the remainder of any incomplete term or to begin a new 3-year term. A State Regent may be appointed by the Chair of the OSRHE to fill one of the nine positions for a 1-year term.

2. ~~In addition to the eight public members, there shall be one standing Regent appointed by the Chair of the OSRHE on an annual basis.~~ Appointments to the Committee may be for staggered terms so that no more than three terms expire each year. Term length may be reduced to implement staggered terms and minimize simultaneous expiration of terms. Members may be reappointed at the discretion of the Chair of the OSRHE.

3. The Chair of the OSRHE will also annually appoint a Chair of the Committee.

4. The Chair of the Committee, as well as its members, all serve at the pleasure of the Chair of the OSRHE.

D.   Duties and Responsibilities of the Committee

1. To "[r]eview the free speech policies of Oklahoma public universities." 70 O.S. § 3205.12(1). The Committee will review the free speech policies of the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).

2. To "develop a process of collecting complaints of free speech violations on public university campuses and advise complainants of their rights. Universities shall publish contact information on how to report free speech concerns to the Oklahoma Free Speech Committee on its website." 70 O.S. § 3205.13.

3. To "[r]eview any free speech complaints filed with the Committee." 70 O.S. § 3205.12(2). The Committee will review complaints filed with the Committee and make any recommendations directly to the institution. While not required, potential complainants are encouraged to first take advantage of the internal grievance process of their respective institution before filing any complaint with the Committee.

4. To "[r]eview university training on free speech for improvements." 70 O.S. § 3205.12(3). The Committee will review the free speech training provided by the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).

5. To "develop a First Amendment training or approve of an outside First Amendment training that shall be required for all college deans, heads of departments, and individuals responsible for establishing university free speech policies or handling free speech complaints. The Committee shall either revise or reapprove the training every two (2) years. The training will be required every two (2) years, or upon hire or promotion to one of the positions described by this section." 70 O.S. § 3205.14.

E.   Meetings of the Committee

1. The presence of five (5) members of the Committee shall constitute a quorum.

2. Though not required, given the public nature of its business the Committee should adhere to the Open Meetings Act (25 O.S. § 301 et seq.) to the extent practical.

F.   Travel Reimbursement of Committee Members

Members of the Committee shall not receive compensation for serving on the Committee, but may receive travel reimbursement as follows:

1. Legislative members for the Committee may be reimbursed for their necessary travel expenses incurred in the performance of their duties in accordance with 74 O.S § 456 from the legislative body in which they serve;

2. State agency employees who are members of the Committee shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act (74 O.S. § 500.1 et seq.); and

3. All other Committee members may be reimbursed for travel expenses incurred in the performance of their duties by the OSRHE in accordance with the State Travel Reimbursement Act.

G.   Administrative Support

OSRHE staff will provide administrative support to the Committee as needed and as available.

AGENDA ITEM #20-a:

Administrative Rules.

SUBJECT:

Oklahoma Higher Learning Access Program. Possible action on proposed edits to the permanent administrative rules pursuant to 70 O.S. §§ 2603 and 2605.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed edits to the permanent administrative rules for the Oklahoma Higher Learning Access Program pursuant to 70 O.S. §§ 2603 and 2605.

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 edits to the permanent rules are necessary to comply with the changes to 70 O.S. §§ 2603 and 2605 made by House Bills 1727 and 1096.

ANALYSIS:

The proposed edit to the permanent administrative 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.

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).

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(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 transcripted 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 it 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).

AGENDA ITEM #20-b:

>**Administrative Rules.**

SUBJECT:

>Oklahoma Tuition Equalization Grant. Possible action on proposed edits to the permanent administrative rules pursuant to 70 O.S. § 2632.

RECOMMENDATION:

>**It is recommended that the State Regents approve and adopt the proposed edits to the permanent administrative rules for the Oklahoma Tuition Equalization Grant Program pursuant to 70 O.S. § 2632.**

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' nontaxable 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 edits to the permanent administrative rules are necessary to comply with changes to 70 O.S. § 2632 made by HB 2888. The bill became 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 provided as an attachment.

Attachment.

ATTACHMENT

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.~~5~~

(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.

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AGENDA ITEM #20-c:

Administrative Rules.

SUBJECT:

Student Advisory Board. Possible action on revocation of permanent administrative rules pursuant 70 O.S. §§ 3205.5 and 3205.6.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the revocation of the permanent administrative rules for the Student Advisory Board pursuant to 70 O.S. §§ 3205.5 and 3205.6. The revocation of the permanent administrative rules align with the repeal of 70 O.S. §§ 3205.5 and 3205.6.

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 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 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.

AGENDA ITEM #21:

> **Commendations.**

SUBJECT:

> Possible action to recognize 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:

- **Angela Caddell,** Associate Vice Chancellor for Communications, has been appointed to serve on the Oklahoma Office of Homeland Security's Senior Advisory Committee (SAC). The OKOHS SAC is comprised of experienced leaders whose insight and expertise guide strategic initiatives that strengthen the safety, preparedness, and resilience of the State of Oklahoma. The committee helps build, implement, and synchronize efforts to increase the efficiency and effectiveness of Oklahoma's preparedness capabilities through shared situational awareness, programmatic alignment, and interagency contributions.

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AGENDA ITEM #22-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 2024 (most recent data available), Oklahoma public and private institutions enrolled a total of 9,507 (up by 536 from 8,971 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 February 5, 2026, State Regents' staff received a SARA renewal application from the institutions listed below:

- Oklahoma State University,

- Connors State College,

- Southern Nazarene University, and

- Oklahoma Wesleyan 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.

AGENDA ITEM #22-b:

>   **Consent Docket.**

SUBJECT:

>   Contracts and Purchases. Possible action on purchases exceeding $25,000.

RECOMMENDATION:

>   **It is recommended that the State Regents ratify purchases exceeding $25,000 but less than $100,000 between November 8, 2025 and December 29, 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 November 8, 2025 and December 29, 2025, there were 4 purchases exceeding $25,000 but less than $100,000.

Core
1) HCM Strategists in the amount of $60,000.00 for assistance in the development of a new funding formula consisting of three primary elements: policy development, technical modeling, and stakeholder engagement. (Funded from 210-Core).

2) Norman Embassy Suites in the amount of $43,139.06 for the 2026 Student Preparation Summer Institute. To meet and to discuss new and relevant information about college and career readiness. Participants include PK-12 counselors, administrators and coordinators to meet and share best practices and ideas. (Funded from 210-Core).

OneNet
3) Anixter Inc. in the amount of $27,552.40 for a 48 volt direct current power plant and batter stack for the Newcastle tower site this replaces the 24 volt system that was at the end of life use. (Funded 718-OneNet).

4) Dell Marketing LP in the amount of $77,970.27 for three PowerEdge R760 Tailor Made production servers and support. Production servers are required to be under support and these will

replace servers that are no longer supportable. Costs recovered through OneNet subscriber fees. (718-OneNet).

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

AGENDA ITEM #22-c:

> **Consent Docket.**

SUBJECT:

> Personnel. Possible action to ratify personnel appointment.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the personnel action, 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:

It is recommended that the State Regents' ratify the following personnel action regarding State Regents staff:

Interim Vice Chancellor for Academic and Student Affairs. It is recommended that the State Regents ratify the appointment of Dr. Stephanie Beauchamp as Interim Vice Chancellor for Academic and Student Affairs, effective January 12, 2025. This appointment fills the vacancy created by the resignation of Dr. Joel Kendall. Dr. Beauchamp has been employed by the Oklahoma State Regents for Higher Education since 2010 and currently serves as Associate Vice Chancellor for Academic Affairs. In this role, she has provided leadership across a broad portfolio of academic policy, program approval, accreditation, and academic quality initiatives. Her institutional knowledge and experience position her well to provide continuity and stability during this transition period.

AGENDA ITEM #22-d:

Consent Docket.

SUBJECT:

Resolutions. Possible action on resolutions honoring retiring staff member.

RECOMMENDATION:

It is recommended that the State Regents ratify a resolution recognizing a retiring staff member for years of service.

This item will be available at the meeting.

AGENDA ITEM #23-a:

      Reports.

SUBJECT:

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

RECOMMENDATION:

      It is recommended that the State Regents acknowledge receipt of the Current Status Report on New Program Requests.

BACKGROUND:

The Current Status Report on New Program 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.](#)

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AGENDA ITEM #23-b (1):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the 2024-25 Oklahoma's Promise Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2024-2025 Oklahoma's Promise Year-End Report.

BACKGROUND:

Oklahoma's Promise was created in 1992. In the 2024-2025 academic year, students must have enrolled in the program in the 8th, 9th, 10th, or 11th grade. The program requires students to complete a 15-unit core curriculum, achieve at least a 2.50 grade point average (GPA) in the core 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.

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

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

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

POLICY ISSUES:

Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire to pursue higher education, prepare themselves for academic success in college, and to ensure that higher education is financially accessible for students.

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2024-2025 Year-End Report is available as a supplement to the agenda item.

Enrollment

The number of students enrolling in Oklahoma's Promise in high school declined steadily from 9,640 in 2014 to 7,980 in 2019. However, beginning with the 2020 high school graduating class, the first class with the higher $55,000 application income limit, enrollment increased to 8,361, a gain of almost 400 students or nearly five percent. Enrollments were similar for the 2021 and 2022 classes. The class of 2023, the first at the increased $60,000 limit and the first to be able to enroll in the 11th grade, increased by just over 800 students or almost 10 percent to 9,258. Since 2023, enrollment in the program has declined to 8,966 students in 2024 and 7,916 students in 2025. Enrollment in the program is expected to increase significantly for the class of 2026, to more than 12,000 students, due to implemented changes because of the 2025 legislative session.

OKPromise High School Enrollment by Grad Year
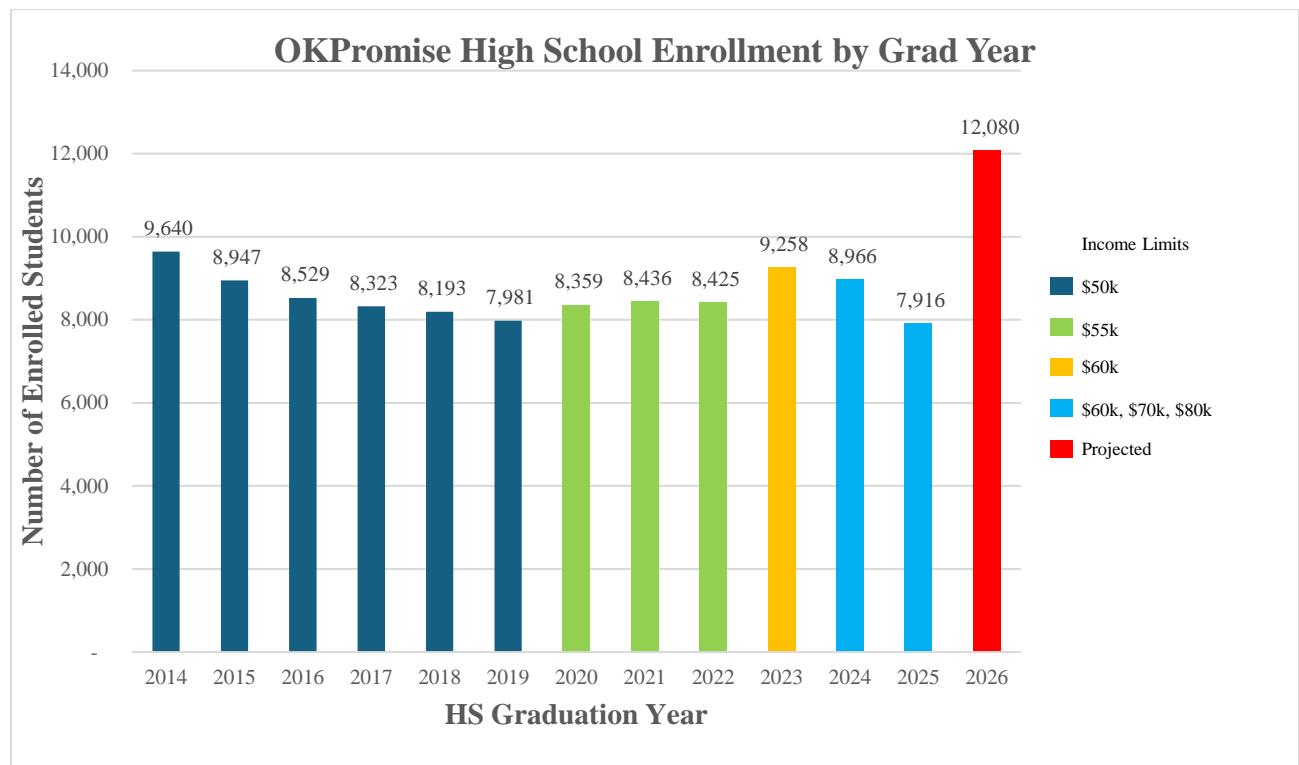
Number of Students Completing the Program's High School Requirements

The percentage of students completing the requirements to be eligible for the scholarship in the 2025 high school graduating class totaled 6,131. The high school requirement completion rate increased from 75.3 percent to 77.4 percent.

Percentage of Students Completing OKPromise Requirements
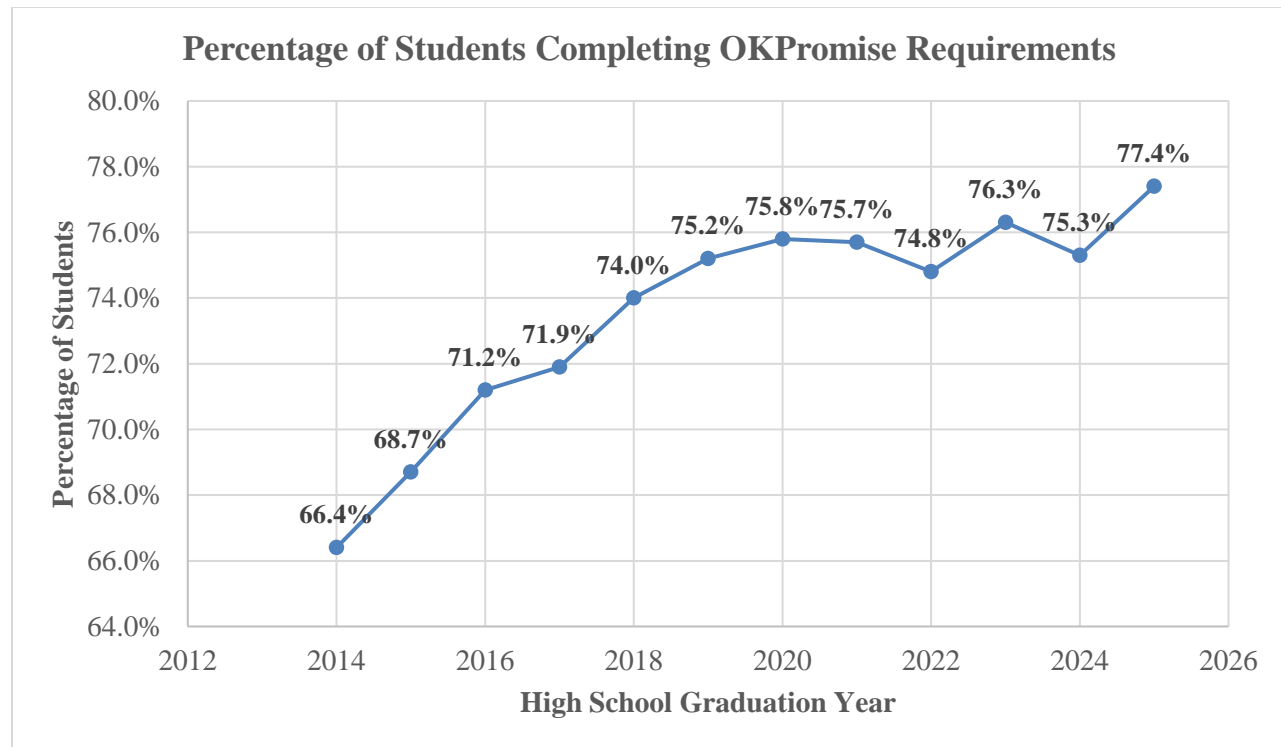
## Performance Measures for Oklahoma's Promise Students

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

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

- ACT Scores;
- College-going rates;
- College freshmen GPA rates;
- Full-time college enrollment;
- College persistence rates;
- College degree completion rates; and
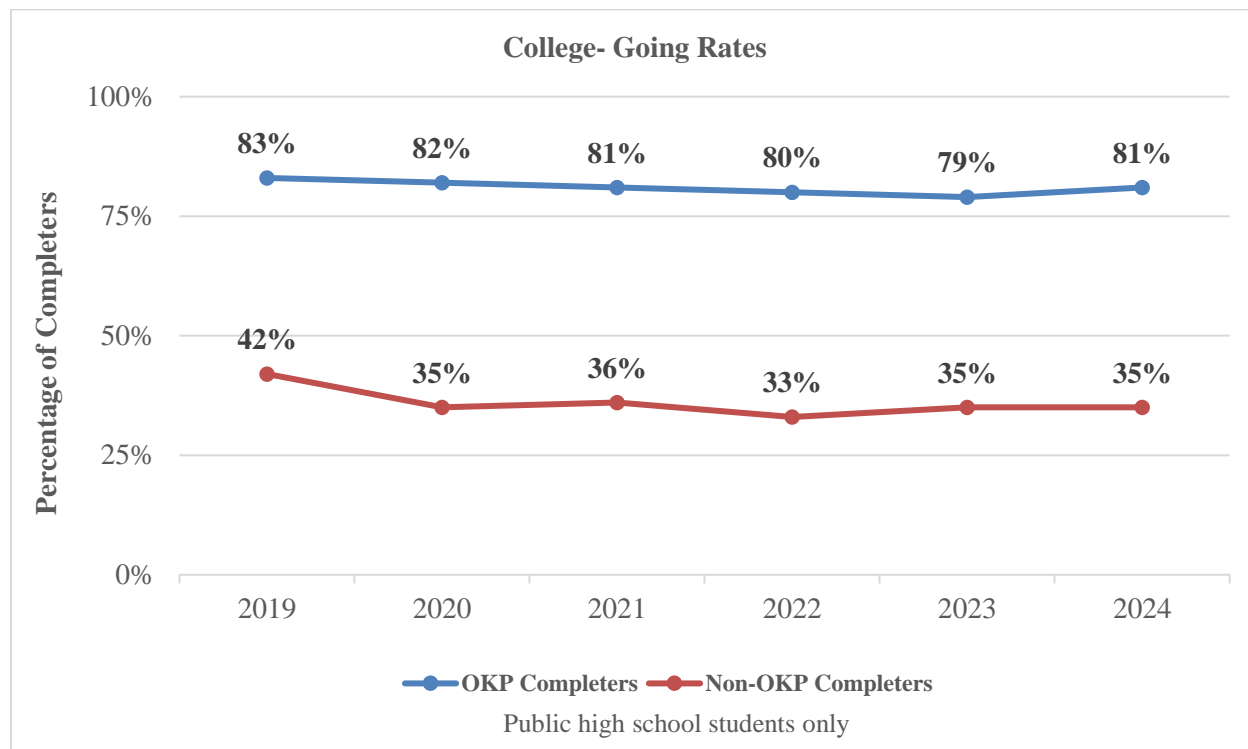- Employment rates in Oklahoma after college graduation.

ACT Scores

In the two years before 2021, Oklahoma's Promise students outscored non-Oklahoma's Promise students by about one point on the ACT test. The year 2021 was an anomaly. With no state-wide offering of the ACT test, the number of testers dropped by more than one-third (38 percent). The average score for non-Oklahoma's Promise students increased by a full point and the scores for the two groups were nearly identical. Since 2021, ACT scores for both groups have gradually declined, however Oklahoma's Promise students still score almost two full points higher than their non-Oklahoma's Promise peers on the ACT.
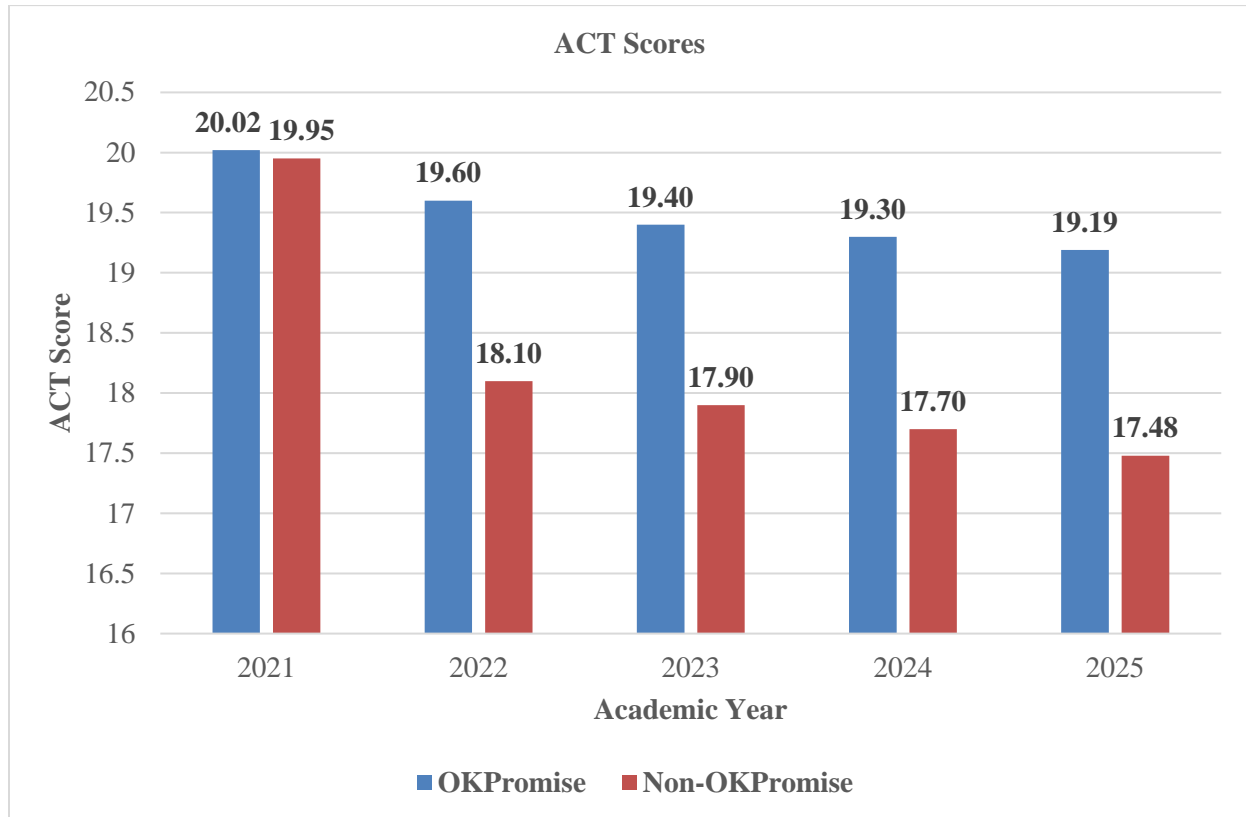
College-Going Rates

Between 2019 and 2023, college-going rates for Oklahoma's Promise students dropped gradually from 83 percent to 79 percent but less steeply than their non-Oklahoma's Promise peers. The decrease for non-Oklahoma's Promise 2020 high school graduates reflects a similar decline experienced nationally by students impacted by the COVID-19 pandemic. In 2024, college-going rates for Oklahoma's Promise students increased from the year prior to 81 percent overall.

College- Going Rates

OKP Completers: 83% (2019), 82% (2020), 81% (2021), 80% (2022), 79% (2023), 81% (2024)

Non-OKP Completers: 42% (2019), 35% (2020), 36% (2021), 33% (2022), 35% (2023), 35% (2024)

Public high school students only

College Freshmen GPA

In most years, the percentage of Oklahoma's Promise college freshmen students with at least a 2.0 GPA has been slightly higher than non-Oklahoma's Promise students. In 2024, 84 percent of Oklahoma's Promise students earned a 2.0 freshman GPA; 83 percent for non-Oklahoma's Promise students; and 78 percent for non-Oklahoma's Promise Pell recipient peers.

College Freshman-GPA of at least 2.0

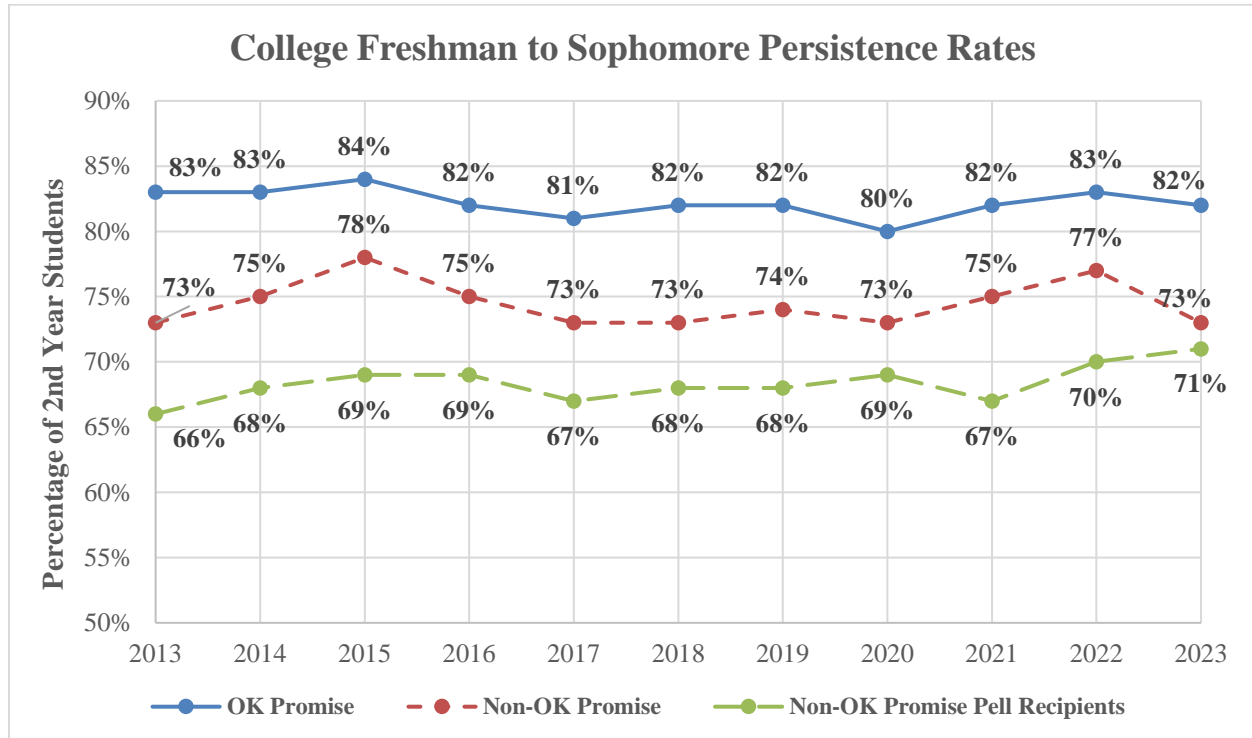Percentages calculated bassed on students with GPA reported to UDS.
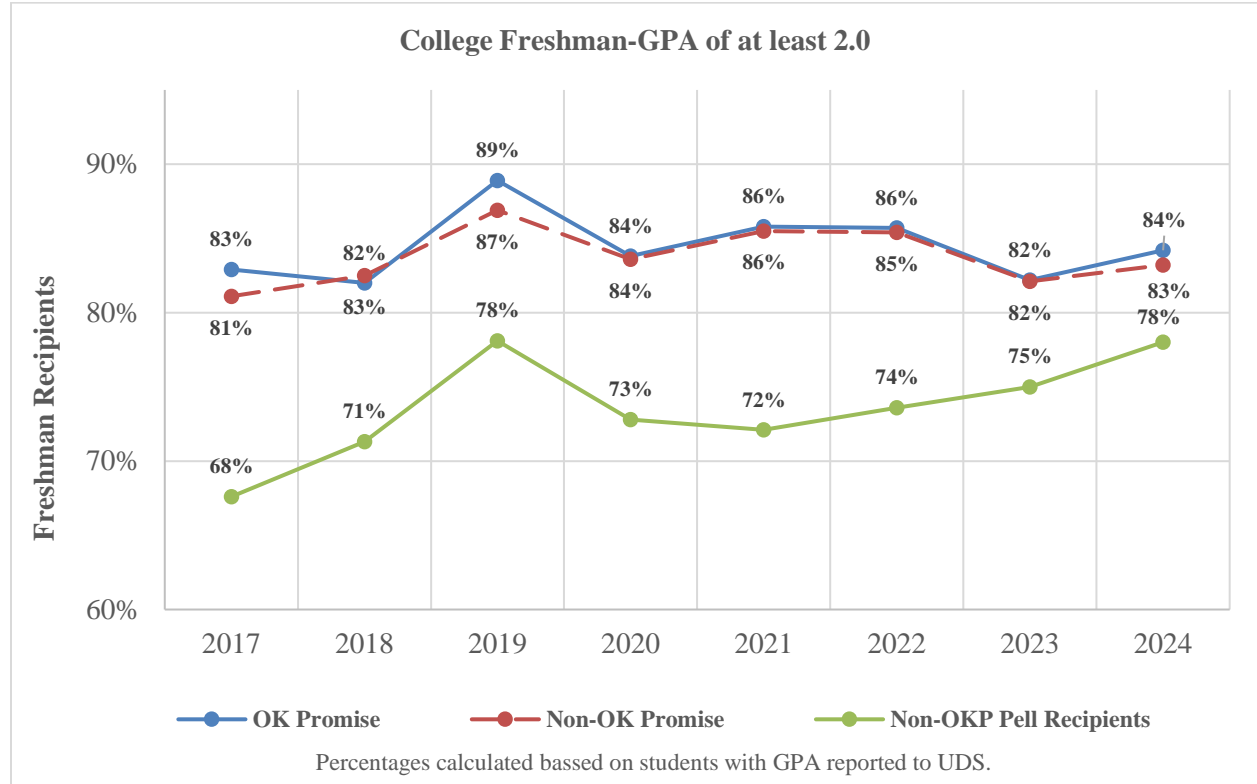
Full-Time College Enrollment

While the percentage has declined slightly over the past ten years, more than 90 percent of Oklahoma's Promise students enroll in at least twelve semester credit hours during either the fall or spring semester. This rate is generally six to nine percentage points higher than non-Oklahoma's Promise students. In 2024-2025, 92 percent of Oklahoma's Promise students were enrolled full-time; 85 percent for non-Oklahoma's Promise recipients; and 86 percent for non-Oklahoma's Promise Pell recipients.
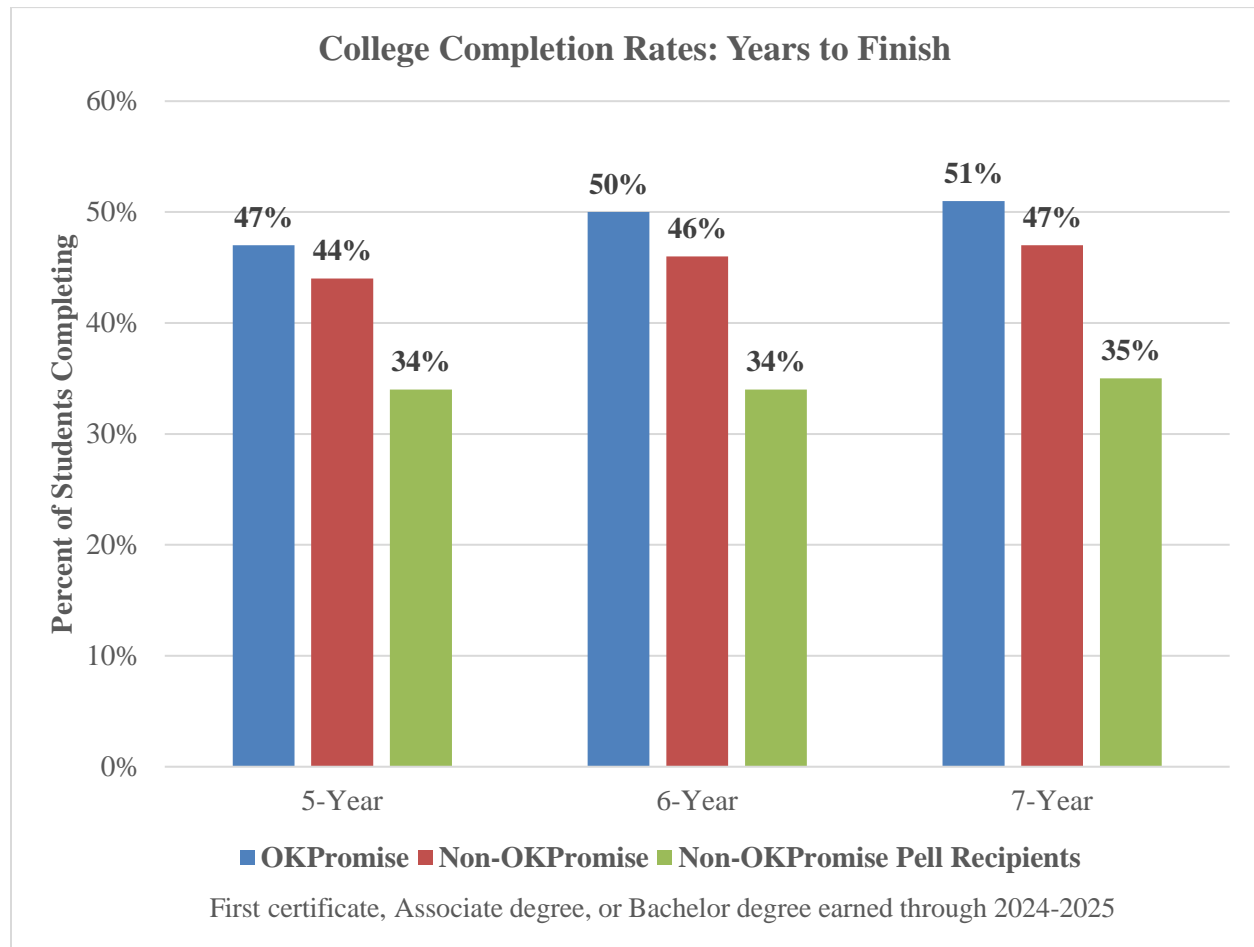

Full-Time College Enrollment

First-time entering students enrolled full-time in fall or spring semester.
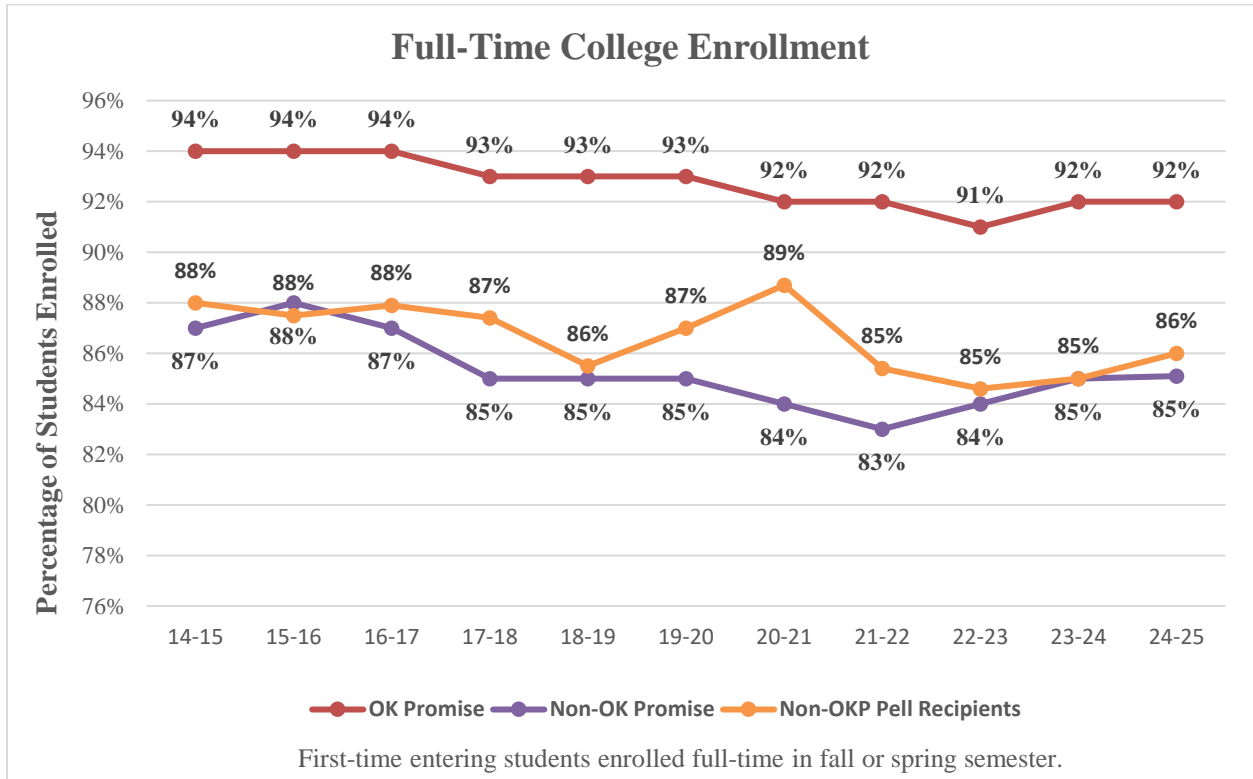
Freshman to Sophomore Persistence Rates

The freshman-to-sophomore persistence rate for Oklahoma's Promise students declined by one percent in 2023, which made it more consistent with previous years' levels. Oklahoma's Promise students have higher persistence rates than their non-Oklahoma's Promise Pell recipient peers, at 73 percent, and their non-Oklahoma's Promise peers overall, at 71 percent.

College Freshman to Sophomore Persistence Rates

Year	OK Promise	Non-OK Promise	Non-OK Promise Pell Recipients
2013	83%	73%	66%
2014	83%	75%	68%
2015	84%	78%	69%
2016	82%	75%	69%
2017	81%	73%	67%
2018	82%	73%	68%
2019	82%	74%	68%
2020	80%	73%	69%
2021	82%	75%	67%
2022	83%	77%	70%
2023	82%	73%	71%

Y-axis: Percentage of 2nd Year Students

College Completion Rates

Oklahoma's Promise students consistently complete college certificates and degrees at higher rates than their non-Oklahoma's Promise Pell recipient and overall non-Oklahoma's Promise peers. The data also show that more Oklahoma's Promise students continue to complete degrees in the years immediately following their five years of scholarship eligibility at higher rates than their peers. In 2025, 47 percent of Oklahoma's Promise students completed their programs within five years; 44 percent of non-Oklahoma's Promise students; 34 percent of non-Oklahoma's Promise Pell recipients.

College Completion Rates: Years to Finish

Percent of Students Completing

	5-Year	6-Year	7-Year
OKPromise	47%	50%	51%
Non-OKPromise	44%	46%	47%
Non-OKPromise Pell Recipients	34%	34%	35%

■ OKPromise ■ Non-OKPromise ■ Non-OKPromise Pell Recipients

First certificate, Associate degree, or Bachelor degree earned through 2024-2025

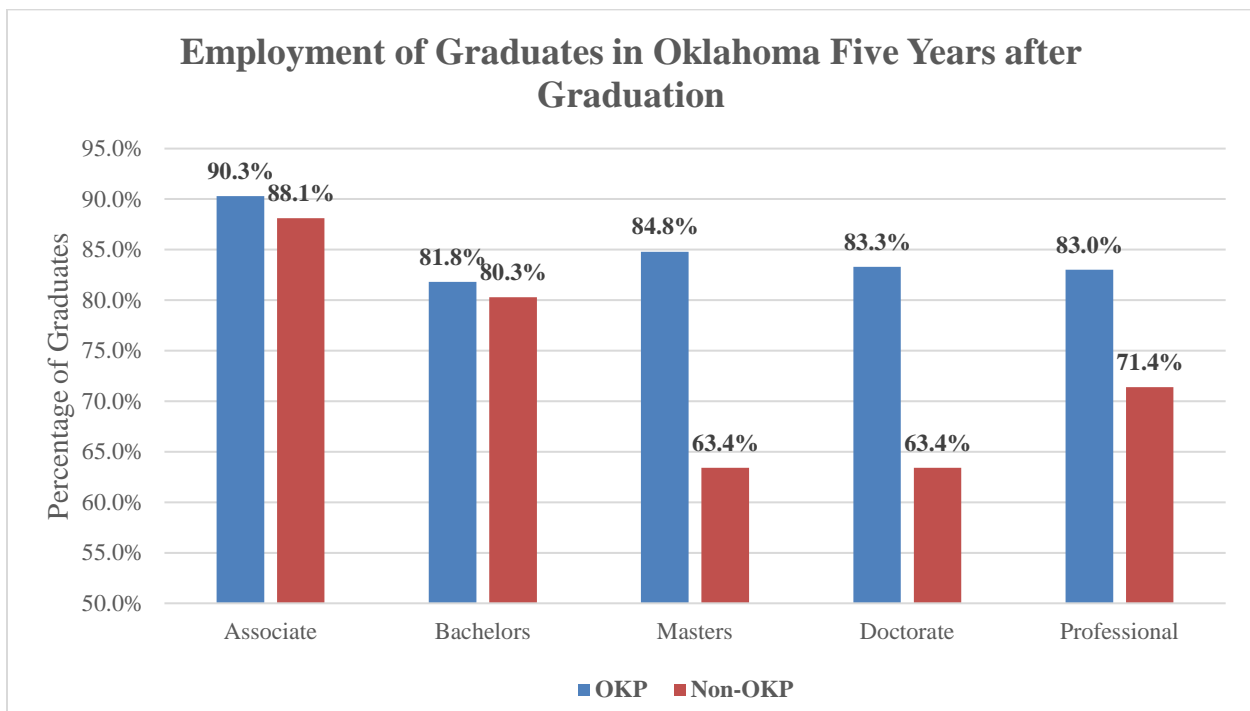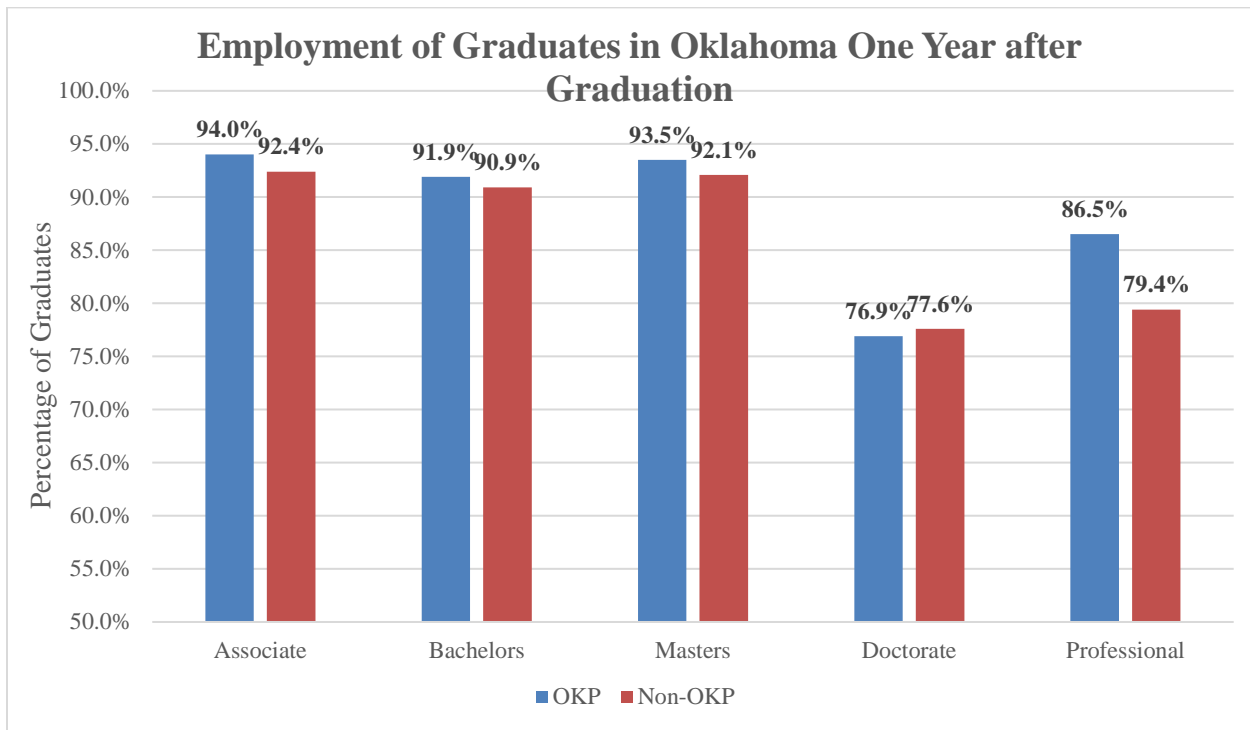**Degrees and Certificates Awarded in 2024-2025**
The number of degrees and certificates earned by current and former Oklahoma's Promise scholarship recipients in 2024-2025 totaled 4,438. Almost 84 percent were either associate degrees or bachelor's degrees followed by master's degrees at 7.53 percent.

Certificates and Degree Completion

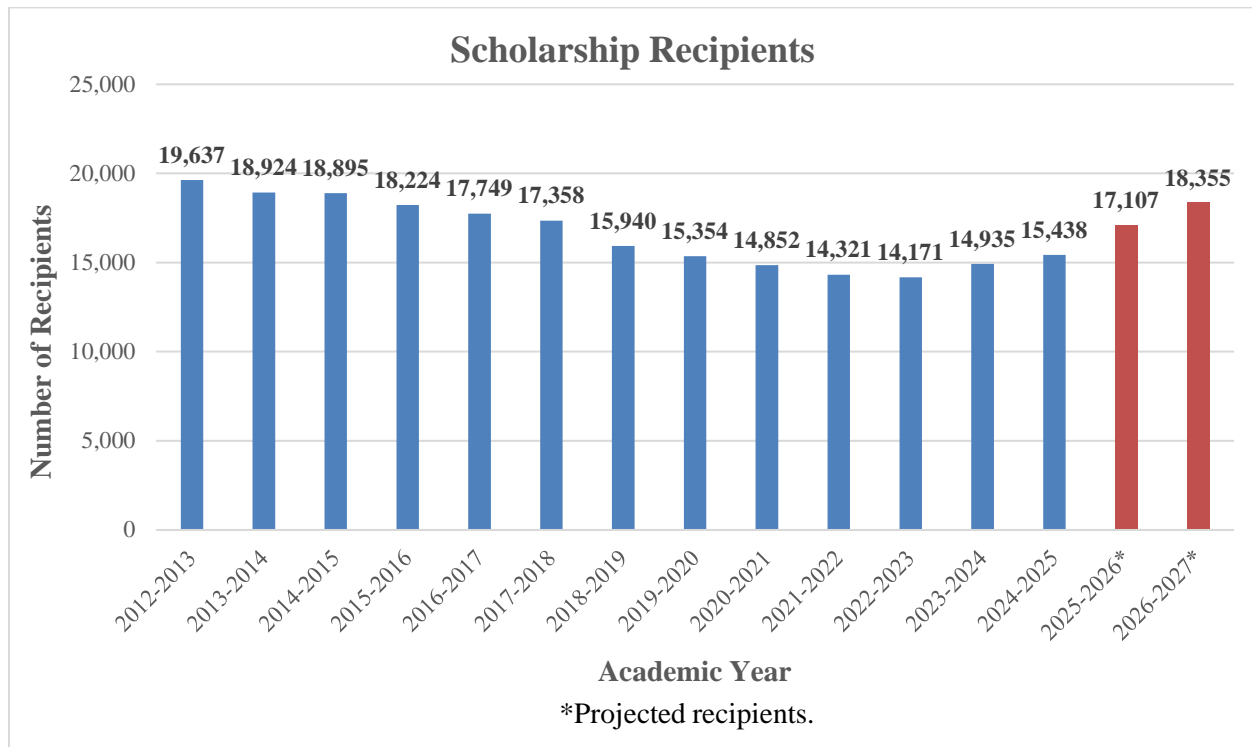| Degree Level	2024-25 Graduates	Percent of Total
Certificate (Less than Associates)	275	6.20%
Associate Degree	1,496	33.70%
Bachelor Degree	2,223	50.09%
Graduate Certificate	40	0.90%
Master's Degree	334	7.53%
Doctorate Degree	11	0.25%
Professional Degree	59	1.33%
Total Degrees	**4,438**	**100%**

Employment of Oklahoma's Promise College Graduates in Oklahoma

Consistent with previous year's reports, Oklahoma's Promise recipients have some of the highest employment rates of any student population. In total, nearly 93 percent of Oklahoma's Promise graduates are employed in the state one year after graduation, and almost 85 percent remain after five years. The overwhelming majority of Oklahoma's Promise graduates remain in the state after graduation, making significant contributions to the state's workforce.

Employment of Graduates in Oklahoma One Year after Graduation

Degree	OKP	Non-OKP
Associate	94.0%	92.4%
Bachelors	91.9%	90.9%
Masters	93.5%	92.1%
Doctorate	76.9%	77.6%
Professional	86.5%	79.4%

Employment of Graduates in Oklahoma Five Years after Graduation

| Degree	OKP	Non-OKP
Associate	90.3%	88.1%
Bachelors	81.8%	80.3%
Masters	84.8%	63.4%
Doctorate	83.3%	63.4%
Professional	83.0%	71.4%

Number of Scholarship Recipients

After the number of scholarship recipients steadily declined for eleven consecutive years, the number began increasing again in 2023-2024 due to the increased application income limits in 2017, 2021, and 2022 as well as the expansion of the application period into the 11th grade beginning in 2021. The number of recipients is projected to continue to increase in future years due to the expansion of eligibility parameters implemented after the 2025 legislative session.

Scholarship Recipients

Academic Year	Number of Recipients
2012-2013	19,637
2013-2014	18,924
2014-2015	18,895
2015-2016	18,224
2016-2017	17,749
2017-2018	17,358
2018-2019	15,940
2019-2020	15,354
2020-2021	14,852
2021-2022	14,321
2022-2023	14,171
2023-2024	14,935
2024-2025	15,438
2025-2026*	17,107
2026-2027*	18,355

*Projected recipients.

Scholarship Expenditures

For the third straight year, scholarship expenditures in 2024-2025 increased from the previous year. The cumulative increase from 2022-2023 to 2024-2025 totaled $9.8 million. Several factors contributed to the increase: (1) the statutory change creating multiple income limits, (2) the overall increase in enrollment of high school students in the program, (3) increased completion rates of the high school eligibility requirements, (4) increased retention and persistence rates at colleges and universities, and (5) the increase in the number of colleges raising tuition rates. Scholarship expenditures are projected to begin increasing in future years as program enrollment rises due to legislative expansion.
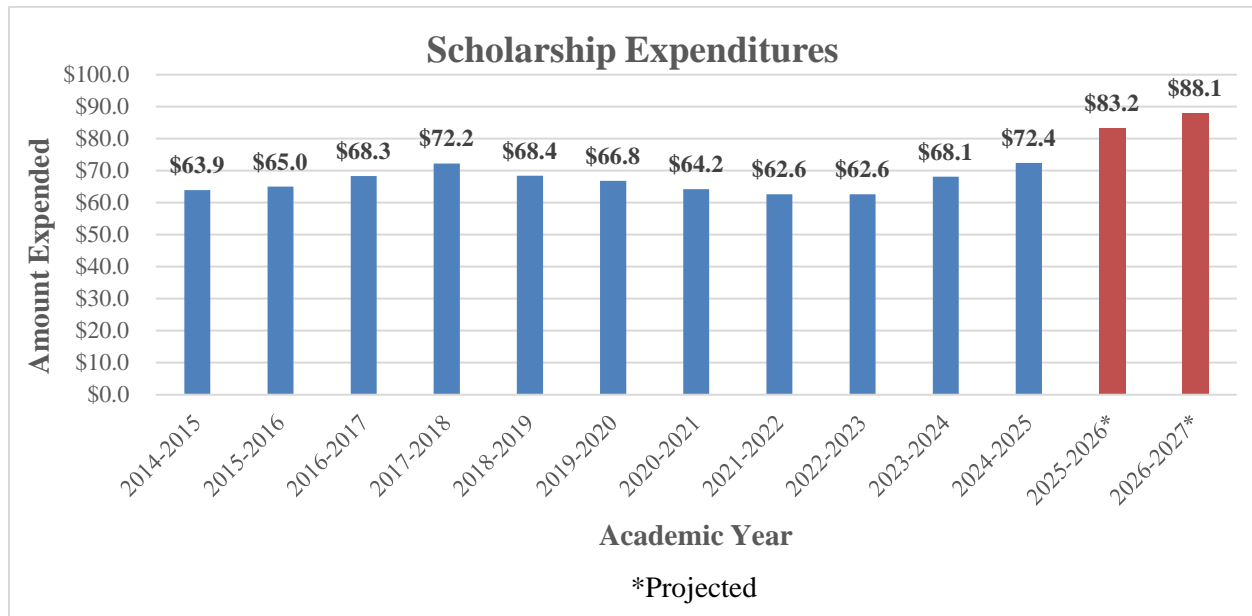
Supplement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 5, 2026

AGENDA ITEM #23-b (2):

> **Annual Reports.**

SUBJECT:

> Possible action to acknowledge receipt of the 2024-25 Oklahoma Rising Scholars Award Year-End Report.

RECOMMENDATION:

> **It is recommended that the State Regents acknowledge receipt of the 2024-2025 Oklahoma Rising Scholars Award Program Year-End Report.**

BACKGROUND:

For 2024-2025, the State Regents allocated $7,155,862 from appropriations made by the 2024 Oklahoma Legislature for the Oklahoma Rising Scholars Award Program (formerly Academic Scholars Program), which is unchanged from 2023-2024. The program provides participants funding to use toward tuition, fees, room and board, and required materials for up to four years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Oklahoma Rising Scholars Award Program, Oklahoma residents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for automatic qualifiers in the 2024-2025 academic year were $6,500 for students attending a research university, $5,000 for students attending a regional university, and $4,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were $4,000 for students attending a research university, $3,200 for students attending a regional university, and $3,000 for students attending a two-year college. State system institutions also provide scholarship recipients with a tuition waiver.

The State Regents have taken the following actions prior to the 2024-2025 academic year in response to funding changes and policy priorities:

- 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– The State Regents maintained the prohibition on funding for nonresident students but were able to increase the number of Institutional Nominee freshmen scholarship slots by 116. In addition, the State Regents increased the Institutional Nominee scholarship award amount by $400 and added a third minimum eligibility criterion option for Institutional Nominee qualification.

- 2021-2022 – Due to a $250,000 or 4 percent reduction 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 to 14 percent. In addition, a total of 20 additional freshmen Institutional Nominee slots were added to the state two-year colleges.

In 2024-2025, a total of 1,461 students participated in the program receiving awards totaling nearly $7 million.

POLICY ISSUES:

The statutory purpose of the program is to retain high-achieving Oklahoma students in the state for college. This agenda item also fulfills a statutory requirement to report the number of Oklahoma Rising Scholars Award Program participants who remain in Oklahoma within five years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

- A total of 1,461 students at Oklahoma public and private colleges and universities were enrolled in the Oklahoma Rising Scholars Award Program in Fall 2024, an increase of 66 students from 1,395 students enrolled for Fall 2023.

- The 2024 freshman class totaled 479 students, with 225 automatic qualifiers and 254 institutional nominees, representing an increase of 52 students or approximately 12 percent compared to 427 students in the 2023 freshman class, which included 173 automatic qualifiers and 254 institutional nominees.

- In FY2025, total program expenditures were $7,058,325, an increase of $1,139,500 or approximately 19.3 percent compared to the 2023–2024 fiscal year, where expenditures were $5,918,825.

- The National Merit Corporation's most recent available data show a sharp increase in National Merit Scholars enrolled at Oklahoma institutions: total National Merit Scholars rose from 111 in Fall 2022 (7 at private institutions and 104 at public institutions) to 246 in Fall 2023 (128 at private institutions—and 118 at public institutions).

- On average, about 74 percent of participants retained the scholarship through their fourth year of eligibility and about 14 percent of participants lost the scholarship after one year in the program.

- Of the 1,242 resident participants entering the program between 2017-2019, 86 percent (1,071) earned at least an associate degree from an Oklahoma institution within six years.

- Recent data show that 82.7 percent of the 2022–2023 graduates, including those employed or enrolled in higher education, remained in the state one year after graduation. For the 2018–2019 graduates, including the same considerations, 67.6 percent were still in Oklahoma five years post-graduation.

- For Fall 2024, about 67 percent of the program participants attended three main institutions: the University of Oklahoma (34.1 percent), Oklahoma State University (25.6 percent), and the University of Tulsa (7.5 percent). The remaining participants were distributed among public regional universities (19.2 percent), public two-year colleges (12.3 percent), and other private universities (1.3 percent).

- For the 2024-2025 academic year, available data indicates that program participants generally come from higher income families. Of the participants who filed a Free Application for Federal Student Aid (FAFSA), 23 percent were Pell Grant eligible.

- Participation rates for some ethnic minority students have remained relatively small over the past 5 years. For 2024-2025, the ethnicity of participants was 65.9 percent White, 10.11 percent Asian, 5.72 percent Hispanic, 3.56 percent American Indian, 0.42 percent Black, and 14.29 percent not reporting or classified as other.

The full Oklahoma Rising Scholars Award Program 2024-2025 Year-End Report is available upon request as a supplement.

AGENDA ITEM #25:

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) EEOC Charge #564-2025-03577, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest; and,

(2) 25 O.S. § 307(B)(1) for routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of the Chancellor.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

<u>MINUTES</u>

Eight Hundred and Fifty-third Meeting

December 4, 2025

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

Minutes of the Eight Hundred and Fifty-third Meeting
December 4, 2025

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Minutes of the Eight Hundred and Fifty-third Meeting

of the

Oklahoma State Regents for Higher Education

December 4, 2025

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a regular meeting at 9:00 a.m. on Thursday, December 4, 2025, in the Regents Conference Room of the State Regents' office (655 Research Parkway, Suite 200, Oklahoma City, OK). Notice of the meeting was filed with the Secretary of State on September 11, 2024. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Courtney Warmington called the meeting to order at 9:00 a.m. and presided. Present for the meeting were State Regents Jack Sherry, Dennis Casey, Courtney Warmington, Phillip Mitchell "Mitch" Adwon, Ken Levit, Jeffrey W. Hickman, Steven W. Taylor, and Michael C. Turpen were present. Regent Dustin J. Hilliary was absent.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Adwon moved, seconded by Regent Taylor, to approve the minutes of the State Regents' meetings in October 2025. Voting for the motion were Regents Sherry, Warmington, Adwon, Levit, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

4. **COMMENTS FROM THE CHAIR.** Chair Warmington highlighted recent higher education activities and priorities. She noted her participation in the Oklahoma Education Policy Conference, where she emphasized the importance of aligning education and workforce strategies, and the Oklahoma Women in Higher Education Conference, where she introduced Louisiana Commissioner of Higher Education Kim Hunter Reed during the

morning plenary session. She also referenced her participation in the Oklahoma Higher Education Hall of Fame induction ceremony, noting the recognition of Chancellor Sean Burrage. Chair Warmington additionally referenced the State Regents' annual Regents Education Program and thanked Regents Casey and Taylor for their attendance, as well as participating presidents and governing board members. She concluded by expressing appreciation for the continued service of her fellow regents, staff, and institutional partners, and extended holiday and New Year wishes..

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Burrage provided updates on recent developments and systemwide outcomes. He recognized Northern Oklahoma College, Northeastern State University, and Seminole State College for each receiving $17 million unrestricted gifts from philanthropist MacKenzie Scott, noting that the investments reflect strong confidence in Oklahoma's higher education institutions and will support long-term student success. Chancellor Burrage also highlighted positive systemwide outcomes, referencing the annual report on degree and certificate production later in the agenda, which reflects an increase of more than eight percent over the prior year. He noted that the growth demonstrates institutional commitment to completion, workforce alignment, and meeting the state's economic needs. Finally, Chancellor Burrage shared that he has continued meeting with legislators in advance of the upcoming legislative session to discuss higher education priorities, including affordability, workforce shortages, and institutional efficiency. He noted that these discussions have been productive and reflect legislative recognition of higher education's importance to Oklahoma's future.

6. **STATE SYSTEM INSTITUTIONAL UPDATE.** President Don Raleigh provided an update on institutional activities at Rogers State University aligned with Blueprint 2030. President Raleigh reported that RSU has experienced eight consecutive semesters of enrollment growth. Since 2021, tuition has increased by only two percent and mandatory fees have remained flat. Forty-two percent of RSU students are first-generation students. The RSU Foundation provides more than $1 million annually in private scholarships, and more than 40 percent of graduates complete their degrees with zero debt. President Raleigh reviewed programs expanding to meet critical workforce needs, including chemical engineering, cybersecurity and information assurance, robotics, and elementary education.

He reported that the BSN program has expanded to 160 students and that RSU's NCLEX pass rate is approximately 94 percent, compared to a national average of approximately 88 percent. The elementary education program has expanded from an associate degree to a bachelor's degree program. He noted that RSU is intentional in engaging workforce partners, including K–12 leaders, and in developing pathways from CareerTech to RSU, with ongoing discussions involving business and industry partners such as MidAmerica Industrial Park. President Raleigh announced an upcoming groundbreaking ceremony for the $35 million Center for Science and Technology, a transformational, lab-only facility for the campus. As the only residential public university in the Tulsa metro area, RSU enrolls 813 students from Tulsa County, and 127 students transferred from Tulsa Community College, representing a 123 percent increase since 2021. He updated the Regents on progress toward partnering with Saint Francis Health System to offer BSN degrees at its Tulsa campus. President Raleigh announced that RSU will update its Strategic Plan to further develop programs addressing critical workforce needs, build capacity to accommodate enrollment growth and technical degree offerings, and clarify RSU's role in Tulsa, noting that a recent Huron report found that 96 percent of RSU programs align with the top 100 critical workforce needs in Oklahoma. Regent Casey asked about residential capacity, and President Raleigh reported housing occupancy of approximately 88–90 percent. Regent Turpen asked about the Foundation's fund balance, and President Raleigh reported an endowment of approximately $23 million and net assets of approximately $48 million. Regent Hickman asked about workforce projects such as the Port of Inola and interest in the teacher education program, and President Raleigh confirmed partnerships with the Port of Inola and MidAmerica Industrial Park, noting strong interest from superintendents and that RSU is exploring junior- or senior-level concurrent enrollment options for elementary education and the possibility of student-teaching in participants' own classrooms.

7. **NEW PROGRAMS.**

   a.   **Northeastern State University.** Regent Casey presented Agenda Item #7-a, which is a request from Northeastern State University to offer the Doctor of Education in Community Based Leadership, and asked Dr. Joel Kendall, Vice Chancellor for

Academic and Student Affairs, to explain the request. Dr. Kendall indicated that degree is a 60-credit hour program that will empower civic, tribal, and educational leaders with the skills needed to foster collaboration across Oklahoma's diverse communities, enhancing positive outcomes statewide. Dr. Kendall noted that NSU had modified the intended program delivery mode to include an in-person component following initial consideration and discussion by the State Regents at the June 2025 meeting when the State Regents did not authorize approval. Following Dr. Kendall's remarks, Regent Casey recognized Northeastern State University President Rod Hanley via Zoom to provide additional comments. President Hanley highlighted some new changes made to this request such as redesigning it into a hybrid doctoral model with multiple face-to-face engagement points each semester. This includes structured synchronous in-person class meetings, cohort-based case studies, and dissertation advising sessions. To support this proposal, NSU conducted a Gray report that indicated that there was a 95-percentile employment demand statewide, therefore there is believed to be a market for this program. There is also Lightcast data which projects a 5.8 percent growth in job opportunities for education administrators in Oklahoma, highlighting the regional gaps of qualified leadership candidates across the school districts. Regent Taylor asked for further details regarding the added face-to-face component to this degree. Provost Carla Swearingen stated that each class would have at least three in-person sessions and some of the high-risk assessments will also be in-person. Regent Taylor commended NSU for adding more face-to-face teaching. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Warmington, Adwon, Levit, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.

b.   **Tulsa Community College.** Regent Casey presented Agenda Item #7-b, which is a request from Tulsa Community College to offer the Bachelor of Science in Child Development, and asked Dr. Kendall to explain the request. Dr. Kendall indicated that degree is a 121-credit hour program that will equip students to understand developmental milestones, apply evidence-based practices, and create nurturing, inclusive environments that promote positive outcomes for children, families, and

communities. The request, if approved, would be TCC's first bachelor's degree program. Following Dr. Kendall's remarks, Regent Casey recognized Tulsa Community College President Leigh Goodson via Zoom to provide additional comments. President Goodson stated that this degree program is designed to help their students enter the workforce through the childcare workforce, which the need in Oklahoma is projected to increase by 15 percent by 2031. A big deficit in that field is the pay. The median salary in that field is about $23,000 to $30,000 a year, which is certainly not a living wage. This degree would be an "earn while you learn" opportunity, meaning students can pace it in a way that allows them to work while they are in school. There are four levels of stackable credentials in the field of early childhood development. Regent Casey asked for clarification on how this degree combats earning a livable wage. President Goodson informed him that with this degree, graduates are qualified to become directors in centers, which means a median salary of $56,270. Students could also apply for alternative certifications. This would also feed into master's programs for child development. Regent Taylor asked for more details regarding the face-to-face component of the program. Senior Vice President and Chief Academic Officer Angela Sivadon answered that there will be weekly office hours for students and professors to meet one-on-one. Regent Hickman asked about the format of the lectures. These lectures are not live but recorded. Regent Casey moved, seconded by Regent Hickman, to approve the request. Voting for the motion were Regents Adwon, Levit, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

8.   **PROGRAM DELETIONS.** Regent Casey presented Agenda Item #8, which is approval of Connor State College's request to delete the Associate in Arts in Arts and Letters. It appears that no students will be negatively impacted by the program deletion. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Levit, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Adwon. Voting against the motion were none.

9.   **LOW-PRODUCTIVITY PROGRAMS.** Regent Casey presented Item #9, which is possible action on institutional requests for deletion, suspension, or exception of low-

productivity programs and asked Dr. Kendall to explain the item. He reported that there are 357 low-productivity programs statewide. Of these, 62 programs (17 percent) are scheduled for deletion or suspension in the coming year. Of the remaining 295 programs, approximately 65 percent will continue under approved action plans, including restructuring, cross-institutional collaboration, or enrollment growth strategies. The remaining 102 programs were identified as low-cost or no-cost programs, 89 percent of which are in STEM or critical-occupation workforce fields. Regent Casey inquired about the timeline given to the institutions to delete, suspend, or grow these programs. Dr. Kendall explained that the expectation is for it to be handled within a year. Regent Warmington and Hickman asked for clarification on the purpose of this vote. Dr. Kendall stated that the Regents are to vote on the approval of continued exceptions for the low-productivity programs. Regent Warmington also asked what the timeline was before these programs are brought back to the board. Dr. Kendall explained that his team is still discussing the optimal rotation, but it will most likely be at least every three years. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Adwon, and Levit. Voting against the motion were none.

10. **TEACHER EDUCATION**. Regent Casey presented Item #10, which is a request to approve the recommended Teacher Shortage Employment Incentive Program benefit of $22,646 for each teacher eligible in 2026. Regent Casey moved, seconded by Regent Adwon, to approve the request. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Adwon, Levit, and Casey. Voting against the motion were none.

11. **OKLAHOMA RISING SCHOLARS AWARD PROGRAM**. Regent Casey presented Item #11, which is a request to approve the automatic qualifying freshmen scholarship award levels for the Oklahoma Rising Scholars program. It is recommended that the scholarship awards for automatic qualifying freshmen be increased to the average cost of attendance by tier, not including the cost of tuition, for the 2026-2027 academic year. Regent Casey moved, seconded by Regent Adwon, to approve the request. Voting for the

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

12. **GRANTS**.

a. Regent Casey presented Item #12-a, which is a request to a request to approve the 2026 Summer Academy grants. Seventeen academies are being recommended to receive their third year of a three-year grant, totaling $407,818 in funding. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Adwon, Levit, Casey, Hickman, and Turpen. Voting against the motion were none.

b. Regent Casey presented Item #12-b, which is a request to a request to approve the Fall 2025 micro-credential grant proposals. This funding will support student scholarships, program development, employer engagement, faculty training, marketing, research, and collaborative initiatives. Regent Casey moved, seconded by Regent Levit, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Adwon, Levit, Casey, Hickman, and Turpen. Voting against the motion were none.

13. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Nick Hathaway provided a report on the state budget. He reported that the state tax revenue for October 2025 was up $60 million, or 4.4 percent, compared to October 2024. Overall tax collections for the year are up $81 million. The overall business condition index rose from 50 to 52 in October. Regent Casey asked what contributed to the positive report for October 2025. Vice Chancellor Hathaway explained that a big contributor to that was sales and use tax, which was up 6.5 percent.

14. **E&G BUDGET.** Regent Hickman presented Agenda Item #14, which is a request to approve allocations of $1,085,994.01 to Oklahoma State University Center for Health Sciences and $1,085,994.01 to the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. The current accumulated allocation to each institution, including this allocation, totals to

$118,284,161.16. Regent Hickman moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Sherry, Warmington, Adwon, Levit, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

15. **SYSTEM INNOVATION FUND.** Regent Hickman presented Agenda Item #13, which is a request to approve the Innovation with AI proposals recommended for grant awards from the System Innovation Fund. Regent Hickman recognized Vice Chancellor Hathaway to provide additional information about the grants. Vice Chancellor Hathaway explained that a request for proposals was issued to Oklahoma institutions to identify ways the State Regents could deploy Innovation Fund resources to advance innovation and artificial intelligence across the system. He noted that proposal guidelines and a scoring rubric were established, encouraging projects that enhance the student experience, monitor the quality of online instruction, reduce institutional data-collection burdens, build partnerships with K–12 and CareerTech systems, and support innovations scalable across the higher education system. A total of 20 proposals were received, with seven recommended for funding. Regent Hickman asked what was lacking in the proposals not selected, and Vice Chancellor Hathaway stated that institutions whose proposals were not funded may still benefit through shared strategies and partnerships developed by the awarded projects. Regent Hickman noted that the Budget Committee recommended highlighting one funded project as an example of the type of innovative work supported and asked Chair Warmington to recognize President David Whitlock and Dr. Eric Kennedy of Southeastern Oklahoma State University to describe their proposal. Dr. Kennedy stated that while face-to-face instruction remains important, online learning is a permanent component of higher education and must be delivered effectively. He explained that the proposed project includes partnering with an external vendor to develop an AI-enabled tool integrated with the learning management system to evaluate online courses, faculty engagement, and student interaction, and to provide recommendations for improvement. He also described an AI-driven financial stress-testing tool for enrollment management that would allow leaders to model "what-if" scenarios affecting institutional finances, staffing, and student success by aggregating data across systems, as well as plans to establish AI labs on campus. Regent Hickman stated that these tools could also be used in concurrent classes. Regent Hickman moved, seconded by Regent Turpen, to approve the request. Voting for the

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

16. **FISCAL POLICY**. Regent Hickman presented Agenda Item #16, which is a request to approve proposed revisions to the State Regents' Waiver of Tuition policy. The proposed revisions are the result of statutory changes implemented by HB 1795 in 2024 that include the waiver of fees in addition to waivers for tuition and room and board for dependents of peace officers, firefighters and emergency medical technicians killed in the line of duty. Regent Hickman moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Adwon, Levit, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

17. **CONTRACTS AND PURCHASES.** Regent Hickman presented Agenda Item #17, which is a request to approve purchases for amounts that exceed $100,000. Regent Turpen moved, seconded by Regent Taylor, to approve the item. Voting for the motion were Regents Levit, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Adwon. Voting against the motion were none.

18. **INVESTMENTS.** Regent Taylor presented Agenda Item #18, which is a request to approve a new investment manager. The Investment Committee meet with Mercer in person earlier in the week. During that meeting, the Investment Committee reviewed portfolio performance, and the endowment fund is up 11.5% calendar year-to-date. The Investment Committee recommends a commitment of $10 million to Quantum Energy Partners IX. Regent Taylor moved, seconded by Regent Turpen, to approve the recommendation. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Adwon, and Levit. Voting against the motion were none.

19. **LEGISLATIVE UPDATE.** Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, provided Regents with an update on legislative activity. He reviewed recent legislative visits across the state. The legislative tour schedule kicks off December 5 at Northeastern State University for the northeast legislative tour, followed by the western tour on December 8, the southeast tour on December 11, and the OKC metro tour on December 15. He reminded the Regents that December 5 is the deadline for all bill requests

to be filed. Dr. Jobe reviewed a few bills with the Regents, including adding additional language to the Oklahoma's Teacher Promise bill for clarification and looking at the bill evaluating the baseline Oklahoma's Promise income eligibility limit for families. He expects both Chambers to file research-related bills, and he is following some workforce-related bills, too. He will keep the Regents updated regarding the upcoming elections across the state.

20. **ADMINISTRATIVE OPERATIONS POLICY.** Chair Warmington noted that Agenda Item #20 is the posting of proposed revisions to State Regents' policy 2.28 – Free Speech Committee. This item is for posting only.

21. **DEGREES CONFERRED.** Regent Adwon presented Agenda Item #21, which is request to acknowledge receipt of the 2024-25 Degrees Conferred Report, and asked Dr. Stephanie Baird, Associate Vice Chancellor for System Analysis and Reporting, to explain the item. Dr. Baird reported that during the 2024–25 academic year, Oklahoma's state system of higher education awarded 41,250 degrees and certificates, representing an increase of 8.3 percent (3,183 awards) from the previous year and 11 percent (4,101 awards) over the past five years. She noted that, to meet workforce needs in high-demand and critical-occupation fields, institutions have sustained a decade-long upward trend in degree and certificate production, including a 28 percent increase in STEM disciplines and an 18.5 percent increase in health professions. Dr. Baird reported that Hispanic/Latino students represented the largest racial and ethnic group outside the White category in 2024–25, with awards to Hispanic/Latino students increasing by 43.8 percent over the past five years. She further reported that women earned 61.4 percent of all degrees and certificates, while men earned 38.6 percent. Since 2021–22, state system institutions have awarded a total of 133,050 degrees and certificates, exceeding the Blueprint 2030 target of 100,000 awards, and that in 2024–25, 87.5 percent of all degrees and certificates conferred aligned with critical occupations. Regent Hickman asked whether the increase from 2024 to 2025 was driven more by degrees or certificates; Dr. Baird responded that the growth was primarily due to a significant increase in associate degrees and continued growth in graduate certificates. Regent Hickman asked where most of the associate degree growth occurred, and Dr. Baird reported that Tulsa Community College experienced a substantial increase resulting from

an advisor-led initiative. Regent Casey asked for clarification on the professional degrees included in the data, and Dr. Baird responded that they were primarily in medical and health-related fields. Regent Casey also asked which teaching credentials were included, and Dr. Baird clarified that emergency teaching certificates were not included in the data. Regent Adwon moved, seconded by Regent Turpen, to acknowledge receipt of the report. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Adwon, Levit, and Casey. Voting against the motion were none.

22. **COMMENDATIONS.** Regent Warmington presented Agenda Item #22, which is recognition of staff for service on state and national projects and asked Vice Chancellor for Administration Kylie Smith to read the commendations as listed in the agenda. Quinn McCrary, OneNet Cybersecurity Technician, passed the exam to earn a CompTia Security X Certification. Elizabeth Walker, Coordinator for Academic Administration, was recognized by National Council for State Authorization Reciprocity Agreements (NC-SARA) with an award of "Regional Star" at the 2025 SARA State Portal Entity Conference in Salt Lake City in September 2025 in acknowledgement of her service to the SARA community. Regent Adwon moved, seconded by Regent Turpen, to approve the item. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Adwon, Levit, Casey, and Hickman. Voting against the motion were none.

23. **CONSENT DOCKET.** Regent Casey moved, seconded by Regent Sherry, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:

    a. Post Audit. Possible action on institutional requests for final approval and review schedule extensions for existing programs. Page 71.

    b. High School Course for College Admission. Possible action to ratify approval of a request for a high school course to be considered for college admission. Page 89.

    c. State Authorization Reciprocity Agreement. Possible action to ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 91.

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

e. FY25 Audit. Possible action to acknowledge receipt of the Annual Independent Audit Report for fiscal year ending June 30, 2025. Page 95. (Supplement)

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

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

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

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

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

b. Possible action to acknowledge receipt of the Policy Exception Quarterly Report. Page 107.

c. Possible action to acknowledge receipt of the revised Fall 2025 Preliminary Enrollment Report. Page 109.

d. Annual Reports.

(1) Possible action to acknowledge receipt of the Annual Report on ACT Scores for the 2025 graduating class. Page 117.

(2) Possible action to acknowledge receipt of report required by SB 639 of the 2021 legislative session. Page 121.

(3) Possible action to acknowledge receipt of the 2024-25 Oklahoma Tuition Aid Grant Year-End Report. Page 133.

(4) Possible action to acknowledge receipt of the 2024-25 Oklahoma Tuition Equalization Grant Year-End Report. Page 143.

(5) Possible action to acknowledge receipt of the 2024-25 Regional Baccalaureate Scholarship Year-End Report. Page 149.

(6) Possible action to acknowledge receipt of the FY26 Tuition Impact Analysis Report. Page 153. (Supplement)

(7) Possible action to acknowledge receipt of the Financial Operations Report for fiscal year ending June 30, 2025. Page 155. (Supplement)

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

25. **REPORT OF THE COMMITTEES.**

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

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

   c.   Strategic Planning, Personnel and Technology Committee. The Strategic Planning, Personnel and Technology Committee had no additional items for Regents' action.

   d.   Investment Committee. The Investment Committee had no additional items for Regents' action.

26. **PROPOSED EXECUTIVE SESSION.** Chris Turner, General Counsel, advised Regents that an executive session was needed pursuant to 25 O.S. § 307(B)(1) for routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of the Chancellor. Regent Turpen moved, seconded by Regent Sherry, to enter executive session. Voting for the motion were Regents Warmington, Adwon, Levit, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against

the motion were none. The Regents entered executive session. Regent Adwon moved, seconded by Regent Taylor, to exit executive session. Voting for the motion were Regents Adwon, Levit, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none. The Regents resumed open session.

27. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Warmington announced that the next regular meeting is scheduled to be held on Thursday, February 5, 2026 at 9:00 a.m. at the State Regents' office in Oklahoma City.

28. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

_____   _____
Courtney Warmington, Chair   Steven W. Taylor, Secretary