



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

March 26, 2026

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the March 26, 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 March 26, 2026.

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

AGENDA

Thursday, March 26, 2026 at 9:00 a.m.
Tulsa Community College – Northeast Campus
Seminar Center, AB-121
3727 East Apache Street
Tulsa, OK

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. **President’s Welcome.** Welcome from President Leigh Goodson of Tulsa Community College. Page 1.

STATE SYSTEM INSTITUTIONS

7. **State System Institutional Update.** Update on institutional activities at Tulsa Community College. Page 3.

ACADEMIC

8. **New Programs.**
 - a. Cameron University. Possible action on request to offer the Bachelor of Science in Mechanical Engineering. Page 5.
 - b. Southwestern Oklahoma State University. Possible action on request to offer the Master of Education in English Education. Page 9.
 - c. Southwestern Oklahoma State University. Possible action on request to offer the Associate in Applied Science in Medical Coding. Page 13.
 - d. Murray State College. Possible action on request to offer the Associate in Applied Science in Speech Language Pathology Assistant. Page 17.

- e. Rose State College. Possible action on request to offer the Associate in Applied Science in Simulation Technology. Page 21.
9. **Program Deletions.** Possible action on institutional requests for program deletions. Page 25.
10. **Academic Policy.**
- a. Posting of proposed revisions to State Regents' policy 3.4 – *Academic Program Approval*. Page 31.
 - b. Posting of proposed revisions to State Regents' policy 3.9 – *Institutional Admission and Retention*. Page 45.
 - c. Posting of proposed revisions to State Regents' policy 3.10 – *Concurrent Enrollment*. Page 59.
 - d. Posting of proposed revisions to State Regents' policy 3.12 – *Grading*. Page 75.
 - e. Posting of proposed revisions to State Regents' policy 3.15 – *Undergraduate Degree Requirements*. Page 81.
 - f. Posting of proposed revisions to State Regents' policy 3.16 – *Credit for Prior Learning*. Page 89.
 - g. Possible action on proposed revisions State Regents' policy 3.8 – *Changes in Academic Structure and Nomenclature*. Page 95.
 - h. Possible action on proposed revisions State Regents' policy 3.11 – *Undergraduate Transfer and Articulation*. Page 97.
 - i. Possible action on proposed revisions State Regents' policy 3.17 – *Distance Education and Traditional Off-Campus Courses and Programs*. Page 103.
 - j. Possible action on proposed revisions State Regents' policy 3.19 – *Academic Calendar*. Page 113.
 - k. Possible action on request from Cameron University for an exception to State Regents' policy 3.10 – *Concurrent Enrollment*. Page 117.
11. **State Authorization.**
- a. Possible action on request for approval of initial authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 119.
 - b. Possible action on requests for re-authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 123.
12. **Feasibility Study.** Possible action to acknowledge receipt of 90-hour bachelor's degree feasibility study required by Executive Order 2026-08. Page 129. (Supplement)

FISCAL

13. **Budget Report and Revenue Update.** Report on State budget and revenue. Page 131.
14. **Tuition and Fees.**
 - a. Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2027 and posting of institutional requests for changes to academic services fees for Fiscal Year 2027. Page 133. (Supplement)
 - b. Announcement of public hearing on tuition and fees. Page 137.
15. **Master Lease Program.** Possible action on listing of potential 2026 Master Lease Real Property projects for submission to the Council of Bond Oversight. Page 139.
16. **EPSCoR.** Possible action to allocate matching funds for NASA EPSCoR projects. Page 141.
17. **Contracts and Purchases.** Possible action on contracts exceeding \$100,000 for FY2026. Page 143.
18. **Investments.** Possible action on new Investment Managers. Page 145.

EXECUTIVE

19. **Legislative Update.** Update on legislative activity. Page 147.
20. **Administrative Rules.** Oklahoma Rising Scholars Award rulemaking. Possible action on proposed edits to the permanent administrative rules pursuant to 70 O.S. §§ 2403, 2404, 2405, 2406, and 2407. Page 149.

CONSENT DOCKET

21. **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 157.
 - b. Contracts and Purchases. Possible action to ratify purchases exceeding \$25,000 but less than \$100,000. Page 159.
 - c. Personnel. Possible action to ratify personnel appointment. Page 161.

REPORTS

22. **Reports.**

- a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 167.
 - b. Policy. Possible action to acknowledge receipt of the Policy Exception Quarterly Report. Page 169.
 - c. Annual Reports.
 - (1) Possible action to acknowledge the receipt of the Oklahoma College Savings Plan Annual Program Update for 2025. Page 171.
 - (2) Possible action to acknowledge receipt of the 2024-25 Tulsa Reconciliation and Education Scholarship Program Year-End Report. Page 177.
 - (3) Possible action to acknowledge receipt of the FY2025 System-wide Report on the Value of Institutional Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions. Page 181. (Supplement)
23. **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.
24. **Proposed Executive Session.** Page 185.
- a. Possible discussion and vote to enter into executive session pursuant to:
 - (1) 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (a) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma and the United States Court of Appeals for the Tenth Circuit; (b) EEOC Charge #564-2024-02714 and related pending claims or actions; and (c) EEOC Charge #564-2025-03577 and related pending claims or actions, 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.

25. **Announcement of Next Regular Meeting.** The next regular meetings are scheduled to be held on Wednesday, April 15, 2026 at 10:30 a.m. and Thursday, April 16, 2026 at 9:00 a.m. at the State Regents' office in Oklahoma City (655 Research Parkway, Suite 200, Oklahoma City).
26. **Adjourn.***

*Following meeting adjournment, State Regents will tour the Tulsa Community College campus and have lunch with President Goodson.

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #6:

President's Welcome.

SUBJECT:

Welcome from President Leigh Goodson of Tulsa Community College.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #7:

State System Institutional Update.

SUBJECT:

Update on institutional activities at Tulsa Community College.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #8-a:

New Programs.

SUBJECT:

Cameron University. Possible action on request to offer the Bachelor of Science in Mechanical Engineering.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University’s (CU) request to offer the Bachelor of Science in Mechanical Engineering, 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, CU has taken the following program actions in response to APRA:

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

CU offers 55 degree and/or certificate programs as follows:

Total Programs	Program Type
8	Certificates
5	Associate in Arts or Science Degrees

4	Associate in Applied Science Degrees
31	Baccalaureate Degrees
7	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

CU's faculty developed the proposal, which was reviewed and approved by institutional officials. CU's governing board approved delivery of the Bachelor of Science in Mechanical Engineering at its January 30, 2026, meeting. CU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Mechanical Engineering

Program purpose. The proposed Bachelor of Science in Mechanical Engineering program will prepare students for entry into the professional practice of engineering using the techniques, skills, and modern tools necessary for success in the workforce or post-baccalaureate study.

Program rationale and background. The proposed program is designed to address the growing demand for trained graduates in engineering-related occupations and will strengthen links to the community and region, lead to enhanced relationships with area schools, serve members of the military community, and stimulate economic and business development in southwest Oklahoma. CU currently offers an Associate in Applied Science in Engineering (545) program with options in mechanical, civil, industrial, electrical, and environmental engineering. The program has experienced consistent enrollment and graduation rates since its beginning. However, graduates wishing to further their education in pursuit of a baccalaureate degree must currently transfer to another institution outside the region or state. Since CU's student population consists of traditional, non-traditional, returning, and transfer students, many of whom prefer to remain in or migrate to the area for familial, occupational, or other responsibilities, the addition of a Bachelor of Science in Mechanical Engineering program will allow CU to leverage its existing resources to provide a rigorous and enriching experience for students and provide the region with a previously untapped pool of engineering talent. CU has also been in conversations with regional industry partners including The FISTA, Goodyear, and Haliburton. Each have consistently indicated the need for an engineering program that will keep graduates in southwest Oklahoma. Additionally, CU has recently expanded its engineering facilities to include new, state-of-the-art engineering laboratories that facilitate upper-division engineering courses as part of a 3+1 agreement between CU and the University of Oklahoma. These facilities will facilitate the laboratory work needed for a 4-year mechanical engineering program.

Employment opportunities. The proposed program will specifically prepare graduates for occupations in the mechanical and aerospace sectors, and generally in all other engineering sectors. Mechanical engineering is the most versatile engineering discipline, and its graduates are routinely employed in manufacturing, government, and private sector positions. The 2026-2031 Lightcast projections show an increase of 301 jobs, representing 6 percent growth expected in the field of engineering. Job posting analytics from January through December 2025 show more than 3,000 jobs that were posted aligning with a Bachelor of Science in Mechanical Engineering with a median annual salary of \$100,200.

In conjunction with these statistics, CU conducted a feasibility study and consulted with students, alumni, faculty, staff, the advisory board for the Associate in Applied Science in Engineering, and a number of local entities including: 1) the City of Lawton; 2) Lawton Chamber of Commerce; 3) The FISTA; 4) Goodyear; 5) Torch Technologies; 6) Haliburton; 7) the Duncan Chamber of Commerce; 8) Fort Sill; 9) Altus Air Force Base; 10) Congressman Tom Cole; and 11) Representative Trey Caldwell. Consultations with community leaders about degree programs that are most needed to drive development in Southwest Oklahoma has generated input that mechanical engineering is most imperative, and that the current 3+1 with the University of Oklahoma is insufficient for the needs of the community given that students must travel to Norman and frequently do not return to the region. Companies looking to invest in Southwest Oklahoma have indicated they would benefit from having access to upper-level engineering students as interns or researchers. CU was recently awarded \$500,000 in research funding from Picogrid, a company in residence at The FISTA, to conduct an engineering project for the Air Force. The company has indicated that more funding would be possible and it would further Picogrid’s interest, as well as CU’s, if senior-level engineering students were on site in Lawton. The advisory committee for the current Associate in Applied Science in Engineering (545) program consists of several individuals representing manufacturing, petroleum, chemical engineering, and federal and local government. When soliciting their feedback, curriculum offerings were discussed as they pertain to ensuring student preparation and success in employment in their respective areas. The advisory committee feedback was instrumental in developing the proposed program. Given the importance of engineering to the local, regional, and state economy, graduates trained in solving complex problems; applying engineering design; communicating effectively; exhibiting ethical and professional behavior; making informed judgements; demonstrating leadership, collaboration, and teamwork; and analyzing and interpreting data are essential to fill these positions. The proposed Bachelor of Science in Mechanical Engineering directly supports critical occupations, aligns with multiple workforce ecosystems, and will provide a steady pipeline of skilled graduates.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2030
Minimum Graduates from the program	5	2030-2031

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

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Mechanical Engineering (158)
Oklahoma State University	Bachelor of Science in Mechanical Engineering (144)
Northeastern State University	Bachelor of Science in Mechanical Engineering (185)
University of Central Oklahoma	Bachelor of Science in Mechanical Engineering (232)

A system-wide letter of intent was communicated by email on January 13, 2026. 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 and distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Mechanical Engineering program will consist of 126 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	45
University Requirements	1
Major Requirements	51
Additional Math & Science Requirements	29
Total	126

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

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

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

Meeting of the
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AGENDA ITEM #8-b:

New Programs.

SUBJECT:

Southwestern Oklahoma State University. Possible action on request to offer the Master of Education in English Education.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University's (SWOSU) request to offer the Master of Education in English Education, with options in Foundational English Education and Advanced Practice English Education, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

BACKGROUND:

APRA Implementation

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

Total Changes	Change Type
3	Degree and/or certificate programs deleted
32	Degree and/or certificate programs added

SWOSU offers 100 degree and/or certificate programs as follows:

Total Programs	Program Type
22	Certificates

9	Associate in Arts or Science Degrees
5	Associate in Applied Science Degrees
44	Baccalaureate Degrees
18	Master's Degrees
1	Doctoral Degrees
1	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

SWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Master of Education in English Education at its November 6, 2025, meeting. SWOSU is currently approved to offer 49 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Education in English Education

Program purpose. The proposed Master of Education in English Education program will deepen educators' knowledge of literature, writing, and pedagogy, while also engaging them in critical thinking and promoting understanding and awareness of students' learning needs.

Program rationale and background. The U.S., especially Oklahoma, is facing a huge teacher shortage, leaving the education of future generations uncertain. As of June 2025, the U.S. had an estimated 365,967 teachers who were not fully certified. In addition, 45,582 teacher positions across the nation remained unfilled. English Language Arts (ELA) teachers account for some of the largest shortages nationwide, along with special education and math. The demand for ELA teachers, especially highly skilled individuals, is huge and continues to grow dramatically. The Bureau of Labor and Statistics predicts a need for 64,000 secondary teachers annually until 2033 in the U.S. This monumental need can be alleviated by programs that enhance educators' knowledge, pedagogy, and quality. The proposed Master of Education in English Education addresses this need by providing high-quality courses that close pedagogy and content gaps, while inspiring teachers through research, innovation, and reformed teaching approaches and strategies. It also helps educators to become certified in the state of Oklahoma.

Allowing educators to complete the proposed program solely online offers flexibility, as there will be a variety of English content classes. Educators can enjoy high-quality courses that are tailored to their needs and interests. In addition, the three (certified) or four (non-certified) foundational education classes enhance educators' pedagogical understanding. Classes will be offered in 8-week increments, allowing for quicker completion of the program while still providing high-quality content. Students can complete the degree in two years or less or adjust the class schedule to their specific needs. Overall, the proposed program allows for flexibility and access, as educators from all areas in Oklahoma, the United States, and across the world

can complete the Master of Education in English Education while they continue their lives and work. In conjunction with the proposed program, SWOSU plans to develop a certificate in “Teaching College-Level Writing.” The certificate would highlight students’ ability to teach dual credit/concurrent English courses at the high school level upon completion. The Master of Education in English program complies with financial aid regulations and has already generated interest among current educators and students.

Employment opportunities. The employment demand for a Master of Education in English Education is driven by persistent and growing teacher shortages in Oklahoma and nationwide, particularly in secondary ELA and literacy-related fields. Oklahoma school districts increasingly rely on emergency-certified and adjunct teachers – many of whom are career changers or individuals new to the profession – to staff ELA classrooms. While overall public school teacher employment has risen from approximately 42,000 in 2022 to 45,000 in 2025, the number of traditionally prepared educators has not kept pace with demand. In 2022 alone, Oklahoma universities produced roughly 1,300 qualified graduates while districts needed more than 4,000 teachers, a gap that continues to widen. As a result, districts often hire individuals who meet only minimum state requirements, sometimes with as few as 12 credit hours in English, leaving many classrooms led by teachers without sufficient content depth or pedagogical preparation.

The proposed Master of Education in English Education program directly addresses this workforce need by providing advanced graduate-level preparation for both emergency-certified teachers and traditionally certified educators seeking to deepen their practice. Many educators entering ELA classrooms through alternative pathways already hold a bachelor’s degree and do not need another undergraduate credential; instead, they require rigorous preparation in English content, literacy instruction, assessment, and pedagogy to remain effective and to stay in the profession. State data indicates that 100 to 200 new-to-the-profession educators pursue emergency certification in ELA each year, and overall emergency certifications now approach half the number of regular certifications statewide. The proposed program strengthens instructional quality, supports long-term teacher retention, and positions graduates for leadership roles, salary advancement, and expanded teaching opportunities, including concurrent and dual credit instruction aligned with Higher Learning Commission standards. By preparing educators beyond minimum certification requirements, the Master of Education in English Education program responds directly to documented employment demand while improving the quality and stability of ELA instruction for Oklahoma students.

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 2027 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2026
Minimum Graduates from the program	3	2026-2027

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

Institution	Existing Program
Southeastern Oklahoma State University	Master of Education in Curriculum & Instruction with option in English Education (110)

A system-wide letter of intent was communicated by email on November 12, 2025. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
Core Courses	12
Specialty Track	9-12
Electives	9-12
Capstone/Thesis	0
Total	33

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

Delivery method and support services. The proposed Master of Education in English Education program will be offered via electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may 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. SWOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing. The program will 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
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AGENDA ITEM #8-c:

New Programs.

SUBJECT:

Southwestern Oklahoma State University. Possible action on the request to offer the Associate in Applied Science in Medical Coding.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University's (SWOSU) request to offer the Associate in Applied Science in Medical Coding, 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.

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

Total Changes	Change Type
3	Degree and/or certificate programs deleted
32	Degree and/or certificate programs added

SWOSU offers 100 degree and/or certificate programs as follows:

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

44	Baccalaureate Degrees
18	Master's Degrees
1	Doctoral Degrees
1	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

SWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SWOSU's governing board approved delivery of the Associate in Applied Science in Medical Coding program at its November 6, 2025, meeting. SWOSU is currently approved to offer 49 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Medical Coding

Program purpose. The proposed Associate in Applied Science in Medical Coding program will equip students with the specialized technical skills and professional competencies needed to enter the workforce sooner, contributing immediately to the healthcare industry while addressing regional and national shortages as qualified coding professionals.

Program rationale and background. The proposed program aims to enhance workforce readiness, improve student employability, and offer a structured, stackable credential aligned with the existing Bachelor of Science in Health Information Management (BSHIM) (033) program. By offering an Associate of Applied Science pathway, SWOSU will: 1) support workforce readiness, 2) create a steppingstone to advancement, and 3) advance SWOSU's mission. The Associate in Applied Science in Medical Coding curriculum is designed to prepare students for immediate employment while supporting their long-term educational goals. General education courses develop communication, problem-solving, and analytical skills, while core courses in anatomy, medical terminology, coding systems, and reimbursement equip students with the technical expertise required for entry-level coding roles. Professional practice experiences further reinforce these skills by connecting classroom instruction to real-world applications. The proposed program serves as both a stand-alone credential and a path to the BSHIM program. Students may begin their careers after earning the Associate in Applied Science in Medical Coding, then continue working toward the bachelor's degree either while being employed or later in their professional journey. This flexible pathway allows students to return to SWOSU when they are ready to seek additional opportunities in leadership, compliance, or advanced health information management roles. By integrating foundational learning, technical training, and applied practice, the curriculum directly supports the program's objectives: producing workforce-ready graduates who can contribute to the healthcare industry now and offering a seamless pathway into bachelor's programs for those seeking future advancement.

Employment opportunities. The Associate in Applied Science in Medical Coding program will allow students to enter the workforce upon graduation. The program will allow students to work in the profession as they complete the BSHIM program if desired. Of the last three years of BSHIM graduates, 36 percent of program graduates obtained a medical coding position upon graduation. The BSHIM curriculum is being refined to place greater emphasis on advanced competencies, such as research, data analysis, and informatics. As fewer technical coding courses reside within the bachelor’s degree, the need for a dedicated Associate in Applied Science in Medical Coding is further strengthened. Student demand further substantiates the program’s necessity. A survey was administered to 52 graduates of the BSHIM program, with 38 responding. When asked the question, "If the coding associate's degree were available while you were in the BSHIM program, which path would you be interested in choosing?" Responses indicated that 89.47 percent of the students would pursue both the Associate in Applied Science in Medical Coding and the BSHIM degree. Additionally, 89.47 percent of the students felt the coding associates would have opened more job opportunities; and 62.16 percent indicated that upon graduation, their job duties included coding responsibilities. These results demonstrate that medical coding is not a peripheral skill set, but a core workforce function for graduates entering health information-related roles. At the national level, the Bureau of Labor Statistics reports that there are 3,960 people performing billing and coding in Oklahoma and projects a 13 percent job growth by the year 2026. SWOSU surveyed 18 Health Information Management Directors with 13 responding. Of those that responded, 85 percent directly supervise the coding function in their organization. The breakdown of how many coders were employed in each department included: 1-5 coders = 25 percent, 6-10 coders = 33 percent, and those that had over 20 coders was 42 percent. When asked about how many open positions were available over the last year, 83.33 percent indicated that they hired between 1-10 coders in the previous year. For the question, "Does your organization prefer coding personnel to have a coding credential?" The response rate was 100 percent yes, and 67 percent stated that they preferred the Certified Coding Specialist credential over other coding credentials.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	17	Fall 2030
Minimum Graduates from the program	10	2030-2031

Duplication and impact on existing programs. There are currently no Associate in Applied Science in Medical Coding programs in Oklahoma. A system-wide letter of intent was communicated by email on November 13, 2025. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Medical Coding program will consist of 64 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	18
Major Courses	32
Ancillary Courses	14
Total	64

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 Medical Coding program will be offered via traditional and electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may 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. SWOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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

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AGENDA ITEM #8-d:

New Programs.

SUBJECT:

Murray State College. Possible action on request to offer the Associate in Applied Science in Speech Language Pathology Assistant.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College’s (MSC) request to offer the Associate in Applied Science in Speech Language Pathology Assistant, 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, MSC has taken the following program actions in response to APRA:

Total Changes	Change Type
0	Degree and/or certificate programs deleted
10	Degree and/or certificate programs added

MSC offers 48 degree and/or certificate programs as follows:

Total Programs	Program Type
19	Certificates
17	Associate in Arts or Science Degrees
11	Associate in Applied Science Degrees

1	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All 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

MSC's faculty developed the proposal, which was reviewed and approved by institutional officials. MSC's governing board approved delivery of the Associate in Applied Science in Speech Pathology Assistant program at its April 15, 2025, meeting. MSC is currently approved to offer 32 degree and certificate programs through electronic delivery. MSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Speech Language Pathology Assistant

Program purpose. The proposed Associate in Applied Science in Speech Language Pathology Assistant (SLPA) program will prepare graduates for employment working under the supervision of licensed Speech Language Pathologists (SLP) in educational, clinical, and healthcare settings.

Program rationale and background. The proposed program is designed to equip students with the academic knowledge, technical skills, and supervised clinical experience necessary to support the assessment and treatment of individuals with speech, language, and communication disorders. The most common service model involves a licensed SLP supervising one or more SLPAs, allowing providers to serve a greater number of clients while maintaining professional standards. This collaborative model has become increasingly necessary due to the ongoing shortage of licensed providers and the growing reliance on contracted speech services. MSC received direct communication from a local practicing SLP who reported a shortage of qualified SLPAs in the region. The proposed SLPA program will address this workforce need by offering accessible, high-quality preparation through an online instructional model paired with supervised clinical experiences completed in the student's home community. This structure allows students to remain in their region while completing the program, increasing the likelihood that graduates will enter and remain in the local workforce. Graduates will be prepared to apply for licensure through the Oklahoma Board of Examiners for Speech Language Pathology and Audiology (OBESPA) and can pursue national certification through the American Speech-Language-Hearing Association (ASHA), as well as meet the workforce needs across school systems, private clinics, and medical environments. By aligning curriculum and clinical requirements with OBESPA and ASHA certification standards, the program ensures graduates are prepared to meet employer expectations and regulatory requirements immediately upon graduation.

Employment opportunities. The demand for speech language pathology services continues to grow due to increased identification of communication disorders across an individual's lifespan, while the availability

of licensed SLPs remains limited, particularly in rural regions of southeastern Oklahoma and northeastern Texas. This significant workforce gap can be partially addressed through the expanded use of qualified SLPAs working under licensed supervision. Associate degree level healthcare support occupations in the state of Oklahoma are projected to grow by 13.3 percent over the next 10 years. Within the past year, 48 unique SLPA job postings were active statewide, with average wages of approximately \$40 per hour and a median posting duration of 32 days. The length of time positions remain open, combined with competitive wages, suggests employers are having difficulty filling these roles. Additionally, the Oklahoma City metropolitan area ranks fifth nationally in SLPA demand. National data shows similar patterns. Associate degree level healthcare support occupations are projected to grow by 7.5 percent over the next 10 years. Over the past year, more than 2,500 unique SLPA job postings were reported across the country. Yet only 17 institutions across the United States offer a SLPA program, with a total of 347 graduates reported in 2024. Of these programs, only 8 provide a distance-learning option, limiting access for students in rural and underserved areas. With employment opportunities in schools, hospitals, clinics, and home health settings, along with continued demand, projected occupational growth and a limited number of training programs, the Speech Language Pathology Assistant field offers strong and sustainable employment opportunities for graduates of the proposed program.

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

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

Duplication and impact on existing programs. The proposed Associate in Applied Science in Speech Language Pathology Assistant program may share similar content with the following programs:

Institution	Existing Program
Connors State College	Associate in Applied Science in Speech Language Pathology Assistant (111)
Oklahoma City Community College	Associate in Applied Science in Speech Language Pathology Assistant (164)

A system-wide letter of intent was communicated by email on May 6, 2025. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Due to the lack of similar programs within the same geographical area and the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Speech Language Pathology Assistant program will consist of 61 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	21-22
Program Requirements	39
Electives	0-1
Total	61

Faculty and staff. Existing faculty members along with one new full-time faculty/chair and one new part-time faculty/clinical coordinator will teach the courses in the proposed program.

Delivery method and support services. The proposed Associate in Applied Science in Speech Language Pathology Assistant program will be offered via traditional and electronic delivery. MSC utilizes Blackboard Ultra as its learning management system to deliver program content for online courses. Additional platforms will include Zoom and VitalSource. 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. MSC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

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

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AGENDA ITEM #8-e:

New Programs.

SUBJECT:

Rose State College. Possible action on the request to offer the Associate in Applied Science in Simulation Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College’s (RSC) request to offer the Associate in Applied Science in Simulation Technology, with options in Aerospace Simulation Maintenance Technician and Healthcare Simulation Maintenance Technician, 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, RSC has taken the following program actions in response to APRA:

Total Changes	Change Type
11	Degree and/or certificate programs deleted
6	Degree and/or certificate programs added

RSC offers 71 degree and/or certificate programs as follows:

Total Programs	Program Type
25	Certificates
28	Associate in Arts or Science Degrees

17	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

RSC's faculty developed the proposal, which was reviewed and approved by institutional officials. RSC's governing board approved delivery of the Associate in Applied Science in Simulation Technology at its February 19, 2026, meeting. RSC 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 Simulation Technology

Program purpose. The proposed Associate in Applied Science in Simulation Technology program will prepare students for high-demand careers through providing hands-on training in the maintenance, integration, and operation of advanced simulation systems used across aerospace, defense, and healthcare industries.

Program rationale and background. The proposed program is designed to address a critical and rapidly growing workforce need across Oklahoma's aerospace, defense, and healthcare sectors. As simulation-based training becomes a core operational requirement for both industry and clinical environments, employers increasingly need technicians skilled in maintaining complex electronic, mechanical, and software-integrated systems. The program's purpose is to create a dedicated, career-focused educational pathway that equips students with practical competencies in electronics, system integration, troubleshooting, and simulation operations. Simulation technology courses will be delivered on campus to allow students to work directly with high-end, state-of-the-art simulation equipment and laboratory resources. These courses will feature applied, skills-based instruction in electronics, system integration, troubleshooting, simulator networking, and preventive maintenance. Through hands-on learning with advanced simulators, industry-aligned micro-credentials, and direct involvement from leading employers such as CAE, Delaware Resource Group (DRG), CymSTAR, and SSM Health St. Anthony Hospital – Midwest, the program will prepare graduates for immediate entry into high-demand technical roles while also supporting long-term academic progression.

The need for this program is both urgent and unmet. Labor market data and employer feedback demonstrate a significant shortage of qualified simulation maintenance technicians, with nearly 20,000 aerospace workers needed statewide by 2028 and more than 200 simulation-related job postings in recent years. Companies like DRG employ hundreds of simulation personnel and report constant hiring to meet military

and commercial contract demands—often filling multiple positions under a single posting, signaling that available data underrepresents true workforce needs. Oklahoma currently has no academic program dedicated to this specialty, and only one comparable program exists nationwide. By establishing the Associate in Applied Science in Simulation Technology, RSC will fill a crucial gap in the state’s workforce pipeline, providing students with a clear, credentialed pathway into stable, high-wage careers while meeting an essential industry and community need.

Employment opportunities. The demand for simulation technology professionals in Oklahoma is significant and growing, particularly within the aerospace and defense sector – one of the state’s largest and fastest-growing industries. According to the Oklahoma Manufacturing Alliance, nearly 20,000 additional aerospace workers will be required by 2028, highlighting the ongoing need for technically skilled employees. Oklahoma’s 100 Critical Occupations report (2021-2030) further identifies that more than half of the state’s high-demand jobs require an associate degree or higher preparation, including several of the highest-paying technical roles. Among these, Aerospace Engineering and Operations Technologists and Technicians are projected to see rapid employment growth, consistent with national projections reported by O*NET Online. With Oklahoma serving as home to the world’s two largest Maintenance, Repair, and Overhaul facilities, the state continues to be a national hub for simulation-enabled training and operations.

Labor market data from Lightcast reinforces this demand, identifying more than 200 job postings for simulation-related positions in the past five years across 17 employers. Approximately 34 percent of these postings required an associate degree, demonstrating clear alignment between employer needs and the proposed program’s educational focus. DRG – a long-standing industry partner – illustrates the gap between posted job openings and actual workforce demand. The company employs more than 600 individuals in simulation roles worldwide and maintains continuous hiring to meet contractual obligations. DRG’s scope of operations amplifies the need for a trained workforce. The company maintains technician staffing at multiple Oklahoma-related sites, including Will Rogers Air National Guard (6.5 FTE), Vance Air Force Base (12 FTE), Altus Air Force Base (5 FTE), and an upcoming contract at Tinker Air Force Base (7 FTE). Technicians in these roles must earn CompTIA Security+ certification, and the average annual salary across these positions is approximately \$60,000. DRG additionally recruits for two high-need roles – Field Service Representatives (earning \$38 per hour and deployed globally) and System Administrators (with 15-20 active vacancies at a time). These positions require similar technical competencies to those provided in the proposed Associate in Applied Science in Simulation Technology curriculum. Beyond DRG, several employers with even greater posting volume demonstrate broad regional workforce demand for simulation-related skills. Lightcast identifies Flight Safety International (73 postings), SAIC (47 postings), CAE (46 postings), and Cherokee Nation (17 postings) among the most active employers. Collectively, these data and employer partnerships indicate a robust, persistent need for simulation maintenance and support technicians. The proposed program directly aligns with Oklahoma’s workforce priorities by creating a formal, accessible pathway into high-demand, high-skill, and high-wage careers critical to the state’s economic growth.

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

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

Duplication and impact on existing programs. There are currently no Associate in Applied Science in Simulation Technology programs in Oklahoma. A system-wide letter of intent was communicated by email

on September 25, 2025. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Additionally, RSC submitted letters of support for the proposed program from SSM Health, Delaware Resource Group, CymSTAR+, and the Central Oklahoma Workforce Innovation Board. Due to the rising demand in the field and program uniqueness, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Simulation Technology program will consist of 63 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	18
Program Requirements	29
Option Requirements	16
Total	63

Faculty and staff. A new Program Director along with existing faculty will teach the courses in the proposed program.

Delivery method and support services. The proposed Associate in Applied Science in Simulation Technology 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 receive \$750,000 from the Oklahoma Workforce Commission’s Workforce Demonstration Grant. This grant provides funding for high-end simulation equipment, hiring an industry expert to serve as project director, faculty travel to industry events to refine curriculum and strengthen employer connections, and the development of stackable micro-credentials that create multiple entry points for students seeking to enter the field. Following the grant period, the program is designed to be fully self-sustaining through enrollment revenue. No additional funding is requested from the State Regents to support the program.

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AGENDA ITEM #9:

Program Deletions.

SUBJECT:

Possible action on approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

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

- Bachelor of Science in Plant Biology (021)
- Bachelor of Science in Geography (289)
- Bachelor of Arts in Geography (328)
- Bachelor of Arts in Geographic Information Science (367)
- Bachelor of Arts in Environmental Sustainability (381)
- Master of Arts in International Relations (409)

Northeastern State University (NSU) requests authorization to delete the programs listed below:

- Master of Arts in Communication (106)
- Master of Business Administration in Professional Business Administration (157)
- Bachelor of Science in Education in Mathematics (058)
- Bachelor of Arts in Spanish (082)
- Bachelor of Arts in Education in Spanish Education (083)
- Bachelor of Science in Education in Science Education (120)

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

- Master of Arts in Heritage, Tourism, and Conservation (072)
- Bachelor of Arts in Spanish (038)
- Bachelor of Arts in Music (066)

Oklahoma Panhandle State University (OPSU) requests authorization to delete the program listed below:

- Bachelor of Science in Physical Science (018)

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

- Bachelor of Science in Workforce Development (116)

Oklahoma City Community College (OCCC) requests authorization to delete the programs listed below:

- Associate in Applied Science in Child Development (005)
- Associate in Applied Science in Engineering Technology (101)
- Associate in Science in Community/Public Health (173)

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 Bachelor of Science in Plant Biology (021) program, effective immediately. This program was approved at the May 25, 2007, State Regents meeting. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- There are currently 23 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 Science in Geography (289) program, effective immediately. This program was approved prior to 2004. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is also due to loss of faculty expertise.
- 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 Geography (328) program, effective immediately. This program was approved prior to 2004. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- There are currently 2 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 Geographic Information Science (367) program, effective immediately. This program was approved prior to 2012. OU reports:

- Deletion of the degree program is due to limited employment opportunities in the industry.
- There are currently 8 students enrolled in the program with an expected graduation of Spring 2029.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Arts in Environmental Sustainability (381) program, effective immediately. This program was approved at the October 21, 2010, State Regents meeting. OU reports:

- Deletion of the degree program is due to an overlap of coursework with the Bachelor of Arts in Environmental Studies (422) program and loss of faculty expertise.
- There are currently 15 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 Master of Arts in International Relations (409) program, beginning Fall 2026. This program was approved at the June 25, 2015, State Regents meeting. OU reports:

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

NSU requests authorization to delete the Master of Arts in Communication (106) program, effective immediately. This program was approved at the January 11, 2012, State Regents meeting. NSU reports:

- Deletion of the degree program is due to low enrollment and a merger with the Master of Arts in Public Relations (186) program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NSU requests authorization to delete the Master of Business Administration in Professional Business Administration (157) program, effective immediately. This program was approved at the September 3, 2015, State Regents meeting. NSU reports:

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

NSU requests authorization to delete the Bachelor of Science in Education in Mathematics (058) program, effective immediately. This program was approved prior to 2008. NSU reports:

- A Mathematics Education option has been added within the Bachelor of Science in Mathematics (057) program. A stand-alone program is no longer needed.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NSU requests authorization to delete the Bachelor of Arts in Spanish (082) program, beginning Fall 2026. This program was approved at the January 19, 2011, State Regents meeting. NSU reports:

- This program was part of the 2025 Low Producing Program review process.

- 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.

NSU requests authorization to delete the Bachelor of Arts in Education in Spanish Education (083) program, beginning Fall 2026. This program was approved prior to 2008. NSU reports:

- This program was part of the 2025 Low Producing Program review process.
- There is currently 1 student enrolled in the program with an expected graduation of Spring 2027.
- No courses will be deleted.
- No funds are available for reallocation.

NSU requests authorization to delete the Bachelor of Science in Education in Science Education (120) program, effective immediately. This program was approved prior to 2008. NSU reports:

- Deletion of the degree program is due to science teacher preparation options now being available within the Bachelor of Science in Integrative Biology (115), the Bachelor of Science in Chemistry (014), and the Bachelor of Science in Physics (159) programs.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NWOSU requests authorization to delete the Master of Arts in Heritage, Tourism, and Conservation (072) program, beginning Fall 2026. This program was approved at the February 27, 2020, State Regents meeting. NWOSU 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.

NWOSU requests authorization to delete the Bachelor of Arts in Spanish (038) program, beginning Fall 2026. This program was approved at the May 30, 2002, State Regents meeting. NWOSU reports:

- This program was part of the 2025 Low Producing Program review process.
- There are currently 2 students enrolled in the program with an expected graduation of Spring 2026.
- No courses will be deleted.
- No funds are available for reallocation.

NWOSU requests authorization to delete the Bachelor of Arts in Music (066) program, beginning Fall 2026. This program was approved at the June 25, 2009, State Regents meeting. NWOSU reports:

- This program was part of the 2025 Low Producing Program review process.
- There is currently 1 student enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

OPSU requests authorization to delete the Bachelor of Science in Physical Science (018) program, effective immediately. This program was approved at the March 7, 2013, State Regents meeting. OPSU reports:

- This program was part of the 2025 Low Producing Program review process.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

UCO requests authorization to delete the Bachelor of Science in Workforce Development (116) program, beginning Fall 2026. This program was approved prior to 2005. UCO reports:

- Deletion of the degree program is due to low enrollment and duplication of curriculum with another program within the college.
- There are currently 7 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Associate in Applied Science in Child Development (005) program, beginning Fall 2026. This program was approved at the June 30, 2003, State Regents meeting. OCCC reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is also due to students opting to only complete courses necessary for state certification and not degree completion.
- There are currently 79 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Associate in Applied Science in Engineering Technology (101) program, beginning Fall 2026. This program was approved at the June 30, 2003, State Regents meeting. OCCC reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is also due to students only completing the minimum number of courses needed to sit for the FAA airframe and powerplant certification.
- There are currently 88 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Associate in Science in Community/Public Health (173) program, beginning Fall 2026. This program was approved at the February 2, 2017, State Regents meeting. OCCC reports:

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

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AGENDA ITEM #10-a:

Academic Policy.

SUBJECT:

Posting of proposed revisions to State Regents’ policy 3.4 – *Academic Program Approval*.

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 policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Institutional Admission and Retention policy.

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
3.4.2 Instruction Programs and Courses	<ul style="list-style-type: none">• Moved language to 3.4.3
3.4.3 Program Request Procedures	<ul style="list-style-type: none">• Renamed to New Program Requests• Deleted all language for complete revision that allows for clarity in the program approval process.• Added additional criteria for New Program Proposals to provide State Regents’ staff more detailed information on new programs, including workforce demand, duplication, impact on the institution, and curricular requirements.

	<ul style="list-style-type: none"> • Added section for new doctoral program review process. • Added criteria for sub-120 bachelor's degree proposals
3.4.4 Protests of New Program Proposals	<ul style="list-style-type: none"> • Created a stand-alone section for protest procedures to eliminate redundancy. • Eliminated the option to protest a Letter of Intent

Attachment.

3.4 ACADEMIC PROGRAM APPROVAL

3.4.1. Purpose

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

3.4.2. Instructional Programs and Courses

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

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

A. Levels of Instructional Programs

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

Systems, and General Business; or the Bachelor of Arts in English might allow options in Literature, Creative Writing, and English Education.

Levels I, II, and III, excluding all certificates, require approval from the institutional governing board and the State Regents. Modifications to an existing program that result in an increase or decrease in the total number of credit hours required for an existing degree program must have both governing board and State Regents' approval. Additionally, a modification to an existing program that results in the creation of a sub-120 bachelor's degree requires a Letter of Intent and New Program Proposal. Other substantive modifications to existing program requirements (i.e. curricular modifications) require approval from the institutional governing board and notification to the State Regents.

B. Addition, Modification, and Deletion of Courses

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

C. Deletion, Suspension, and Reinstatement of Programs

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

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

D. Uniform Course Numbering

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

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

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

3.4.3. New Program Requests Procedures

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

Instructional programs that result in the awarding of a degree require State Regents' approval. Minors, micro-credentials, stand-alone certificates, and embedded certificates are a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program and are exempt from this policy. Institutions must notify OSRHE staff of new certificates, in a timely manner, so they may be added to the official degree inventory.

Requests for a new academic program must be initiated using the following procedures:

A. Letter of Intent

The institutional President or designee must submit a Letter of Intent (LOI) to initiate a new program to OSRHE staff, using the approved submission form. OSRHE staff will then distribute the LOI as a notice to the other institutional Presidents and Chief Academic Officers. The institutions will have 44 7 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or ~~protest~~request information. ~~The institutional governing board does not need to approve the LOI prior to submission to the State Regents. The institutional governing board must approve the program request prior to OSRHE staff formally submitting the program proposal to the Chancellor for the State Regents' consideration.~~

The LOI must contain, at minimum, the following information before OSRHE staff can distribute the LOI to the other State System institutions:

1. Official degree designation and name of the program as it will appear on the transcript.
2. A short description of the program.
3. A summary of the market demand, the number of similar programs currently offered at State System institutions, and how the program addresses an unmet need in the state.
4. Indication of the locations or campuses where the program will be offered and the delivery method.
5. The estimated number of credit hours required for the program.

NOTE: The institutional governing board does not need to approve the LOI prior to submission to the State Regents and ~~the LOI does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program. The institutional governing board must approve the program request prior to OSRHE staff formally submitting the program proposal to the Chancellor for the State Regents' consideration.~~

B. New Program Proposal

A New Program Proposal (NPP) may be submitted to OSRHE staff, using the approved submission form no earlier than 7 days following the submission of the LOI. OSRHE staff will then distribute the NPP to all State System institutional Presidents and Chief Academic Officers. The institutions will have 21 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or protest.

NOTE: The institutional governing board must approve the program request prior to OSRHE staff formally submitting the program proposal for the State Regents' consideration. The NPP does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program.

1. New Programs Request Criteria

Institutions submitting a request for a new academic program must include the following information:

a. Purpose and Rationale

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic and/or academic plan. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission, strategic and/or academic plan and approved function(s).

There are certain circumstances when institutions may request approval to offer programs outside their current function stated in the Functions of Public Institutions policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis as allowed by § 3.2.7 of the Functions of Public Institutions policy.

b. Total Number of Credit Hours

New programs should adhere to the standards of education for completion of degree programs as indicated in the Undergraduate Degree Requirements policy. NPPs should indicate the appropriate number of credit hours required for graduation.

c. Final Review Criteria

New programs are provisionally approved and given enough time for a planning year plus the number of years necessary to produce one graduating class (i.e. a two-year program is allowed three years to meet its graduate and enrollment goals, a four-year program is allowed five years, etc.) unless the institution makes a specific timeframe request with a strong rationale. Final approval of the program will be dependent upon the program meeting the State Regents' approved productivity criteria indicated in 3.7.3 § A.3.

d. Accreditation

New programs that will seek external accreditation status, separate from the State Regents' Program Review Process

e. Demand for the Program

Institutions proposing new academic programs must demonstrate clear and sustainable demand from both students and employers.

f. Workforce Demand and Job Opportunities

Evidence of employer demand must indicate that producing additional graduates will meet actual workforce needs and will not oversaturate the labor market, particularly in fields where other State System institutions offer comparable programs.

a) External Stakeholders

The NPP should provide evidence on how the institution engaged with external stakeholders such as industry and employers, community representatives, economic development entities, or advisory boards in the development of the proposed program. Describe who was consulted and how their input influenced the programs design and curriculum to align with workforce needs. Letters of support are encouraged may be attached as evidence.

b) Employment Outlook

Provide evidence of employment outlook data directly aligned with the proposed program, specifically for those positions for which graduates will be qualified to pursue.

g. Duplication and Unmet Need

When similar programs already exist in the State System, proposals must demonstrate that the new program is sufficiently different, serves a student population not currently reached, or addressed documented barriers to access. Evidence of student demand should show a reasonable level of enrollment and degree production is expected without diminishing productivity in similar programs offered at State System institutions. Duplication may be considered necessary only when workforce needs, geographic service area gaps, or programmatic differences justify an additional offering. This concern is especially important for graduate, professional, or occupational/technical programs that serve specialized workforce needs

h. Institutional Impact

When proposing a new academic program, institutions must demonstrate a clear understanding of the program's overall impact on campus resources and financial sustainability. Institutions should detail the full cost of launching and maintaining the program, along with the funding strategy, whether through reallocating existing resources, generating new tuition revenue, or discontinuing or reducing other programs, and assess how these decisions will affect current operations and campus capacity. In addition, the institution must show that faculty resources are adequate and appropriate for the program's level and purpose, with core faculty possessing the academic credentials, professional experience, and scholarly or service contributions necessary to support the curriculum. Finally, institutions must demonstrate the availability and sufficiency of library holdings, instructional technology, physical facilities, laboratory and classroom spaces, and equipment needed to deliver a robust and engaging learning environment. Taken together, these elements allow the State Regents to evaluate whether the proposed

program can be effectively supported without compromising institutional quality, mission alignment, or resource efficiency.

i. Method of Delivery

The new program request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means. If any percentage of the program will be offered online, the NPP must include the delivery method that will be utilized to deliver the program content, including the major features that will facilitate learning.

j. Program Review and Assessment

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

k. Proposed Curriculum

The curriculum should be structured to meet the stated objectives of the program and adhere to the State Regents' minimum curricular standards as outlined in the Undergraduate Degree Requirements policy. The institution must provide a list of courses (prefix, course number, and course title) for the proposed program.

2. Additional Program Proposal Criteria

a. Doctoral Programs

Doctorate program requests require an external evaluation. The evaluation must be conducted by a minimum of two out-of-state, qualified faculty with discipline, expertise and experience overseeing a similar program and who have no direct or indirect association with the institution proposing the doctoral program. The evaluation must include, at minimum, the following components listed below and a copy of the final evaluation submitted with the NPP.

i. Centrality of the Proposed Program to the Institution's Mission

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic or strategic plan. The institution should clearly define the objectives of the proposed program and explain how it relates to the institutional mission.

ii. Curriculum

The curriculum should be structured to meet the stated objectives of the program, and the institution must explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

iii. Academic Standards

The admission, retention, and graduation standards should be clearly stated, should be designed to encourage high quality students and graduates, and, if applicable, should meet external programmatic accreditation standards.

iv. Faculty Qualifications and Credentials

Faculty teaching in the program should meet external accreditation standards where appropriate and meet the minimum educational background, non-collegiate and collegiate experience, and research and service requirements appropriate to support the program.

v. Support Resources

The program should have access to qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

vi. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. The institution must demonstrate both the student and employer demand for the proposed program.

vii. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding for the proposed program must be detailed in order to assess the adequacy of the resources to support and sustain a quality program.

viii. Program Review and Assessment

The institution must set forth program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate.

The evaluation team must submit documentation of support for approval of the program, which shall be submitted with the institution's New Program Proposal.

b. Bachelor Degrees with Fewer than 120 Credit Hours

Proposals for sub-120 credit-hour baccalaureate degrees must provide:

i. Rationale for the program, especially as it relates to the institution's mission and student population.

ii. Evidence the program is related to a critical workforce need.

iii. Employer and student demand, including post-graduation opportunities.

iv. Program learning outcomes and assessment with adequate rigor for a bachelor's degree.

- v. Intentional advising strategies that clearly communicate to students the:
 - a) Difference between similar programs (e.g. 120 credit hour baccalaureate program in the same discipline).
 - b) Potential consequences from opting for the sub-120 credit hour format.

3.4.4. Protests of New Program Proposals

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

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

3.4.5. State Regents' Staff Review of the Program Request

OSRHE staff will review the institution's program request and submit a recommendation for State Regents' action. The State Regents may take one of four actions:

- A. Deny the program;
- B. Defer the program request until the institution meets specified criteria or provides additional information;
- C. Provisionally approve the program subject to specific criteria as outlined in 3.7.4; or
- D. Approve the program without qualification.

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

- A. ~~Letter of Intent~~

~~1. New Program Requests~~

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

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

~~2. Letter of Intent Protests~~

~~a. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.~~

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

~~c. Protests cannot be made from an institution within the same governing board system as the institution submitting the program. Protests from the same governing board system should be resolved before submitting the LOI to the State Regents.~~

~~d. Protests will only be considered based on:~~

- ~~i. Unnecessary duplication; or~~
- ~~ii. Workforce demand; or~~
- ~~iii. Student needs in the state.~~

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

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

~~3. Contents of the Letter of Intent:~~

~~a. Official degree designation and name of the program as it will appear on the transcript.~~

~~b. A short description of the program.~~

~~c. A summary of the market demand.~~

~~d. A short narrative on how the program addresses an unmet need in the state.~~

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

~~B. Governing Board Approval~~

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

~~C. Submission of a New Program Proposal~~

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

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

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

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

~~D. Program Proposal Protests:~~

- ~~1. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.~~
- ~~2. If a protest is received in the allowable timeframe, the requesting institution and protesting institution will mediate in good faith. Mediation must take place within 30 days of the receipt of the protest, or longer if mutually agreed and approved by OSRHE staff. The outcome of the mediation must be reported to OSRHE staff within 5 days after the mediation process is complete. If the protestor fails to respond to mediation requests, the protest is deemed moot. If resolution cannot be made through mediation the protest will be elevated to senior OSRHE staff to facilitate a meeting between the requesting institution and protesting institution. If a resolution cannot be determined through mediation with OSRHE staff, the protest will be considered by the Chair of the State Regents Academic Affairs Committee to determine if the requesting institution should develop a full proposal, collaborate with another institution, or discontinue efforts toward that program.~~
- ~~3. Protests may not be made by an institution within the same governing board system as the institution submitting the program. Protests in these cases should be resolved at the governing board level before being submitted to the State Regents.~~
- ~~4. Protests will only be considered based on:~~

- a. ~~Unnecessary duplication; or~~
- b. ~~Workforce demand; or~~
- c. ~~Student needs in the state.~~

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

~~E. State Regents' Staff Review of the Program Request~~

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

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

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

~~3.4.4. New Programs Request Criteria~~

~~A. Demand for the Program~~

~~The institution should demonstrate demand for the program.~~

~~1. Student Demand~~

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

~~2. Employer Demand~~

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

~~B. Unnecessary Duplication~~

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

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

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

~~3.—Demand for the Program~~

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

~~a.—Student Demand~~

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

~~b.—Employer Demand~~

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

~~4.—Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs~~

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

~~C.—Program Review and Assessment~~

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

3.4.6. Micro-credentials

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

A. Micro-Credential Authorization

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

B. New Micro-Credential Process

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

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 27, 2019; April 15, 2021. Revised October 21, 2021. Revised April 28, 2022. Revised and approved as part of policy audit June 29, 2023. Revised for language clarification September 5, 2024. Revised February 6, 2025.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #10-b:

Academic Policy.

SUBJECT:

Posting of proposed revisions to State Regents’ policy 3.9 – *Institutional Admission and Retention*.

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 policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Institutional Admission and Retention policy.

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
3.9.6.A. GPA Requirements	<ul style="list-style-type: none">• Added language to ensure students participating in Concurrent Enrollment maintain a Grade Point Average above a 2.0 to continue participation.
3.9.6.D. Readmission of Suspended Students	<ul style="list-style-type: none">• Added language regarding second suspension.

Attachment.

3.9 INSTITUTIONAL ADMISSION AND RETENTION

3.9.1 Purpose

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

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

3.9.2 Admission of First-Time Freshmen: Curricular Requirements

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

A. High School Curricular Requirements for Admission to Programs Leading to Associate in Arts, Associate in Science, and Baccalaureate Degrees.

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

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

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

2 additional units: Fine arts - music, art, drama, and speech

- 1 additional unit: Lab science (as described above)
- 1 additional unit: Mathematics (as described above)
- 4 Recommended Units

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

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

[70 O.S. § 11-103.6](#) outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. High school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement that fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, State Regents' approval shall be required. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook*.

B. Curricular Deficiencies

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

3.9.3 Admission of First-Time Freshmen: Performance Requirements

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

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

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

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

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

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

University of Oklahoma
Oklahoma State University

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

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

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

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

Langston University
University of Science and Arts of Oklahoma

May grant admission to any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.9.2 of this

policy; and

3. is eligible for admission to any of the Statewide institutions in the State System using a combination of standardized test scores, high school GPA (all courses), GPA (Regent 15-Unit core), and/or class rank. Statewide Institutions may set standards appropriate to their mission and the students they serve. These standards must be approved by the institution's President or designee, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

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

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

May grant admission to any individual who:

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

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

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

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

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

May grant admission to any individual who:

- a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and
- b. has met the curricular requirements as set forth in part 3.9.2 of this policy.

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

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

3.9.4 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.3 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language must present evidence of proficiency in the English language prior to admission.

A. Non-native Speakers of English

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

Students with less than 24 hours from a college or university where English is the primary teaching language located in a country where

English is a primary language and is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students as defined in State Regents policy 3.5.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

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

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.
 - b. Intensive English Program. Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.
 - c. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language of instruction.
 - d. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary language of instruction.
 - e. Institutional Discretion. In extraordinary and deserving cases, the President designee may admit a student in lieu of the above requirements. In those situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Exceptions must be appropriately documented and reported to the State Regents annually.
 - f. Institutions may set higher minimum scores on the TOEFL, IELTS, the PTE Academic, or the iTEP Academic Examinations for both undergraduate and graduate students.

2. Undergraduate Transfer Students

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

3.9.5 Special Admission

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

A. Special Non-Degree Seeking Student

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

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

B. Alternative Admission

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

1. have a reasonable chance for academic success;
2. have unusual talent or ability in art, drama, music, sports, etc.; or
3. are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

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

C. Adult Admission

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

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

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

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

E. Opportunity Admission Category

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

F. Bridge Program

1. Student Admission Requirements

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

- a. Be a first-time-entering student.
- b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED.
- c. Participate in assessment for placement purposes.

2. The admission decision will be made by the appropriate institutional officials based on the applicant's academic performance, potential for success, and/or the unique mission of the program. Institutions may limit enrollment into their Provisional Programs to Oklahoma residents only.

3.9.6 Retention Standards

Students on academic notice shall be required as a condition for continued enrollment to participate in special academic support services. These programs

should be available to all students who feel participation will enhance their academic performance and success. Students on academic notice may have additional limits on their academic load, as defined in policy 3.13.3

A. GPA Requirements

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

All students must maintain a 2.0 GPA for the duration of their college experience with the exception of freshmen on freshman academic notice. Students with fewer than 30 credit hours, with a GPA of 1.7 to less than 2.0 will be placed on freshman academic notice. Students on freshman academic notice shall remain on freshman academic notice until their overall GPA is at least a 2.0 or the student earns more than 29 credit hours.

Students with more than 29 credit hours, with a GPA of less than 2.0 will be placed on academic probation.

Students participating in Concurrent Enrollment may continue concurrent enrollment in subsequent semesters if they achieve a college GPA of 2.0 or above on a 4.0 scale. A student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the Grading policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be noted on the academic transcript.

At the end of that semester, the student must have a semester GPA of 2.0 in order to continue as a student. Students not meeting the criteria will be immediately suspended and may not be reinstated until one regular semester has elapsed.

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

B. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the GPA requirement. While enrolled in these 15-credit hours of course work, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student. The institution's president or designee may make exceptions on a case-by-case basis.

C. Academic Suspension Appeals

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

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester except as noted above. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards. Institutions' Presidents or their designee may grant an exception to this policy in accordance with institutionally developed policies and procedures to guide the readmission of suspended students.

E. Reinstatement of Suspended Students at System Institutions

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

3.9.7 Non-Academic Criteria for Admission

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

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

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

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

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

3.9.8 Additional Program Admission Standards

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

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

3.9.9 Admission of Transfer Students from Degree-granting Institutions

A. Admission by Transfer within the State System

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

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

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

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

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

- a. Each undergraduate applicant must be in good standing at the institution from which the applicant plans to transfer.
 - b. Each undergraduate applicant must have made satisfactory progress (an average grade of “C” or better or meet this policy’s current retention standards, whichever is higher) at the institution from which the applicant plans to transfer.
2. Transcripts of record from degree-granting institutions accredited by organizations other than the HLC and recognized by the USDE for the purpose of accrediting institutions of higher education are subject to review according to published policies and procedures developed by the institution and may transfer on a course-by-course basis.
- Each applicant must meet the conditions of 1.a and 1.b above.
3. Transcripts of record from degree-granting institutions not accredited by organizations recognized by the USDE for the purpose of accrediting institutions of higher education may be accepted in transfer when appropriate to the student’s degree program and when the receiving institution has had an opportunity to validate the courses or programs.
- a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.
 - b. Each undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by successful completion (an average of “C” or better) of 12 or more semester credit hours at the awarding institution.

C. Non-native Speakers of English

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

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

D. Transfer Students on Academic Notice

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer provisional students. Institutions may develop policies and procedures, subject to State Regents’ approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted provisionally and must maintain a 2.0 GPA average each semester while

on academic notice or raise their GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention* policy. Any transfer student on academic notice with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

3.9.10 Higher Standards

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

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; revised March 3, 2016; revised June 30, 2016; revised May 26, 2017 to remove Concurrent Enrollment to its own policy. IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003. Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012. Revised April 26, 2018 to address the Course Equivalency Project Matrix. Revised May 29, 2020 to define "Final Composite Score." Revised May 28, 2021 to update the High School Additional Units category and various non-substantive updates. Revised February 6, 2025.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 March 26, 2026

AGENDA ITEM #10-c:

Academic Policy.

SUBJECT:

Posting of proposed revisions to State Regents’ policy 3.10 – *Concurrent Enrollment*.

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 Concurrent Enrollment policy.

ANALYSIS:

The proposed revisions are the result of the Concurrent Enrollment working group to increase student access and to ensure quality, rigor, and meaningful student engagement. Following the internal review by OSRHE staff, 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
3.10.1 Purpose	<ul style="list-style-type: none"> • Updated language to be more concise.
3.10.2 Guiding Principles	<ul style="list-style-type: none"> • This was formerly the Definitions section, which was moved to the Procedures Handbook. • This section now provides specific guidance on quality concurrent enrollment programs.
3.10.3 Dual Credit	<ul style="list-style-type: none"> • Eligibility requirements that were previously in this section have been moved to another section in the Concurrent Enrollment policy. • References statutory language.
3.10.4 Program Curriculum Standards	<ul style="list-style-type: none"> • Dual credit is now in 3.10.3.

	<ul style="list-style-type: none"> This section now provides guidance to State System institutions on the criteria for offering quality concurrent enrollment programs. These criteria align with the National Alliance of Concurrent Enrollment Partnership standards.
3.10.5 Student Eligibility and Support	<ul style="list-style-type: none"> The requirements for collegiate experience that were formerly section 3.10.5 are not included in section 3.10.4. This section includes the student eligibility requirements that were previously included in section 3.10.3.
3.10.6 Policy Exception	<ul style="list-style-type: none"> New section that provides guidance to State System institutions that want to allow for an exception to the Concurrent Enrollment policy.
3.10.7 Faculty or Instructor Qualifications and Support	<ul style="list-style-type: none"> New section that allows institutions to utilize high school faculty to teach concurrent enrollment courses provided the individual meets the institution's hiring practices and their qualifications are in alignment with the Higher Learning Commission's Assumed practices.
3.10.8 Transferability of Credit	<ul style="list-style-type: none"> New section that requires institutions to be transparent on how a concurrent course applies toward degree requirements and how it transfers to other institutions.
3.10.9 Memorandum of Understanding	<ul style="list-style-type: none"> This is a new section but is not a new requirement. The Memorandum of Understanding language was included in the Off-Campus Concurrent Enrollment section.
3.10.10 Off-Campus Geographic Service Areas	<ul style="list-style-type: none"> This section was created from existing policy. Added language to allow school districts to request a preferred institution to provide concurrent enrollment regardless of geographic service area or geographic location of the preferred institution to the high school or school district. Maintains the reimbursement rate in situations where a two-year institution is closer geographically to the school district but the school district prefers the four-year institution. Adds clarification that geographic service areas do not apply to online courses.
3.10.11 Early College Programs	<ul style="list-style-type: none"> Updated language to ensure institutions develop quality Early College programs.

Attachment

3.10 CONCURRENT ENROLLMENT

3.10.1 Purpose

This policy provides a comprehensive framework for State System institutions to offer quality concurrent enrollment to eligible high school students.

~~Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.~~

The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and establishes annual reporting requirements. ~~This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.~~

3.10.2 Definitions

~~“Concurrent Enrollment” refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.~~

~~“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.~~

~~“Dual Credit” is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.~~

~~“Early College Programs” are partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.~~

~~“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.~~

~~“Non-Academic High School Units” are high school units earned through participating in school-sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school-sponsored teams, clubs, or organizations.~~

3.10.2 Guiding Principles Eligibility Requirements

Concurrent enrollment programs promote interest in attending college and increase college-level success by expanding access to higher education opportunities, reducing time-to-degree, lowering out-of-pocket expenses for families, and engaging students in challenging advanced coursework. The following guiding principles should be considered in the development of a concurrent enrollment program.

- A. Concurrent enrollment should provide eligible students with the opportunity to meaningfully experience college courses, develop goals for college and career and make progress toward those goals, and provide a supported and managed transition for students between secondary and postsecondary education.
- B. Concurrent enrollment should be designed to increase students' ability to access and succeed in college. It may also be used to save students money and shorten their time to degree.
- C. Concurrent enrollment should provide the state of Oklahoma with a better integrated K-12 and higher education system that produces a more skilled workforce equipped to meet the needs of the state's economy and promote prosperity for Oklahoma and its citizens.

~~A. Admission~~

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall grant admission to such a student only if the request for an exception is approved by the Chancellor.

~~1. Students from Accredited High Schools~~

~~Students from accredited high schools shall meet one of the criteria listed in the table below. Acceptable exams include:~~

- ~~a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the Academic Affairs Procedures Handbook;~~
- ~~b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or~~
- ~~c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the Academic Affairs Procedures Handbook.~~

Research Universities	ACT/SAT at 67th percentile	OR	Unweighted High School GPA 3.0 and Class Rank top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	Unweighted High School GPA 3.0 and Class Rank top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	Unweighted High School GPA 3.0

~~2. Home Schooled Students and Students from Unaccredited High Schools~~

~~Home-schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below. Acceptable exams include:~~

- ~~a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the Academic Affairs Procedures Handbook;~~
- ~~b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or~~
- ~~c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the Academic Affairs Procedures Handbook.~~

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

- ~~3. All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.~~

~~B. Course Placement and Enrollment~~

~~1. Curriculum Requirements~~

~~At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit-bearing course. A concurrent student shall demonstrate college readiness by:~~

- ~~a. Attaining the requisite subject score on an acceptable ACT exam;~~
- ~~b. Attaining the requisite subject score on an acceptable SAT exam; or~~
- ~~c. Satisfying an entry level assessment and course placement measure that is in accordance with the institution's State Regents approved assessment plan.~~

~~2. Workload~~

~~A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester credit hours. A student may enroll in a maximum of nine semester credit hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes~~

~~of calculating workload, one half high school unit shall be equivalent to three semester credit hours of college work. Non academic high school units are excluded from the workload calculation. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate higher education officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester credit hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.~~

~~3. Academic Calendar~~

~~Concurrent enrollment students shall be subject to the higher education institution's academic calendar.~~

~~4. Continuing Enrollment~~

~~High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the State Regents' Grading policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be notated on the academic transcript. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the college or university's entrance requirements, including the high school curriculum requirements, and subject to the State Regents' retention standards.~~

3.10.3 Dual Credit

Pursuant to [70 O.S. §628.13](#), “[w]hen a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.”

3.10.4 Program and Curriculum Standards-Collegiate Experience

To provide concurrent enrollment courses, regardless of modality, State System institutions must adhere to the following criteria: Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on and off campus and may include:

- A. Designate one or more staff member(s) responsible for coordinating all facets of concurrent enrollment.
- B. Courses offered for concurrent enrollment are cataloged courses approved through the institution's regular course approval process and have the same course prefix and number of the equivalent on-campus course.

- C. All concurrent courses must match the content, requirements, assignments, grading criteria, design, quality, academic rigor, and evaluation standards of equivalent on-campus courses. Regular, full-time faculty must approve the syllabus, textbooks, teaching methods, and student assessments.
- D. Institutions must maintain regular, timely communication with high schools offering concurrent courses, addressing course scheduling, policy compliance, issue resolution, and course evaluation.
- E. Institutions of higher education and partner high schools should collaborate to establish and maintain early alert systems to support students who struggle academically.
- F. Institutions of higher education are encouraged to provide all required materials through Open Education Resources (OER) or alternative methods at no cost to students.
- G. Institutions are encouraged to find ways to cover course fees.
- ~~A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off campus.~~
- ~~B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.~~

3.10.5 Student Eligibility and Support Off-Campus Concurrent Enrollment

A high school junior or senior may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.3 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component.

All students must provide a Concurrent Enrollment Agreement signed by the principal or counselor and parent or legal guardian. The Concurrent Enrollment Agreement must include the student’s classification, semester of enrollment, number of high school classes and acknowledgement of student’s financial responsibility.

- A. Students from accredited high schools who meet one of the following requirements are eligible to participate in concurrent enrollment:
 1. Earn an overall minimum GPA of 3.0 (on a 4.0 scale), or
 2. Achieve a satisfactory composite score on a standardized test as defined below:

	<u>ACT, Pre-ACT, or Residual ACT</u>	<u>SAT, PSAT, or PSAT/NMSQT</u>
<u>Community Colleges</u>	<u>19</u>	<u>990</u>
<u>Regional Universities</u>	<u>20</u>	<u>1030</u>
<u>Research Universities</u>	<u>24</u>	<u>1160</u>

Students may take one residual ACT per year (from November 1 to October 31), which is valid at the institution at which it was administered.

- B. Home-schooled students and students from unaccredited high schools shall have completed enough coursework to be equivalent to an individual who is classified

as a high school student and achieve a satisfactory score on a standardized test, as defined in 3.10.5.A.2 above.

- C. Students may not enroll in co-requisite courses or supplemental instruction designed to address remediation as concurrent enrollment students. Institutions shall enroll students in college-level courses for which they qualify according to the institution's assessment plan.
- D. Concurrent students may not exceed a combined workload of 19 semester credit hours during the regular term or 9 semester credit hours in the summer, with one-half high school unit equating to three college credit hours; non-academic high school units are excluded. Students wishing to exceed these limits may petition the selected higher education institution.
- E. High school students can continue concurrent enrollment if they:
 - 1. Have the approval of the high school principal or counselor and guardian; and
 - 2. Meet the retention standards in section 3.9.6 of the Institutional Admission and Retention policy.

Students not meeting both criteria indicated above will not be eligible at any State System institution. Academic probation will be noted on the transcript, consistent with State Regents' Grading policy. Post-graduation, students may be admitted to their original or another State System institution if they meet entrance and retention requirements. A president or designee may grant an exception to this policy.

- F. All students in concurrent courses shall have access to student services and academic support similar to that afforded to students on the college campus, including, but not limited to, advisors, library services, and other resources necessary for college-level academic performance.
- G. Students enrolled in concurrent classes should adhere to the higher education institution's academic calendar, following the same registration, drop, withdrawal, and refund dates as on the college campus, and must attend concurrent classes even when their high school classes are not in session, regardless of the modality or location of the course.

3.10.6 Policy Exceptions

- A. Institutions may submit a policy exception request for students who do not meet standard admission criteria. Policy exception requests must be submitted by the institution's President or designee and approved by the Chancellor.
 - 1. Juniors and Seniors: An exception may be requested with a letter of recommendation from the students' principal or counselor that includes documentation and rationale supporting the student's potential for success.
 - 2. Freshman and Sophomores: An exception to admit a freshman or sophomore high school student may be requested by the student's principal or counselor providing the student meets or exceeds the admission standards established for juniors and seniors. All exception requests must be supported by documentation.

3.10.7 Faculty or Instructor Qualifications and Support

A. All instructors shall meet the qualifications stipulated by the Higher Learning Commission, which include the achievement of academic credentials, progress toward academic credentials, equivalent experience, or a combination of these factors.

Institutions may utilize high school faculty as Graduate Assistants (GA) or Teaching Assistants (TA) to deliver concurrent enrollment courses as allowed by the institution's hiring practices and in alignment with the Higher Learning Commission's Assumed Practices.

B. All concurrent instructors, including GAs and TAs, must participate in orientation and training activities provided by the concurrent enrollment provider institution or academic department.

C. Institutions shall provide concurrent instructors, including GAs and TAs, with professional development opportunities.

D. All concurrent enrollment faculty, including GAs and TAs, shall be evaluated regularly in accordance with established institutional policies and procedures.

A. Institutional Requirements

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

1. Course Offerings and Student Expectations

a. Off campus concurrent enrollment courses shall be the same catalogued courses offered on campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.

b. Off campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on campus at the sponsoring higher education institution.

c. Students enrolled in off campus concurrent enrollment courses shall be held to the same standard of achievement as students in on campus courses.

2. Off-Campus Geographic Service Areas

a. Consistent with the "home rule" standard in 3.17.13, the primary criterion is that each state institution will have first priority for offering concurrent enrollment services within its approved service area. No institution shall deliver concurrent enrollment services at any site whose location is closer to another institution than the institution desiring to offer the service unless requested by a high school in a shared geographic service area as stipulated below in 3.10.6.A.2.c.

b. When two year and four year institutions share a geographic service area, the institution that is closer geographically to the high school campus is the institution that will provide concurrent enrollment services to the high school

~~at the providing institution's approved tuition waiver reimbursement rate. Consistent with 3.17.4.D.1, institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.~~

- ~~c. In a shared geographic service area, if the two year institution is closer geographically, but the school district prefers services from a four year institution, the school district has the option to invite the four year institution to provide concurrent enrollment services for the district or specified high school. The State Regents will provide the two year institution's tuition waiver reimbursement rate to the four year institution for concurrently enrolled students and the school district must fund or secure funding for the difference between the two year enrollment tuition waiver reimbursement rate and the four year tuition waiver reimbursement rate. This arrangement will be at the four year institution's discretion, contingent on the institution's available resources to enter into such an agreement and the school district's resources to fund the difference to make up the four year institution's tuition waiver reimbursement rate.~~
- ~~d. Consistent with 3.17.4.D.2., an institution may offer approved on-campus concurrent enrollment courses outside its geographic service area without separate approval by the State Regents provided that an institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.~~

~~3. Faculty Qualifications~~

- ~~a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.~~
- ~~b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.~~

~~4. Orientation and Professional Development~~

- ~~a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.~~
- ~~b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.~~

~~5. Evaluation~~

- ~~a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.~~

~~b. A faculty member teaching an off campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.~~

~~6. Memorandum of Understanding~~

~~A state system institution shall create a memorandum of understanding (MOU) with each off campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off campus entity and the sponsoring higher education institution. A senior level administrator from the off campus entity and sponsoring higher education institution shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.~~

3.10.8 Transferability of Credit

Institutions must notify the student or the student's parent or guardian how the concurrent course the student enrolled in applies toward meeting degree requirements and the transferability of the credit.

3.10.9 Memorandum of Understanding

Institutions partnering with a high school to offer concurrent enrollment coursework to a group or cohort of students must have a Memorandum of Understanding (MOU). The MOU shall detail the expectations, obligations, and responsibilities of each party. A senior level administrator with the appropriate signing authority from each party will sign the MOU and each party shall retain a copy of the MOU for record keeping purposes. A copy of the MOU shall be sent to OSRHE staff for notification and record keeping. An MOU is not required for individual students enrolling in concurrent coursework at an institution.

3.10.10 Off-Campus Geographic Service Areas

A. Consistent with the "home rule" standard in 3.17.8, the primary criterion is that each state institution will have first priority for offering concurrent enrollment services within its approved service area. No institution shall deliver concurrent enrollment services at any site whose location is closer to another institution than the institution desiring to offer the service unless requested by a high school in a shared geographic service area.

When two-year and four-year institutions share a geographic service area, the institution that is closer geographically to the high school campus is the institution that will provide concurrent enrollment services to the high school at the providing institution's approved tuition waiver reimbursement rate. Institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.

A school district may invite a preferred institution to provide concurrent enrollment services for the district or a specific high school, regardless of geographic service area or geographic location of the preferred institution to the school district or high school. In a shared geographic service area, if the two-year institution is closer geographically, but the school district prefers services from a four-year institution, the school district has the option to invite the four-year institution to provide concurrent enrollment services for the district or specified high school. The State Regents will provide the two-year institution's tuition waiver reimbursement rate to the four-year institution for concurrently enrolled

students, and the school district must fund or secure funding for the difference between the two-year enrollment tuition waiver reimbursement rate and the four-year tuition waiver reimbursement rate. This arrangement will be at the four-year institution's discretion, contingent on the institution's available resources to enter into such an agreement and the school district's resources to fund the difference to make up the four-year institution's tuition waiver reimbursement rate.

B. Geographic service areas do not apply to online courses.

3.10.11 Early College Programs

An Early College in High School (ECHS) program is a cohesive collection of concurrent courses that make up a program and culminates in the awarding of an academic credential, such as an associate's degree. Because an ECHS program is more than just a single concurrent course, additional standards are necessary and shall, therefore, meet the following standards.

A. Institutional Requirements

A higher education institution offering an early college in high school program shall have direct oversight of all aspects of such a program. Therefore, a higher education institution that wishes to engage in early college programs shall meet the following standards.

A. Targeted Admissions Design

ECHS Programs shall be designed with the intent of providing the opportunity, encouragement, and confidence to earn a credential beyond high school to traditionally underserved student populations and students who do not already aspire to continue their education.

a. Early college programs shall be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations.

b. Students from traditionally privileged populations may benefit as part of an early college program, they should not be the primary beneficiaries of such a program.

c. Institutions must clearly demonstrate the targeted underserved population is receiving the primary benefits of the early college program.

B. Program Design and Benefit to Students

An ECHS Program must ultimately lead to a meaningful credential to students to earn in conjunction with their high school degree.

C. Student Support

Before implementing an early college program, an institution should

1. Build a strong partnership with participating high schools.

2. Design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school.

3. Implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.

~~B. build a strong partnership with participating high schools.~~

~~C. Before implementing an early college program, an institution should carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school.~~

~~D. In recognition of developmental and preparational differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.~~

D. Cost of Participation Institutions must provide traditional support systems vital to college success to early college student participants.

1. Institutions ~~must~~ shall not ask student participants to assume the cost of tuition, regardless of family ability to pay.

2. Institutions ~~should~~ shall pursue options to reduce or eliminate cost for student fees and ~~books for participants~~ costs for other required course materials.

~~d. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants.~~

3. If institutions rely on potential supporters and financial partners to finance the ~~early college~~ ECHS P program, firm written commitments must be in place before the program is launched.

E. Authorization~~Evaluation~~

Approved or renewed programs must submit report on program outcomes as outlined in the State Regents' Academic Affairs Procedures Handbook Institutions must be authorized to offer ECHS Programs. In addition to providing the MOU, an institution must submit an ECHS Program proposal request form that addresses the following:

1. The students who will be served by the program.

2. Detailed explanation of the distinct benefits the student will gain from participating in the program.

3. Detailed explanation of the support services and readiness tools in place to ensure student success.

4. Comprehensive plan detailing how the program will be financed, including plans to eliminate financial barriers and potential supporters and financial partnerships.

5. Detailed explanation of the metrics that will be used to measure student success.

~~E. Procedures for Approval, Denial, Revocation, Nonrenewal and Continuation of Approval~~

- ~~1. State Regents' approval is required as follows:
 - ~~a. For the addition of any new early college program.~~
 - ~~b. For any substantial change to an existing early college program.~~
 - ~~c. For the renewal of any existing program prior to the expiration of approval term of up to five years.~~~~
- ~~2. The approval to operate an early college program may be denied, revoked, or non-renewed when an institution fails to meet or comply with any portion of the Concurrent Enrollment policy. The following procedures will apply specifically to denial, revocation, or nonrenewal.
 - ~~a. If an approved Early College program is determined to be out of compliance with the Concurrent Enrollment policy or with the parameters approved by the State Regents for the program, State Regents' staff will collaborate with the institution to return the program to a state of compliance. Institutions must be given a reasonable opportunity to comply with the Concurrent Enrollment policy and approved program parameters before the State Regents take any action regarding a denial, revocation, or non-renewal. If the institution and State Regents' staff are unable to reach consensus on the program's state of compliance, the State Regents may take action to determine the future status of the program.~~
 - ~~b. State Regents' Action~~~~

~~The State Regents, after considering any reports submitted by the institution, the State Regents' staff report, and any other pertinent information pertaining to the early college program, will take appropriate action on the institution's application. The State Regents' consideration of these matters and action taken thereon will be final.~~

3.10.12 Accountability, Compliance, and Data Reporting

- A. All State System institutions offering concurrent enrollment programs shall follow NACEP standards of practice. State Regents' staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:
- B. Institutions will use the Unitized Data System (UDS) to annually report the following concurrent enrollment data to the State Regents.
 1. Number of all concurrent enrollment credit hours attempted and completed, and the grade point average for the following categories:
 - a. On-campus courses
 - b. Online courses
 - c. Off-campus courses
 - d. Early college courses
 - ~~3. Average grade point average of all concurrent enrollment students;~~

- ~~4. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off campus concurrent enrollment courses; and~~
 - ~~5. Average grade point average of concurrent enrollments students who specifically participated in off campus concurrent enrollment courses.~~
 - ~~6. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in an early college program.~~
 - ~~7. Average grade point average of concurrent enrollment students who specifically participated in an early college program.~~
2. Number of degrees or certificates awarded to students who specifically participated in an early college program.
 3. Demographic information demonstrating targeted underserved populations benefitting from and being served by an early college program.
- C. ~~To ensure a commitment to meeting the requirements in the off campus concurrent enrollment section of this policy, i~~ Institutions that conduct off-campus concurrent enrollment shall annually submit:
1. A copy of each signed off-campus concurrent enrollment MOU; and
 2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference "Final Composite Score." Revised April 15, 2021 to add section on service areas. Revised May 28, 2021 to include Early College Programs; revised March 24, 2022 to add evaluation of Early College Programs and procedures of approval. Revised XXX, XX, 2026.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #10-d:

Academic Policy.

SUBJECT:

Posting of proposed revisions to State Regents’ policy 3.12 – *Grading*.

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 policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Grading 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
3.12.5.B. Academic Reprieve	<ul style="list-style-type: none">• Added language clarifying the requirements for an academic reprieve.
3.12.5.C. Academic Renewal	<ul style="list-style-type: none">• Added language clarifying the requirements for an academic renewal.

Attachment

3.12 GRADING

3.12.1 Purpose

This policy establishes a uniform system of grading for State System institutions. To provide for a more effective and efficient system of transfer of students' credits between and among public State System institutions, as well as to assist the institutions in managing academic records more effectively, all institutions shall conform to the definitions of grading terms and the academic forgiveness provision related to repeated courses. Institutions may choose to offer academic reprieve or academic renewal under the guidelines specified in this policy.

3.12.2 Grading Terms

The following types of grading entries with respective definitions will be used for institutional transcript notations:

Grades Used in the Calculation of GPA

Grade	Note	Grade Point Per Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Below Average	1
F	Failure	0

A. Other Symbols

- I An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F," and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. The time limit to satisfy the "I" will be at the discretion of the institution. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I" and not contribute to the student's GPA.

For students who are members of the active uniformed military service, refer to policy section 3.12.3.B below.

- AU Audit status is used for a student who is not interested in obtaining a course grade, but who is enrolled to get course content knowledge. The allowable time to change an enrollment status from audit to credit will be established by each institution but may not exceed the institution's add period and must be consistent with the State Regents' add period, which is defined as the first two weeks of a regular semester/term and the first week of a summer semester/term. Students who change their enrollment status from audit to credit must meet institutional admission/retention standards, as set by the State Regents. The allowable time to change an enrollment status from credit to audit will be established by each institution but will not exceed the institution's last date for withdrawal from classes. An AU is GPA neutral.

- W An automatic withdrawal grade of "W" is issued when a student initiates a withdrawal during the institution's allowable withdrawal period. An institution's withdrawal period for an automatic "W" shall begin after the tenth day of classes in the regular session and the fifth day of classes in the

summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed three-fourths of the duration of any term. (These are maximum limits. For any drop or withdrawal accepted after this deadline, a "W" or "F" will be assigned depending upon the student's standing in the class and the institution's stated withdrawal policy. If an "F" grade is assigned, it is calculated in the student's GPA; the "W" grade is GPA neutral.

AW Administrative Withdrawal may be assigned by the Office of Academic or Student Affairs to indicate that a student has been "involuntarily" withdrawn from class(es) after the institution's drop-and-add period for disciplinary or financial reasons or inadequate attendance. Withdrawals must follow formal institutional procedures. Administrative withdrawals are GPA neutral.

S-U/
P-NP An institution may use the grades "S" or "U" and "P" or "NP" for specified courses or may allow students to elect an "S/U" or "P/NP" option under circumstances specified by the institution. The "S" and "P" indicate minimum course requirements have been met, and credit has been earned. The "S" and "P" grades may also be used to indicate credit earned through advanced standing examinations. The grades of "U" and "NP" indicate that a student did not meet minimum requirements in a course designated for "S/U" or "P/NP" grading. While all four grades "S, U, P, N/P" are GPA neutral, they are counted in the total number of attempted hours for retention and the total number of attempted and earned hours for graduation.

P-F An institution may use Pass-Fail as an option for students in specified courses. The Pass grade indicates hours earned but does not contribute to the GPA. The Fail grade is an "F" and is calculated into the GPA.

N An "N" grade may be used by an institution to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The "N" grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The "N" grade is GPA neutral.

X An "X" grade is assigned for graduate thesis or dissertation in progress and is GPA neutral.

B. Leave of Absence

Pursuant to Title [70 O.S. § 3248](#), State System institutions shall grant a leave of absence, which shall not exceed a cumulative five (5) years, to a student who is a member of the active uniformed military services of the United States and called to active duty. The student shall be eligible to:

1. Withdraw from any or all courses for the period of active-duty service without penalty to admission status or GPA and without loss of institutional financial aid (for refund of tuition and fees refer to Budget and Fiscal policy 4.18.4.I; or
2. Receive an "I" for any or all courses for the period of active duty status irrespective of the student's grade at the time the "I" is awarded; provided, however, that the student has completed a minimum of fifty percent (50%) of all coursework prior to being called to active duty and the student completes all courses upon return from active duty. The student's admission status and

GPA shall not be penalized, and the student shall not experience loss of institutional financial aid.

3.12.3 Grade Point Averages

The GPA is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

The CGPA includes grades for all course work, including activity courses and forgiven course work. The use of the CGPA on transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

Remedial courses, audited courses, and courses in which the grades of I, W, AW, S, U, P, NP, N, and X are given are not calculated in the GPA or CGPAs. Institutions may calculate and include on student transcripts additional GPAs such as semester, transfer, institutional, combined, etc.

3.12.4 Remedial Courses

Remedial/developmental courses shall be coded as zero-level and collegiate-level credit may not be awarded for the completion of these courses. Remedial/developmental courses may be graded "S-U" or "P-NP" or letter graded at the discretion of the institution. Regardless of the grades awarded, remedial/developmental courses are not calculated in the GPA or CGPAs.

3.12.5 Academic Forgiveness Provisions

Circumstances may justify a student being able to recover from academic problems in ways which do not forever jeopardize the student's academic standing.

Academic forgiveness may be warranted for currently enrolled undergraduate students in three specific circumstances:

A. Repeated Courses

All State System institutions are required to offer the repeated courses provision.

A student shall have the prerogative to repeat any courses up to 4 attempts, including the initial attempt, to achieve a higher grade. Only the highest grade earned of the 4 attempts will be used in the calculation of the GPA. Any attempt after the first 4 attempts will be used in the calculation of the GPA. All attempts shall be recorded on the transcript with the earned grade for each course listed in the semester earned. Exceptions to the limit to the number of attempts may be approved at the discretion of the Chief Academic Officer or their designee.

B. Academic Reprieve

Academic reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her GPA.

Offering academic reprieve for students is optional for all State System institutions.

A student may request an academic reprieve from State System institutions with academic reprieve policies consistent with these guidelines:

1. Prior to requesting academic reprieve, the student must have earned a GPA of 2.0 or higher with no grade lower than a “C” in all regularly graded course work subsequent to the semester for which a reprieve is sought (a minimum of 12 hours) excluding activity or performance courses.
2. The request may be for one semester or term of enrollment or two consecutive semesters or terms of enrollment. If the reprieve is awarded, all grades and hours are included during the semester(s) for which a reprieve has been requested. If the student's request is for two consecutive semesters, the institution may choose to reprieve only one semester.
3. The student must petition for consideration of academic reprieve according to institutional policy.
4. All courses remain on the student’s transcript but are not calculated in the student’s GPA. Course work with a passing grade included in a reprieved semester may be used to demonstrate competency in the subject matter. However, the course work may not be used to fulfill credit hour requirements.

C. Academic Renewal

Academic renewal is a provision allowing a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, course work taken prior to a date specified by the institution is not counted in the student’s GPA.

Offering academic renewal for students is optional for all State System institutions.

A student may request academic renewal from State System institutions with academic renewal policies consistent with these guidelines:

1. At least three years must have elapsed between the last semester being renewed and the renewal request or shorter time period as approved by the institution’s Chief Academic Officer.
2. Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a “C” in all regularly graded course work subsequent to the time period for which the renewal is sought (a minimum of 12 hours) excluding activity or performance courses.
3. The request will be for all courses completed before the date specified in the request for renewal.
4. The student must petition for consideration of academic renewal according to institutional policy; and
5. All courses remain on the student’s transcript but are not calculated in the student’s GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

3.12.6 Reporting Academic Standing

A. Retention Standards and Requirements

Each student's transcript will list the student's current GPA and may also include the CGPA and will denote each semester when a student is placed on academic probation or is academically suspended from the institution.

B. Transcription Notations

The student's academic transcript should be a full and accurate reflection of student's academic career.

The Explanation of Grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions will include a legend developed by the State Regents and consistent with this policy which defines the grading symbols listed on the student's transcript to the reader.

Approved May 29, 1992. Revised December 9, 1994; March 29, 1996; December 1, 2003, and June 24, 2010. September 4, 2014. September 7, 2023; December 5, 2024.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 March 26, 2026

AGENDA ITEM #10-e:

Academic Policy.

SUBJECT:

Posting of proposed revisions to State Regents’ policy 3.15 – *Undergraduate Degree Requirements*.

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 policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Undergraduate Degree Requirements 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
3.15.2 Standards of Education for Completion of the AA and AS Degrees	<ul style="list-style-type: none"> • Added language clarifying the requirements for satisfying the computer proficiency assessment requirement.
3.15.4 Standards for Awarding Baccalaureate Degrees	<ul style="list-style-type: none"> • Added language clarifying electives can be selected from courses complementary to the student’s major. • Added General Education requirements for sub-120 credit hour bachelor degrees. • Added language allowing institutions to offer sub-120 credit hour bachelor degrees.

	<ul style="list-style-type: none">• Added language clarifying the requirements for satisfying the computer proficiency assessment requirement.• Added standards for sub-120 bachelor degrees regarding the number of credit hours required for specific types of courses.
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Attachment

3.15 UNDERGRADUATE DEGREE REQUIREMENTS

3.15.1 Purpose

This policy establishes guidelines, criteria, and standards for use by State System institutions in developing degree programs for which degrees will be conferred upon students satisfactorily completing prescribed courses of study.

3.15.2 Standards of Education for Completion of the AA and AS Degrees

The minimum requirements for the AA or the AS degree at any institution in the State System shall include the following:

- A. Achieve a GPA of 2.0 as a minimum on all course work attempted (a minimum of 60 hours) excluding any courses repeated or reprieved as detailed in the State Regents' Grading policy and excluding physical education activity courses.
- B. The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core, or a minimum of 37 semester-credit-hours, which shall include the following:

Credit hours	Course Areas
6	English Composition
6	U.S. History and U.S Government (Fulfilled by a U.S. History and a U.S. Government course. Each of these courses should be general in nature. Specialized courses do not satisfy the intent of the general education.)
6	Science (one course must be a laboratory science)
6	Humanities (Chosen from non-performance courses)
3	Mathematics
3	Guided Electives (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama))
	Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours as required by this policy.

- C. The remaining minimum of 23 semester-credit-hours of academic work shall be applicable to the student's major objective including any pre-requisite courses necessary for the anticipated upper-division program.
- D. Demonstrate computer proficiency through one of the following options:
 - 1. successful completion of a course in one of the following areas at the high school or college level: computing systems, networking, programming, computer applications, desktop publishing, web design, cybersecurity, artificial intelligence, or information systems; or
 - 2. satisfy an institution's computer proficiency assessment.

NOTE: Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement.
- E. A minimum of 15 credit hours of coursework applied toward the associate degree shall be taken from the awarding institution.

3.15.3 Standards of Education for Completion of the AAS Degrees

The minimum requirements for the AAS degree at any institution in the State System shall include the following:

- A. The completion of 60 semester-credit-hours, excluding physical education activity courses, with an overall GPA of 2.0.
- B. The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core of a minimum of 18 semester-credit-hours listed as transferable on the State System Course Equivalency Project matrices, instructed by general education faculty and which shall include the following:

Credit hours	Course Areas
6	English Composition (Must include two courses from one or more of the following three areas: a. A college level communications course in general, applied technical writing; or b. A course in English grammar and composition; or c. A college-level oral communication course
6	U.S. History and U.S Government (Fulfilled by a U.S. History and a U.S. Government course. Each of these courses should be general in nature. Specialized courses do not satisfy the intent of the general education.
6	General Education Electives (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama)

- C. The completion of a minimum of 27 hours in a technical-occupational specialty.
- D. The completion of support and related courses if needed to total a minimum of 60 hours.
- E. The completion of 15 credit hours in residence at the awarding institution.

3.15.4 Standards for Awarding Baccalaureate Degrees

- A. The baccalaureate degree includes three components: general education which consolidates learning from broad fields of study, a major which includes specialized knowledge and skills of particular fields of study, and, if needed, elective elements which allow students to complete courses complementary to their major, earn a minor, or to explore various fields and ideas. The portion each component contributes to the whole degree varies by field of study.
- B. The minimum requirements for the baccalaureate degree at any institution in the State System shall include the following:

The completion of a basic general education core of a minimum of 40 semester credit hours shall include the following:

Credit hours	Course Areas
6	English Composition
6	U.S. History and U.S Government

	(Fulfilled by a U.S. History and a U.S. Government course. Each of these courses should be general in nature. Specialized courses do not satisfy the intent of the general education.
6	Science (one course must be a laboratory science)
6	Humanities (Chosen from non-performance courses. Courses defined as humanities by the institution at which the course was completed.)
3	Mathematics
3	Guided Electives (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama))
	Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours as required by this policy.

Sub-120 credit hour bachelor degree

<u>Credit hours</u>	<u>Course Areas</u>
<u>6</u>	<u>English Composition</u>
<u>6</u>	<u>U.S. History and U.S. Government</u> (Fulfilled by a U.S. History and a U.S. Government course. Each of these courses should be general in nature. Specialized courses do not satisfy the intent of the general education.
<u>6</u>	<u>Science</u> (one course must be a laboratory science)
<u>6</u>	<u>Humanities</u> (Chosen from non-performance courses. Courses defined as humanities by the institution at which the course was completed.)
<u>3</u>	<u>Mathematics</u>
<u>3</u>	<u>Guided Electives</u> (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama))

C. Types of Baccalaureate Degrees

The State Regents recognize three types of baccalaureate degree designations: the BA degree is awarded for successful completion of a program of study that is primarily liberal arts and sciences; the BS degree is awarded for successful completion of a program of study designed to lead to graduate study or to entry into a particular profession; the Bachelor of (Specialty) degree is awarded for successful completion of a program of study of a conservatory or studio nature, or that is designed primarily for entry into a professional or occupational field. It is conceivable that an institution might offer more than one type of degree in a discipline.

Undergraduate degrees are to be distinguished as follows by the minimum amountnumber of liberal arts and sciences hours required for each degree type described below.

D. Requirements and Standards

Following is a list of requirements, standards, and recommendations for use by institutions in the development and evaluation of baccalaureate degree programs.

1. Traditional baccalaureate degrees, with the exception of professional or conservatory-type degrees, should be attainable in four years of full-time academic study. Baccalaureate degrees shall be based upon at least 120 semester hours of course work excluding physical education activity courses.

With State Regents' approval, institutions may offer sub-120-credit-hour baccalaureate degree programs as allowed by the Functions of Public Institutions policy, provided the programs meet all academic quality standards and accreditation requirements. Sub-120-credit-hour degree programs shall be based upon a minimum of 90 semester hours.

2. A minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution.
3. Each baccalaureate degree awarded by a State System institution shall be based on a minimum of 40 hours of general education excluding physical education activity courses.
4. Students recommended for the baccalaureate degree must achieve a GPA of 2.0 as a minimum on all course work attempted, excluding any courses repeated, reprieved or renewed as detailed in the State Regents' Grading policy, and excluding physical education activity courses.
5. ~~The requirements and standards set forth in this policy statement should be considered minimum.~~
- ~~56.~~ Demonstrate successful completion of a course in one of the following areas at the high school or college level: computing systems, networking, programming, computer applications, desktop publishing, web design or cybersecurity.

NOTE: Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement.

- ~~76.~~ Each baccalaureate degree granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these 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 must be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in a State System college or university shall govern lower division prerequisites and all degree requirements, provided that the student has had continuous enrollment as defined in the official college or university publications.
- ~~7.~~ The requirements and standards set forth in this policy statement should be considered minimum.

E. Summary of Minimum Standards for a Baccalaureate Degree

Bachelor of Arts Degree

	Number of Credit Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	80
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

Bachelor of Science Degree

	Number of Credit Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	55
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

Bachelor of (Specialty) Degree

	Number of Credit Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	40
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

Sub-120 Bachelor Degree

	<u>Number of Credit Hours Required</u>
<u>Total semester credit hours required</u>	<u>90</u>
<u>General education</u>	<u>30</u>
<u>Liberal arts and sciences course work</u>	<u>30</u>
<u>Credit in residence at the awarding institution (10 of the final 22 hours or 50 percent of the major also required in residence)</u>	<u>22</u>

<u>Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)</u>	<u>45</u>
<u>Area of specialization (50 percent must be upper-division)</u>	<u>40</u>

3.15.5 General Education Framework

General Education Outcomes

- A. The following framework should be followed by each institution when developing or reviewing its general education program.
- B. All institutions in the State System will require a general education component in each undergraduate degree program.
- C. Faculty should provide the oversight for general education and each institution should regularly assess the effectiveness of its general education program.
- D. Institutions should clearly and publicly articulate the purposes, content, and intended learning outcomes of the general education provided to students.
- E. An institution's general education program should impart common knowledge and intellectual concepts that every educated person should possess.
- F. Effective general education should help students gain competence in independent intellectual inquiry and stimulate the examination and understanding of personal, social, and civic engagement.

Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004; September 7, 2023, December 5, 2024.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #10-f:

Academic Policy.

SUBJECT:

Posting of proposed revisions to State Regents’ policy 3.16 – *Credit for Prior Learning*.

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 policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

POLICY ISSUES:

The proposed revisions amend the Credit for Prior Learning 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
3.16.2 Credit for Prior Learning Standards	<ul style="list-style-type: none">• Moved language from section C to a new stand-alone section D.• Removed reference to ACE recommendation from section G to align with current practice.
3.16.4 Oversight and Evaluation	<ul style="list-style-type: none">• Non-substantive clarification of language.

Attachment

3.16 CREDIT FOR PRIOR LEARNING

3.16.1 Purpose

This policy sets standards to award credit earned outside an institution of higher education, usually through life experiences or other non-credit education.

3.16.2 Credit for Prior Learning Standards

- A. Students eligible to receive credit for prior learning must be enrolled or eligible to re-enroll at the institution awarding the credit.
- B. Credit awarded to a student for prior learning must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript. An institutional policy exception to this provision must be approved by the institution's President or their designee.
- C. State System institutions awarding credit for prior learning shall review and validate the learning on an individual basis using State Regents' recognized or approved methods. ~~The following p~~Publications and methods for awarding credit for prior learning include, but are not limited to:
 1. ACE Guide to Evaluation of Educational Experiences in the Armed Forces,⁵ ~~National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE.~~
 2. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with a Military MOS/Navy Rating/Air Force Specialty Code that have been evaluated for college credit. Evaluation of the student's military service school transcripts or training documents.
 3. The University of the State of New York's National College Credit Recommendation Service.
 4. Standardized examinations (e.g., AP, CLEP, DANTES, etc.).
 5. Degree-relevant credit for prior learning awarded and transcribed by other institutions accredited as degree-granting institutions.
 6. Assessment of individual student portfolios using CAEL or other standardized guidelines.
 7. Courses delivered on the main campus and transcribed by the OSSM. OSSM offers a high-level curriculum delivered by faculty possessing graduate degrees in the content area of instruction and has highly competitive admission criteria. OSSM has a legislatively mandated statewide mission, and a legislatively prescribed board of trustees which requires scientists, mathematicians, and those who hold graduate degrees as members. Institutional faculty shall annually review and approve OSSM credit for prior learning. Each institution shall provide information on its website specifying which courses have been reviewed for college credit. All other Oklahoma public and private high schools may use AP and concurrent enrollment opportunities, similar to the OSSM satellite campuses connected to a school district.

8. Higher-Level courses in the International Baccalaureate Organization Diploma Program.
9. Institutionally prepared assessments developed by qualified faculty with content expertise.
10. Use of the systemwide credit for prior learning technical assessment inventory of evaluated industry recognized, non-collegiate instruction programs, such as those for apprenticeships, certification, or professional licensure.
 - a. Apprenticeship: Apprenticeship is a combination of on-the-job training and related technical instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs may be sponsored by individual employers, joint employer and labor groups, and/or employer associations.
 - b. Certification: Certification (usually by a third-party industry group) is a designation that is obtained once the student is qualified to perform a particular task or job. Certification differs from licensure in that certification is an employment qualification and not a legal requirement for practicing a profession.
 - c. Professional Licensure: “Permission to practice” granted by a governmental entity. Licensure is a legal status. Professional licensure restricts practice of the profession to individuals who have met specific qualifications in education, professional experience, and/or have successfully passed an examination.

D. Institutions may also accept National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE.

~~E.~~ Neither the ACT nor the SAT shall be used by State System institutions for awarding credit.

~~F.~~ Credit awarded for prior learning may be applied to a degree program meeting the requirements of the institution conferring the degree.

~~G.~~ Credit awarded for prior learning (number of semester hours and level) shall not exceed HLC standards.

~~H.~~ Examination scores used to validate prior learning must meet or exceed the minimums recommended by ACE for national examinations, at least a four (on a seven-point scale) in the Higher-Level course in the International Baccalaureate Organization Diploma Program, and a grade level of C or better for locally developed examinations that validate non-technical coursework. Cutoff scores for locally developed and administered advanced standing examinations shall be established by means of standard setting examinations.

~~I.~~ The institutional procedures used to validate prior learning must be objective to the extent that external evaluators would reach the same conclusion.

~~J.~~ Institutions shall only award credit for prior learning in programs for which they are approved to offer by the State Regents. Institutions shall assign their own course title and number to the credit awarded and the neutral grades of pass (P) or satisfactory (S) shall be used to designate credit awarded for prior learning.

Conventional letter grades shall not be used. All awarded credit for prior learning shall be appropriately identified by source on the transcript.

~~J~~K. Institutional charges for evaluating prior learning, by means other than nationally developed examination, shall be based upon the actual costs of the evaluations. Charges for administration and recording of credit for prior learning based on nationally developed examinations shall be at the rate established by the national testing agency for the particular test. No other charges shall be made for the administration or recording of this credit.

~~K~~L. 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.

3.16.3 Credit for Military Service

Each institution granting credit for military service pursuant to the Oklahoma Military Training Inventory (OMTI) for military service members shall follow the additional guidelines below.

- A. Institutions shall establish an internal approval process at all appropriate levels for evaluation of military training courses and/or military occupational specialties and skill levels.
- B. Institutions shall designate an appropriate person to submit articulations for specific military training courses and/or occupations and skill leveling into the OMTI using the following guidelines:
 - 1. Only those articulations that have been approved by the appropriate entities on campus should be submitted.
 - 2. Articulations entered for an institution should adhere to all institutional policies on CPL and Military CPL.
 - 3. Articulations should be reviewed on a regular schedule as determined by the institution.

3.16.4 Oversight and Evaluation

- A. As required by [70 O.S. § 3207.1\(C\)](#), “institutions of higher education within The Oklahoma State System of Higher Education shall not require an Advanced Placement Exam score of more than three, except the requirement of an Advanced Placement Exam score of more than three shall be permitted for granting additional course credit for a lower division course or courses sequenced with the initial lower division course. Credit policy regarding all Advanced Placement Exams shall be posted on campus websites effective for the 2021-22 fall academic term and for each academic term thereafter. The institutions of higher education within The Oklahoma State System of Higher Education shall conduct biennial reviews of their Advanced Placement credit policy. The Oklahoma State System of Higher Education shall report noncompliance by December 1 each year.”
- B. It is the intent of the Legislature that in establishing the minimum required score on a CLEP examination for granting course credit for a particular lower division course, institutions of higher education within The Oklahoma State System of Higher Education shall not require a score higher than the minimum score recommended by a nonprofit higher education association that makes recommendations on college-level equivalencies. Provided, however, the President of the institution may determine, based on evidence, that a higher score

on the examination is necessary to indicate that a student is sufficiently prepared to be successful in a related, more advanced course for which the lower division course is a prerequisite. Institutions shall post on campus websites their CLEP examination policy effective for the 2023-2024 academic year and for each academic year thereafter.

- C. State Regent System institutions may not require a CLEP score higher than the minimum score recommended by the ACE. The institution's President or designee ~~of the institution~~ may determine that a higher score on the examination is necessary to indicate that a student is sufficiently prepared to be successful in a related, more advanced course for which the course is a prerequisite. Institutions must post their CLEP policies on their websites.
- D. Institutions will report all credit awarded for prior learning using the unitized data system.

Approved July 24, 1972. Revised July 28, 1975; October 23, 1985; February 8, 1995; January 29, 2015, May 27, 2016; December 10, 2021; September 7, 2023; December 5, 2024.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #10-g:

Academic Policy.

SUBJECT:

Possible action on proposed revisions State Regents’ policy 3.8 – *Changes in Academic Structure and Nomenclature*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Changes in Academic Structure and Nomenclature policy.

BACKGROUND:

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

POLICY ISSUES:

The proposed revisions amend the 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
3.3.1 Purpose	<ul style="list-style-type: none">Updated language to clarify that institutions are required to submit notification of changes in academic structure and nomenclature.
3.8.2 Guidelines	<ul style="list-style-type: none">Removed an unnecessary requirement.

Attachment

3.10 CHANGES IN ACADEMIC STRUCTURE AND NOMENCLATURE

3.8.1. Purpose

The State Regents ~~need to~~ must be made 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
March 26, 2026

AGENDA ITEM #10-h:

Academic Policy.

SUBJECT:

Possible action on proposed revisions to State Regents’ policy 3.11 – *Undergraduate Transfer and Articulation of Courses*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Undergraduate Transfer and Articulation of Courses policy.

BACKGROUND:

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

POLICY ISSUES:

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

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	<ul style="list-style-type: none">• 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

	<p>the student learning outcomes agreed upon by the discipline faculty.</p> <ul style="list-style-type: none"> • Added language to require faculty to include the agreed upon student learning outcomes on their course syllabus.
<p>3.11.3 Transfer of Courses from Non-State System, Degree-Granting Institutions</p>	<ul style="list-style-type: none"> • 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.
- ~~K~~L. 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.

ML. 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 degree-granting institutions ~~HLC-accredited degree-granting institutions~~ based in Oklahoma and accredited by the Higher Learning Commission (HLC) 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 100 percent of the specified outcomes, as a minimum, in order to be included in the category.
3. Courses listed on the CEP must include all approved student learning outcomes in the course syllabus.
- ~~34.~~ 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.
45. 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 United States Department of Education (USDE) for the purpose of accrediting institutions of higher education are subject to review according to published policies and procedures developed by the institution and may transfer on a course-by-course basis.
 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.

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

AGENDA ITEM #10-i:

Academic Policy.

SUBJECT:

Possible action on proposed revisions to State Regents’ policy 3.17 – *Distance Education and Traditional Off-Campus Courses and Programs*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Distance Education and Traditional Off-Campus Courses and Programs policy.

BACKGROUND:

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

POLICY ISSUES:

The proposed revisions amend the 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	<ul style="list-style-type: none">• Updated language to be more concise and use current terminology.
3.17.4 Copyright and Intellectual Property	<ul style="list-style-type: none">• 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 e~~Copyright and ~~I~~Intellectual ~~P~~roperty. 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 and provide training to faculty teaching DE courses on these policies.

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 on campus~~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 campus~~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 and faculty 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~~ Institutions must establish and enforce policies that define the ownership of courses and intellectual property rights between the institution and its faculty.

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 noted~~ noted 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 ~~to~~ 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #10-j:

Academic Policy.

SUBJECT:

Possible action on proposed revisions to State Regents’ policy 3.19 – *Academic Calendar*.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

The proposed revisions amend the Academic 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	<ul style="list-style-type: none">• 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #10-k:

Academic Policy.

SUBJECT:

Possible action on request from Cameron University for an exception to State Regents' policy 3.10 – *Concurrent Enrollment*.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

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

POLICY ISSUES:

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

ANALYSIS:

The Concurrent Enrollment policy currently restricts college coursework to qualified high school juniors and seniors:

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component. [OSRHE Policy 3.10.3.A]

Cameron University (CU) requests an exception to the Concurrent Enrollment policy to continue allowing tenth-grade students to enroll at the institution during the 2026-2027 academic year. At their March 27, 2025, meeting, the State Regents granted continued authorization for CU to allow tenth grade students from Lawton Public Schools (LPS) to enroll during the 2025–2026 academic year and approved a new partnership agreement with Duncan Public Schools (DPS). Because DPS had low participation during its first semester, CU has combined DPS and LPS sophomore performance data to provide a more meaningful and reliable assessment of outcomes. According to the combined end of year report, over 59 percent of the grades awarded to concurrently enrolled sophomores were A’s, with another 22 percent being B’s—resulting in 81 percent of all grades falling in the A or B range. Additionally, 92 percent of students passed their courses with a grade of C or higher. There were a total of nine course withdrawals and only one course failure by concurrently enrolled sophomores from Fall 2022 through Fall 2025. CU requests continued authorization for LPS and authorization for DPS to allow eligible tenth grade students to participate during the 2026–2027 academic year.

CU plans to continue offering general education courses such as Principles of Communication, English Composition I, U.S. History Since 1865, and General Psychology to these students. LPS tenth-grade students must meet the “Regional Universities” admission requirements stated in the Concurrent Enrollment policy and must meet minimum course placement requirements, in accordance with CU’s approved Assessment Plan. CU has a Memorandum of Understanding with LPS and DPS to provide CU faculty at the site to deliver CU concurrent courses. LPS has also agreed to allow other schools outside the district to allow student access, subject to classroom availability. LPS and DPS indicate that their district high schools have a sufficient college-ready population at the sophomore level to warrant this policy exception request. LPS and DPS will cover the costs of course fees and materials for tenth-graders, and no cost will be incurred by students. CU will provide tutoring (face-to-face, synchronously via Zoom, and online), as well as academic advising and testing services.

CU will be required to submit student-level data for each tenth-grader enrolled under the authorization granted by this item after the conclusion of the 2026-2027 academic year. State Regents’ approval is recommended.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #11-a:

Academic Policy.

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 applications for initial authorization submitted by the private and out-of-state degree-granting institutions as described below.

BACKGROUND:

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

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

In Spring of 2024, Representatives Dana Prieto and David Bullard introduced House Bill (HB) 4050 to the 2024 Oklahoma legislative session that exempts from accreditation and OSRHE authorization degrees used solely for religious purposes within a religious organization and higher education institutions whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501 (c) (3) of the Internal Revenue Code, 26 U.S.C., Section 501 (c) (3). The bill further required each degree title offered under the exemption provided in the bill to include a religious modifier to be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications. Enacted as 70 O.S. §4104, the bill became effective July 1, 2024.

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

Authorization Fees

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

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

Student Tuition Recovery Fund Payments

Private (non-exempt) institutions that are approved for authorization are required to contribute to the student tuition recovery fund. All such institutions are charged the initial authorization payment the first year, regardless of whether they are currently authorized or currently operating in the state. These payments will be deposited into a revolving fund which will be used to reimburse tuition costs of Oklahoma students who suffer financial loss from the closure of the private institution they are attending. The student tuition recovery fund payments charged to authorized private institutions are listed below. Public and exempt institutions are not charged a 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, 38 private and out-of-state institutions are authorized to operate in Oklahoma:

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Academy of Art University• ATA College• Baylor University | | <ul style="list-style-type: none">• 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 Diego Global Knowledge 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 institutions:

- California Institute of Applied Technology

California Institute of Applied Technology

California Institute of Applied Technology’s (CIAT) main campus is located San Diego, California and it is a private, for-profit institution with no corporate parent. The institution is accredited by the Accrediting Council for Continuing Education & Training, and its federal financial responsibility composite score¹ is 2.27.

While CIAT had no Oklahoma students enrolled during the reporting period (2024-2025 academic year), it plans to offer the following programs in Oklahoma upon final approval of authorization:

- AAS in Computer Information Systems
- AAS in Software Development
- AAS in Business Data Analytics
- AAS in Business Administration
- AAS in Digital Marketing
- AAS in Healthcare Administration
- AAS in Human Resource Management
- AAS in Project Management
- Applied Bachelor's Degree in Computer Information Systems
- Applied Bachelor's Degree in Software Development

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #11-b:

Academic Policy.

SUBJECT:

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

RECOMMENDATION:

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

BACKGROUND:

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

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

In Spring of 2024, Representatives Dana Prieto and David Bullard introduced House Bill (HB) 4050 to the 2024 Oklahoma legislative session that exempts from accreditation and OSRHE authorization degrees used solely for religious purposes within a religious organization and higher education institutions whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501 (c) (3) of the Internal Revenue Code, 26 U.S.C., Section 501 (c) (3). The bill further required each degree title offered under the exemption provided in the bill to include a religious modifier to be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications. Enacted as 70 O.S. §4104, the bill became effective July 1, 2024.

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

Authorization Fees

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

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

Student Tuition Recovery Fund Payments

Private (non-exempt) institutions that are approved for authorization are required to contribute to the student tuition recovery fund. All such institutions are charged the initial authorization payment the first year, regardless of whether they are currently authorized or currently operating in the state. These payments will be deposited into a revolving fund which will be used to reimburse tuition costs of Oklahoma students who suffer financial loss from the closure of the private institution they are attending. The student tuition recovery fund payments charged to authorized private institutions are listed below. Public and exempt institutions are not charged a 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, 38 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 Diego Global Knowledge 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:

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

- John Brown University
- University of San Diego

The information below summarizes and details these institutions’ Oklahoma program and course offerings and enrollment during the reporting period, the 2024-2025 academic year.

John Brown University

John Brown University’s (JBU) main campus is located in Siloam Springs, Arkansas and has no parent company. The institution is private not-for-profit, it’s accredited by the Higher Learning Commission, and its Federal Financial Responsibility Composite Score¹ is 3.0.

JBU Concurrent Enrollment Offered in Oklahoma - Summary

JBU did not offer any degree programs in Oklahoma during the reporting period; however, it did offer concurrent enrollment courses as detailed below.

JBU Concurrent Enrollment Offered in Oklahoma - Detail

Name of Course	Oklahoma Location	Students Enrolled	Students Completed
English I	Metro Christian Academy	39	39
English II	Metro Christian Academy	22	22
College Algebra	Metro Christian Academy	18	18
Introduction to Psychology	Metro Christian Academy	15	15
American Government and Politics	Metro Christian Academy	7	7

	Concurrent Enrollment Totals	101	101
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University of San Diego

The University of San Diego's (USD) main campus is located in San Diego, California and it has no parent company. The institution is private non-profit, it's accredited by the Western Association of Schools and Colleges, Senior College and University Commission, and its Federal Financial Responsibility Composite Score¹ is 2.7.

USD Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	2	0	0	0
Associate Programs	0	0	0	0
Bachelor's Programs	0	0	0	0
Master's Programs	17	2	0	2
Doctoral Programs	2	0	0	0
Other Degree Programs	0	0	0	0
Totals	21	2	0	2

USD Degree Programs Offered in Oklahoma – Detail

Certificate Programs

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Paralegal Certificate Program	0	0	0
International School Counseling Certificate	0	0	0
Certificate Program Totals	0	0	0

Master's Degree Programs

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Master Science in Applied Data Science	1	0	1
Master Science in Applied Artificial Intelligence	0	0	0
Master Science in Cyber Security Engineering	0	0	0
Master Science in Cyber Security Operations and Leadership	0	0	0
Master Science in Law Enforcement and Public Safety Leadership	0	0	0
Master Science in Education	0	0	0
Master Science in Healthcare Informatics	0	0	0
Master Science in Engineering Management and Leadership	0	0	0
Master Science in Nonprofit Management and Leadership	0	0	0
Master Science in Information Technology Leadership	0	0	0
Master Science in Engineering, Sustainability and Health	0	0	0

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Master Science in Supply Chain Management	0	0	0
Master of Science in Humanitarian Action	0	0	0
Master of Science in Learning Design and Technology	1	0	1
Master of Laws U.S. Law	0	0	0
Master of Laws Taxation	0	0	0
Master of Arts Restorative Justice Facilitation and Leadership	0	0	0
Master's Degree Program Totals	2	0	2

Doctoral Degree Programs

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
PhD Education for Social Justice	0	0	0
EdD in Organizational Leadership	0	0	0
Doctoral Degree Program Totals	0	0	0

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

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

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

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

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March 26, 2026

AGENDA ITEM #12:

Feasibility Study.

SUBJECT:

Possible action to acknowledge receipt of 90-hour bachelor's degree feasibility study required by Executive Order 2026-08.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the feasibility study on 90-hour bachelor's degrees and approve for submission to the Governor, Speaker of the House of Representatives, and President Pro Tempore of the Senate.

BACKGROUND:

On February 5, 2026, Governor Stitt issued Executive Order 2026-08, which directs the State Regents to conduct a feasibility study regarding the potential authorization of bachelor's degrees requiring 90 credit hours.

POLICY ISSUES:

The Oklahoma State System of Higher Education was established by Article XIII-A of the Oklahoma Constitution, which created the Oklahoma State Regents for Higher Education as the coordinating board of control for the state's public colleges and universities. Under this constitutional authority, the State Regents are responsible for prescribing academic standards, determining the functions and courses of study offered at each institution, granting degrees, and allocating state appropriations within the system.

In exercising this authority, the State Regents establish policies governing academic program requirements and approve new academic programs offered by institutions within the State System. Authorization of bachelor's degree programs requiring fewer than the traditional 120 semester credit hours would fall within this constitutional authority to determine institutional functions and courses of study.

ANALYSIS:

Nationally, interest in reduced-credit bachelor's degrees has increased as policymakers and institutions explore strategies to reduce time-to-degree and student cost while maintaining academic quality. Recent guidance from regional accrediting bodies, including the Higher Learning Commission, allows institutions to propose reduced-credit bachelor's degrees through the substantive change process, provided programs demonstrate equivalent learning outcomes, academic rigor, and appropriate institutional capacity.

Several states have recently authorized or explored reduced-credit bachelor's degree models. In some cases, states such as Indiana and Ohio have enacted legislation requiring public universities to offer at least one accelerated bachelor's degree program, while others – including Maine, Massachusetts, North Dakota, and Utah – have adopted pilot programs or permissive policy frameworks allowing institutions to propose

reduced-credit degrees aligned with workforce needs. These programs are typically concentrated in applied fields such as business, information technology, cybersecurity, criminal justice, and other workforce-oriented disciplines.

National implementation patterns indicate that reduced-credit bachelor's degrees are generally limited to applied disciplines with clearly defined workforce competencies and employer demand. Programs leading to professional licensure, laboratory-intensive fields, and research-focused disciplines have generally not adopted reduced-credit formats due to accreditation standards, clinical requirements, or extensive prerequisite coursework.

From a student affordability perspective, reducing the total credit requirement from 120 hours to approximately 90 hours could lower the total cost of earning a bachelor's degree by reducing tuition, mandatory fees, and the cost of attendance associated with additional semesters of enrollment. Students may also benefit from entering the workforce earlier. However, these benefits depend on program design, including structured advising, predictable course rotations, and the ability for students to complete the program within the intended timeframe.

Several policy considerations also require careful evaluation. Reduced-credit degrees could present transferability challenges for students seeking to move into traditional 120-hour bachelor's programs, pursue graduate or professional education, or relocate to states where degree expectations differ. For this reason, institutions proposing reduced-credit programs may need to provide clear advising and disclosure regarding potential implications for transfer, licensure, or graduate study.

The feasibility study concludes that reduced-credit bachelor's degrees could be implemented within Oklahoma's public higher education system under a limited and structured policy framework. Implementation would require targeted revisions to State Regents Policies 3.4 – *Academic Program Approval* and 3.15 – *Undergraduate Degree Requirements* to establish parameters for approving reduced-credit programs and to allow a modified general education requirement for such degrees.

OSRHE staff therefore recommend establishing a policy framework that would allow institutions to submit proposals for reduced-credit bachelor's degree programs for State Regents consideration, subject to clearly defined academic, workforce, and accreditation safeguards. Staff do not recommend a systemwide requirement that institutions offer such programs, but rather a limited and mission-aligned approach in which proposals are evaluated individually based on demonstrated workforce demand, academic rigor, and institutional capacity.

A full copy of the report is available as a supplement.

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March 26, 2026

AGENDA ITEM #13:

Budget Report and Revenue Update.

SUBJECT:

Report on State budget and revenue.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #14-a:

Tuition and Fees.

SUBJECT:

Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2027 and posting of institutional requests for changes to academic services fees for Fiscal Year 2027.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2027; and 2) institutional requests for changes to academic services fees for Fiscal Year 2027 as reported on the attached schedules.

BACKGROUND:

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

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

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed” amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2027, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. The guaranteed tuition rate of undergraduate resident tuition charged to students shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2027 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are in compliance with and well under the maximum rates.

2) Academic Services Fees

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2027. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2027 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held April 16, 2026, for the purpose of receiving views and comments on the requested changes to academic services fees, and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on Thursday, June 25, 2026. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

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

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, at like-type public institutions in surrounding and other states, at public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the FY27 Legislative Peer Limits for Tuition and Mandatory Fees schedule attached. Peer institutions outside the state also increased their tuition and mandatory fees in FY26. This resulted in Oklahoma's resident rates, relative to those of their respective peers, increasing for research, regional, and community colleges. Research universities' current average tuition and mandatory fee rates are 72.2 percent of the Big 12 Conference average, an increase of 1.5 percentage points from last year; the average for regional universities' resident tuition and mandatory fees increased 2.1 percentage points to 83.1 percent of the peer average; and the average for community colleges increased 1.8 percentage points to 64.7 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

2) Academic Services Fees

Of the twenty-five public institutions in The State System, nineteen requested changes in academic services fees for Fiscal Year 2027 and six had no requests for changes in these fees. The institutions requested 35 changes in Special Instruction Fees, 22 changes in Facility/Equipment Utilization Fees, 41 changes in Testing/Clinical Services Fees, 81 changes in Classroom/Laboratory Supply and Material Fees, and 90 changes in various Other Special Fees. A total of 269 changes have been requested to academic services fees for Fiscal Year 2027, an increase of 28 requests when compared to FY26 requests. The fee requests consist of 98 new fees, 111 modifications to existing fees, and 60 deletions of current fees. The complete listing of requests for posting is attached.

This information is being posted for State Regents' review and public comment.

**Oklahoma State Regents for Higher Education
FY27 Legislative Peer Limits for Tuition and Mandatory Fees**

Undergraduate (30 Credit Hours)	FY27 Peer Limit for Resident Tuition and Mandatory Fees	FY27 Per Credit Hour Rate	FY27 Peer Limit for Nonresident Tuition and Mandatory Fees	FY27 Per Credit Hour Rate						
Research Universities <i>(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i>	\$13,824	\$460.80	\$38,211	\$1,273.70						
Regional Universities	\$9,797	\$326.57	\$20,460	\$682.00						
University of Central Oklahoma	\$9,814	\$327.13	\$23,626	\$787.53						
Univ of Science & Arts of Okla	\$13,222	\$440.73	\$26,958	\$898.60						
Community Colleges	\$7,768	\$258.93	\$13,156	\$438.53						
<hr/>										
Graduate (24 Credit Hours)	FY27 Peer Limit for Resident Tuition and Mandatory Fees	FY27 Per Credit Hour Rate	FY27 Peer Limit for Nonresident Tuition and Mandatory Fees	FY27 Per Credit Hour Rate						
Research Universities <i>(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)</i>	\$13,174	\$548.92	\$30,753	\$1,281.38						
Regional Universities	\$10,360	\$431.67	\$17,935	\$747.29						
University of Central Oklahoma	\$11,791	\$491.29	\$23,506	\$979.42						
<hr/>										
<p>70 O.S. Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Guaranteed tuition shall not exceed one hundred and fifteen percent (115%) of the nonguaranteed tuition rate.</p> <p>Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.</p> <p>70 O. S Section 3218.9, provides that the limits for graduate resident and graduate nonresident tuition and mandatory fees shall be less than the average resident and nonresident tuition and mandatory fees at peer institutions for each tier.</p>										
<p align="center"><u>TIER</u></p> <table border="0"> <tr> <td>Research Universities</td> <td align="center">Big 12 Public Institutions</td> </tr> <tr> <td>Regional Universities</td> <td align="center">Like-type public institutions in surrounding and other states</td> </tr> <tr> <td>Community Colleges</td> <td align="center">Like-type public institutions in surrounding and other states</td> </tr> </table>					Research Universities	Big 12 Public Institutions	Regional Universities	Like-type public institutions in surrounding and other states	Community Colleges	Like-type public institutions in surrounding and other states
Research Universities	Big 12 Public Institutions									
Regional Universities	Like-type public institutions in surrounding and other states									
Community Colleges	Like-type public institutions in surrounding and other states									
<p><i>At their meeting in June 2026, State Regents will consider FY27 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</i></p>										

Oklahoma State Regents for Higher Education
FY27 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY27 Peer Limit for Resident Tuition and Mandatory Fees	FY27 Peer Limit for Nonresident Tuition and Mandatory Fees
<i>University of Oklahoma</i>		
College of Law	\$31,641	\$45,475
<i>OU Health Sciences Center</i>		
Doctor of Medicine	\$38,506	\$69,375
Doctor of Dental Science	\$44,798	\$83,346
Physician's Associate	\$21,830	\$43,718
PharmD	\$25,252	\$43,563
Occupational Therapy	\$20,747	\$42,724
Physical Therapy – Doctoral	\$21,586	\$42,812
Doctor of Audiology	\$16,076	\$34,502
Public Health	\$13,261	\$26,783
Nursing -- Doctor of Nursing Practice	\$14,620	\$29,012
Master of Science in Nursing	\$14,403	\$29,959
<i>Oklahoma State University</i>		
Center for Health Sciences	\$43,799	\$73,999
College of Veterinary Medicine	\$32,242	\$63,670
<i>Northeastern State University</i>		
College of Optometry	\$35,938	\$46,840
<i>Northwestern Oklahoma State University</i>		
Nursing -- Doctor of Nursing Practice	\$17,888	\$29,191
<i>Southwestern Oklahoma State University</i>		
Master of Science in Nursing	\$22,923	\$32,965
PharmD	\$27,082	\$39,688
<i>Langston University</i>		
Physical Therapy – Doctoral	\$21,586	\$42,812
<i>University of Central Oklahoma</i>		
Doctor of Science - Forensic Science	\$9,790	\$19,946
Doctor of Education	\$9,475	\$14,472
<i>East Central University</i>		
Doctor of Education	\$13,824	\$16,352
<p style="text-align: center;">70 O.S. Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.</p>		
<p style="text-align: center;">At their meeting in June 2026, State Regents will consider FY27 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.</p>		



PUBLIC HEARING NOTICE

TUITION PEER LIMITS AND ACADEMIC SERVICES FEES

EFFECTIVE ACADEMIC YEAR 2026-2027

The Oklahoma State Regents for Higher Education will conduct a public hearing on Thursday, April 16, 2026, at 9:00 a.m. for the purpose of receiving views and comments on the subject of tuition peer limits and academic services fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held at the Oklahoma State Regents for Higher Education office, with the option to participate remotely via Zoom.

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

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

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, April 10, 2026, by e-mail at ksmith@osrhe.edu or by phone at (405) 225-9122.

Date: Thursday, April 16, 2026

Time: 9:00 a.m.

Location: Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, Oklahoma

Zoom Link: <https://onenet.zoom.us/j/83633999609?pwd=hwR9J9Y5Uu452eamAldEYrYsZN18d8.1>
Meeting ID: 836 3399 9609
Passcode: 721636

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #15:

Master Lease Program.

SUBJECT:

Possible action on listing of potential 2026 Master Lease Real Property projects for submission to the Council of Bond Oversight.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2026 Real Property Master Lease Series. The total projects from two entities amount to approximately \$12.8 million.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute on February 6, 2026.

In May 2013, the Oklahoma Development Finance Authority requested a validation of the program from the Oklahoma Supreme Court. An initial hearing was held before the Court on June 27, 2013, and the Court rendered a validation that upholds the program as constitutional on September 24, 2013.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued.

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities with a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease

Purchase Agreement. The institution’s fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2026 series of potential real property includes two system entities with an estimated total of approximately \$12.8 million in projects. The following table summarizes this series of project totals by institution with project descriptions provided by each institution following. Each of the listed projects was submitted for legislative review as required by statute and were considered approved due to no specific action taken. No bonds for refunding projects will be issued if the minimum threshold for savings is not achieved.

Institution	Total Amount to be Financed
Redlands Community College	\$2,500,000
Southeastern Oklahoma State University	10,325,000
Total	\$12,825,000

Redlands Community College – Soccer Field and Track Project	\$2,500,000
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Construction of a regulation-compliant soccer field and track facility to support intercollegiate athletics, student wellness, and community partnerships.

Southeastern Oklahoma State University – Acquisition of Shearer Hall Residence Facility	\$5,325,000
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To acquire Shearer Residence Hall, which provides housing for 296 students and is currently owned by the University Foundation, SOSU Foundation, LLC. The acquisition of the residence hall will provide the university with direct ownership, reduce operational expenses, and lower annual debt service.

Southeastern Oklahoma State University – New Stadium Press Box and Grandstands at Paul Laird Field	\$5,000,000
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Construction of a new football stadium press box and grandstands that will replace the outdated existing structure with a modern, accessible, and safe facility that meets current building codes and spectator standards. The new facility will provide upgraded accommodations consistent with the university's Facility Master Plan and its commitment to safety, accessibility, and community engagement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #16:

EPSCoR.

SUBJECT:

Possible action to allocate matching funds for NASA EPSCoR projects.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$50,000 to participating institutions for NASA EPSCoR projects.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The State Regents have committed \$150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "SHIELD: Safety, Hazard Intelligence, Environmental Learning, and Digital-security framework for Autonomous Aviation Traffic Management". The spring 2026 proposal submitted by Oklahoma State University, if approved by NASA, will award federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the first year of this award, if the proposal is approved by NASA.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #17:

Contracts and Purchases.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents approve FY-2026 purchases for amounts exceeding \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Dell in the amount of \$300,000.00 for a standard refresh of servers within our virtual infrastructure. OneNet's virtual infrastructure hosts numerous services critical to OneNet subscribers. This purchase will replace 10 servers purchased in 2016 that are scheduled for decommission due to reaching end of support. Costs recovered from OneNet subscriber fees. (Funded 718-OneNet).

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

AGENDA ITEM #18:

Investments.

SUBJECT:

Possible action on new Investment Managers.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #19:

Legislative Update.

SUBJECT:

Update on legislative activity.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #20:

Administrative Rules.

SUBJECT:

Oklahoma Rising Scholars Award rulemaking. Possible action on proposed edits to the permanent administrative rules pursuant to 70 O.S. §§ 2403, 2404, 2405, 2406, and 2407.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed edits to the permanent administrative rules for the Oklahoma Rising Scholars Award pursuant to 70 O.S. §§ 2403, 2404, 2405, 2406, and 2407.

BACKGROUND:

The Oklahoma Rising Scholars Award, previously known as the Academic Scholars Program, was created in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to help keep Oklahoma's best high school students in state for college. The program provides awards in two categories – Automatic Qualifiers and Institutional Nominees. Automatic Qualifiers are resident students who automatically qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT, SAT, or Classic Learning Test (CLT) exams. In 1999, legislation authorized an additional category called Institutional Nominees which allows state system colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees must meet one of the three minimum qualifying criteria shown below. The program provides participants with a scholarship for up to four years of study at an accredited institution of higher education in Oklahoma. State system institutions also provide the scholarship recipient with a tuition waiver.

POLICY ISSUES:

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

ANALYSIS:

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

Name Change

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

Award for Automatic Qualifiers

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

Tuition Waivers

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

National Norm-Referenced College Entrance Exam

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

Attachment.

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

610:25-1-1. Purpose

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

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

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

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

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

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

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

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

(i) Research universities:

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

(ii) Regional universities:

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

(iii) Two-year colleges:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) If the student achieves a 3.25 cumulative grade-point average at the end of the following fall or spring semester or summer term; or

(2) If the student in the following fall or spring semester remedies the credit-hour deficiency by earning 12 credit hours in addition to the number of hours by which the student is deficient; or if the student earns the deficient credits in the following summer term.

(3) If the student is deficient in the number of credit hours earned for the academic year due to a grade of Incomplete, the student will be eligible for the following fall award if the Incomplete is remedied by a deadline determined by the State Regents.

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

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

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

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

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

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

(c) **Funding priorities.** The Oklahoma State Regents ~~will~~ may, as soon as fiscally feasible, set aside in the Oklahoma State Regents' Academic Trust funds for the full scholarship commitment. Funding priority will be given first to prior years' recipients, and secondly, to any students applying for the scholarship for the ~~first time~~ first time. For first-time students, priority will be given to Individual Applicant Qualified Students, Presidential Scholars, National Merit Scholars, and National Merit Finalists, and secondly, to Institutional Nominees. The State Regents may adopt additional criteria for selection and allocation of awards which include, but are not limited to, increased award amounts based on application or cohort year. An increase based on application or cohort year may be applied prospectively and shall not require

the increase be applied to current or previous cohorts who have received Oklahoma Rising Scholars Award Program assistance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(4) The number of awards a graduate/professional student may receive while doing graduate/professional study shall be determined by the unused portion of the award entitlement. A student may take no more than a one-year leave of absence between completion of undergraduate work and enrollment in a graduate or professional program.

(5) Students who require less than 12 credit hours for graduation purposes during the last semester of undergraduate enrollment may request payment of their scholarship in the amount of 1/2 semester award for at least six hours of enrollment. The term will count as 1/2 semester used in the program.

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AGENDA ITEM #21-a:

State Authorization Reciprocity Agreement.

SUBJECT:

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 March 26, 2026, State Regents' staff received a SARA renewal application from the institutions listed below:

- Langston University,
- Rose State College,
- The University of Tulsa,
- Family of Faith Christian University,
- Oklahoma Christian University, and
- Oklahoma Baptist University.

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

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AGENDA ITEM #21-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 December 30, 2025 and February 17, 2026.

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 December 30, 2025 and February 17, 2026, there were 4 purchases exceeding \$25,000 but less than \$100,000.

Core

- 1) National Student Clearinghouse in the amount of \$41,544.00 for the National Student Clearinghouse Tracker Premium Service offered through the National Student Clearinghouse. This service tracks Oklahoma high school graduates who have attended a college or university outside the state of Oklahoma or at a private institution in Oklahoma that does not report student enrollment to UDS. (Funded from 210-Core).

- 2) SHI International Corporation in the amount of \$55,056.16 for the Enterprise Plan plus the Premium Support Package. This cloud-based solution will support the Academic Affairs division's strategic plan alignment initiative by facilitating external information gathering and upgrading the current Smartsheet SaaS platform to enable enhanced collaboration, cross-project management, and premium user access for Academic Affairs staff. (Funded from 210-Core).

OneNet

- 3) Carahsoft Technology Corporation in the amount of \$63,816.08 for equipment needed to complete the 400G network upgrade project started in FY25, as well as replace the shelf space DC powered router. Costs recovered through the OneNet subscriber fees. (Funded 718-OneNet).

- 4) OSU Center for Health Sciences and College of Osteopathic Medicine in the amount of \$65,948.59 to update the fire suppression system at the OSU Tulsa hub, as the current system is no longer up to code. Costs recovered through OneNet subscriber fees. (718-OneNet).

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AGENDA ITEM #21-c:

Personnel.

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:

GEAR UP Assistant Vice Chancellor and Project Director. It is recommended that the State Regents ratify the appointment of Jake Heister as Assistant Vice Chancellor and Project Director for the Oklahoma GEAR UP grant, effective January February 2, 2026. This appointment fills the vacancy created by the retirement of Jolynn Horn in January 2026. Mr. Heister has been employed by the Oklahoma State Regents for Higher Education since 2015 and most recently served as Internal Evaluator for Oklahoma GEAR UP. In that role, he provided leadership in strategic planning, federal reporting, grant evaluation, and staff development, while contributing to measurable gains in college-going outcomes for participating students. His extensive experience with the GEAR UP grant, strong knowledge of federal compliance requirements, and established partnerships with K-12 districts and higher education institutions position him well to lead the statewide project moving forward. A copy of the job description and Mr. Heister's resume are attached.



JOB DESCRIPTION

Assistant Vice Chancellor and Project Director

GEAR UP

FLSA: Exempt

Position #100103

Cost Center: GP2024 25124

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

Provide leadership and overall control of the Oklahoma State Regents for Higher Education's (OSRHE) GEAR UP project - a federally funded program aimed at early college awareness and preparation for low-income students. Advance the work of GEAR UP and OSRHE through partnerships with K-12 education agencies, higher education institutions, external business and community entities, program initiatives in other states, and national public policy organizations whose goals and objectives positively link with the student success goals of the Oklahoma State System of Higher Education. Make strategic and administrative decisions to achieve GEAR UP grant objectives.

RESPONSIBILITIES AND DUTIES

- Provide leadership for the OSRHE's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project.
- Provide direction for activities and services for the statewide OSRHE GEAR UP project which includes monitoring spending by districts and campuses and requiring financial reporting.
- Lead staff development programs and projects for GEAR UP employees that contribute to their daily work and support the goals of the GEAR UP grant
- Lead and plan activities with participating GEAR UP school districts administration and grant partners.
- Organize and plan annual state GEAR UP advisory meeting.
- Serve as cost center manager for GEAR UP project funds. Keep up to date on federal cost center requirements.
- Coordinate and submit all reports required by the U.S. Department of Education.
- Coordinate all record keeping, reviews, summaries, agenda items and evaluations for OSRHE.
- Meet with and provide updates to the Chancellor for Higher Education.
- Represent GEAR UP and OSRHE at meetings and conferences at the state and national level.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Evaluate GEAR UP staff performance.
- Organize and conduct staff meetings as needed.
- Plan and help direct regional GEAR UP conferences with other states.
- Coordinate GEAR UP activities with other OSRHE programs and projects which support K-12 student preparation for post-secondary education.
- Maintain confidentiality with student, school and fiscal data.
- Extensive travel is required both in state and out-of-state with overnight expected.

- Daily attendance and punctuality at work are essential functions of the job
- Support the mission of GEAR UP with additional duties as needed to fulfill the grant goals.

MINIMUM QUALIFICATIONS

A bachelor's degree in education, public administration, or a related field is required. The successful candidate must demonstrate knowledge of K–12 and/or higher education programs and issues, with particular emphasis on student success in postsecondary education. The candidate must also demonstrate knowledge of and experience with federal grant management, including compliance with federal regulations, reporting requirements, budget oversight, and performance monitoring.

The position requires five (5) or more years of experience directing a broadly implemented program within a public agency or institution, including experience coordinating programs and building support and sustainability through collaboration with external agencies, entities, and project partners. The successful candidate must have experience supervising professional staff, including the ability to provide leadership, guidance, performance management, and professional development. The candidate must be able to work independently and demonstrate excellent organizational, communication, and interpersonal skills. The successful candidate must also demonstrate integrity, high expectations, commitment, respect, and a passion for a student-centered environment, as well as the ability to manage multiple priorities and meet timelines and deadlines.

The successful candidate must provide a cellular telephone for work-related activities and must have the ability to drive a state-owned vehicle to various worksites. A valid Oklahoma driver license is required.

PREFERRED QUALIFICATIONS

A master's degree in education, public administration, or a related field is preferred. The ideal candidate will have experience leading professional staff and directing and coordinating large-scale educational projects, including federally funded initiatives such as GEAR UP, with an annual budget of at least \$5,000,000. The candidate should demonstrate the ability to work effectively in a team environment, both as a collaborative team member and as a leader. The successful candidate will demonstrate a high level of personal integrity, a collaborative leadership style, and strong ethical standards. The candidate should also embrace feedback and constructive criticism as part of a commitment to continuous improvement.

PHYSICAL REQUIREMENTS

Ability to remain in a stationary position for extended periods of time. Ability to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to use a computer screen and printed material, to communicate clearly, ability to lift up to 25 pounds, and to perform tasks that may require reaching, bending or stooping. Reasonable accommodations may be requested to enable individuals with disabilities to perform essential functions. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level..

SUPERVISION

The employee performs work under the supervision of the Chancellor and Vice Chancellor for Administration.

****This position is contingent upon continued availability of grant funds. ****

I can perform the essential function(s) of this position with or without reasonable accommodation.

Signature _____

Date _____

Jake Heister

Profile

A proven leader with 24 years of experience in a combination of K-12 and higher education settings, including 13 years serving GEAR UP grants. Led strategic planning for Oklahoma GEAR UP, resulting in a nine percent increase in immediate college-going rate for students served. Successful experience in supervision, staff development, evaluation, budgeting, and federal reporting.

Experience

INTERNAL EVALUATOR | OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION MARCH 2017 – PRESENT

- Provide evaluation and strategic planning for the Oklahoma GEAR UP grant, including revamping grant evaluation to allow tracking of student-level data.
- Plan and deliver staff development for all Oklahoma GEAR UP employees.
- Lead monthly staff meetings for grant staff.
- Manage relations with a variety of Oklahoma GEAR UP partners and vendors.
- Create and submit all reporting to the United States Department of Education.
- Plan and present Oklahoma GEAR UP Superintendents Roundtable and Principals Summit.
- Provide presentations for Oklahoma GEAR UP state advisory meetings.
- Supervise grant instructional coaches serving early-career teachers in partnering K-12 schools.
- Represent Oklahoma GEAR UP nationally as a member of the National Council for Career and Education Partnerships College and Career Readiness Evaluation Consortium.
- Spearhead writing new grant applications. (Collaborated in writing 2024 GEAR UP application and wrote much of 2017 GEAR UP application).

EDUCATION SPECIALIST | OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION JULY 2015 – MARCH 2017

- Collaborated with partnering K-12 school districts to create yearly budgets and implementation plans.
- Provided direct student services (college visits, FAFSA assistance, etc.) in partnering K-12 school districts.
- Led professional development in the Professional Learning Communities at Work and Response to Intervention at Work models, including teachers and administrators in partnering K-12 school districts.
- Provided staff development for colleagues in advancing classroom instruction, assessment, and intervention in partnering K-12 school districts.

DIRECTOR OF INSTRUCTIONAL PROGRAMS | PIEDMONT PUBLIC SCHOOLS JUNE 2013 – JUNE 2015

- Provided vision, strategic planning, and budgeting for multi-year implementation of 1:1 computing environment in grades 5-12.
- Delivered professional development for teachers and administrators for a wide array of topics.
- Coordinated Gifted and Talented (G.T.) program, including student testing and identification, overseeing G.T. teachers, managing budget, and submitting state reports.

**PROFESSIONAL DEVELOPMENT NETWORK COORDINATOR | CANADIAN VALLEY
TECHNOLOGY CENTER
JUNE 2012 – MAY 2013**

- Established a professional development network for teachers and administrators in the thirteen K-12 public school districts throughout Canadian and Grady Counties.
- Recruited, supervised, and provided mentoring for a team of seven trainers.
- Collaborated with school districts to create strategic plans for staff development, which aligned with district initiatives.
- Provided professional development in group settings, as well as individual classroom coaching.

**PHASE II COORDINATOR | K20 CENTER, UNIVERSITY OF OKLAHOMA
JUNE 2009 – MAY 2012**

- Led yearly strategic planning for 33 Oklahoma high schools in the GEAR UP for SUCCESS grant and 10 high schools in the GEAR UP for the PROMISE grant.
- Oversaw annual technology budgets for schools totaling over \$1 million.
- Supervised and evaluated a team of Phase II professional development professionals, providing staff development for their growth.
- Designed and participated in delivering a variety of student college-going readiness experiences.
- Provided full staff development for 108 employees of the K20 Center.
- Presented for the K20 Center's Phase I Leadership training for administrators across the state of Oklahoma, as a part of the Oklahoma Educational Technology Trust's program.
- Delivered professional development for schools throughout Oklahoma and Arkansas.
- Secured millions in local grant funding for K-12 school partners.
- Served as a member of the K20 Center's Strategic Leadership Team, created by Dean Gregg Garn.
- Frequently represented K20 Center GEAR UP projects as a presenter for the National Council for Community and Education Partnerships Annual Conference.

**CLASSROOM TEACHER | OKLAHOMA PUBLIC SCHOOLS
AUGUST 2001-MAY 2009**

- Taught middle school and high school in Oklahoma.
- Named Teacher of the Year Finalist for Chisholm Public Schools.
- Named District Teacher of the Year for Bridge Creek Public Schools.
- Served on the Technology Training Team, providing staff development for colleagues at Whittier Middle School in the Norman Public Schools.

Education

MASTER OF EDUCATION | DECEMBER 2010 | UNIVERSITY OF OKLAHOMA

Educational Administration, Curriculum, and Supervision
4.0 GPA

BACHELOR OF MUSIC EDUCATION | MAY 2001 | UNIVERSITY OF OKLAHOMA

Graduated with Special Distinction
4.0 GPA
National Merit Scholar

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AGENDA ITEM #22-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 #22-b:

Reports.

SUBJECT:

Academic Policy Exception Quarterly Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 94th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Two exceptions to OSRHE academic policies were granted by the Chancellor since the December 4, 2025, report.

ANALYSIS:

Redlands Community College (RCC)

Two exceptions were granted to OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to permit RCC to allow high school sophomores to participate in concurrent enrollment. These exceptions were approved based on the students' high school performance, Pre-ACT exam scores, and recommendations from the high school counselor and RCC's president.

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AGENDA ITEM #22-c (1):

Annual Reports.

SUBJECT:

Possible action to acknowledge the receipt of the Oklahoma College Savings Plan Annual Program Update for 2025.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Oklahoma College Savings Plan Annual Program Update for 2025.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member of the Board, currently serves as vice chair. The State Regents' office provides staff support for the OCSP Board.

The OCSP is Oklahoma's 529 college savings plan. The 529 is a designation based on the IRS code section that authorizes state "qualified tuition programs." As a 529 plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The 2017 federal Tax Cuts and Jobs Act authorized withdrawals of up to \$10,000 per year to be used for eligible K-12 tuition expenses beginning January 1, 2018. The 2019 Setting Every Community Up for Retirement (SECURE) Act further expanded withdrawals for apprenticeship expenses and up to \$10,000 per beneficiary for student loan repayments. In addition, Oklahoma provides an annual state income deduction on contributions of up to \$10,000 per taxpayer or \$20,000 for joint filers. Beginning in 2024, the SECURE 2.0 Act authorized limited penalty-free 529 rollovers to Roth IRAs at the federal level to give families more flexibility in utilizing assets. Following this, the OCSP Board voted to adopt this change to allow greater utilization of unused 529 assets.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save money for education expenses. An OCSP account can be opened with as little as \$25, with subsequent contributions as small as \$25 or \$15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford education expenses and avoid excessive student loan debt.

ANALYSIS:

Oklahoma families continued their strong commitment to saving for college through the OCSP in 2025 when total assets in the OCSP reached nearly \$2 billion. The number of accounts grew to almost 90,000,

an increase of 4,053 or 4.7 percent compared to 2024. Since its inception in 2000, the program has distributed over \$1.28 billion in funds to pay for college expenses for Oklahoma families.

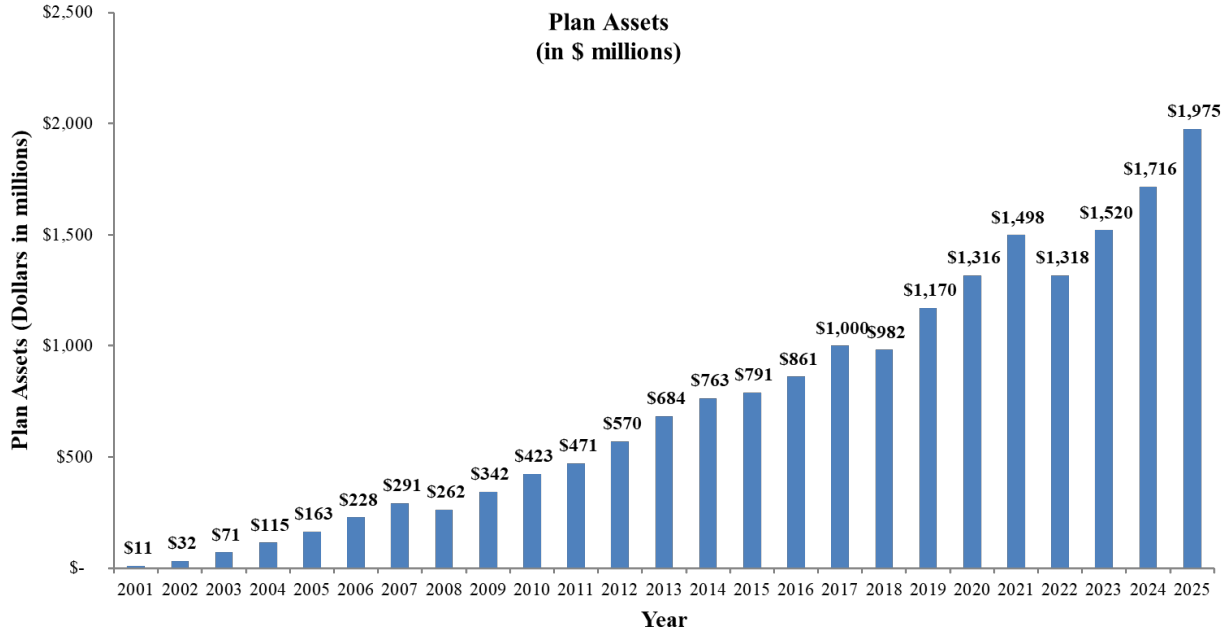
Account and Asset Growth: The following table shows the program’s growth over the past twenty-five years. Following a slight decline in assets in 2018, the program’s assets experienced substantial growth in the three years from 2019 to 2021. Due to a very unfavorable investment environment in 2022, total assets decreased by about \$180 million or 12 percent. In 2023, the plan rebounded and grew by over \$200 million, representing growth of approximately 15 percent. In 2025, assets grew by nearly \$260 million, a 15 percent increase, while the number of investment option accounts rose by 5 percent to 113,118, continuing the program's strong performance.

OCSP History of Account and Asset Growth (2001-2025)

Reporting Date	# of Investment Option Accounts	Annual % Change	Unduplicated Total Accounts	Total Assets	Annual % Change
As of 12/31/01	3,830	160%		\$10,729,693	251%
As of 12/31/02	12,017	213%		\$32,262,626	201%
As of 12/31/03	18,647	55%		\$70,823,971	120%
As of 12/31/04	24,390	31%		\$115,325,223	63%
As of 12/31/05	28,741	18%		\$163,146,757	41%
As of 12/31/06	32,735	14%		\$228,073,626	40%
As of 12/31/07	38,123	16%		\$290,897,749	28%
As of 12/31/08	41,744	9%		\$262,026,337	-10%
As of 12/31/09	44,466	7%		\$342,305,879	31%
As of 12/31/10	47,326	6%		\$422,735,335	23%
As of 12/31/11	51,088	8%		\$470,891,493	11%
As of 12/31/12 ¹	54,915	7%	45,170	\$570,296,748	21%
As of 12/31/13	58,869	7%	48,453	\$684,331,826	20%
As of 12/31/14	62,974	7%	51,830	\$762,694,816	11%
As of 12/31/15	66,549	6%	54,637	\$791,295,519	4%
As of 12/31/16	70,741	6%	56,948	\$861,154,764	9%
As of 12/31/17	75,377	7%	59,688	\$1,000,310,064	16%
As of 12/31/18	80,772	7%	64,911	\$982,341,603	-2%
As of 12/31/19	85,397	6%	67,898	\$1,170,364,579	19%
As of 12/31/20	85,449	<1%	70,760	\$1,316,245,335	12%
As of 12/31/21	92,905	9%	75,619	\$1,498,129,897	14%
As of 12/31/22	97,161	5%	78,622	\$1,317,791,178	-12%
As of 12/31/23	101,978	5%	81,891	\$1,519,945,124	15%
As of 12/31/24	107,568	5%	85,796	\$1,716,608,906	13%
As of 12/31/25	113,118	5%	88,950	\$1,975,235,961	15%

¹Beginning with 2012, the program administrator began providing the number of total unduplicated accounts irrespective of the number of investment options within each account.

The program's asset growth from 2001 to 2025 shows fluctuations and an overall upward trend, with recoveries following declines in 2008 and 2022, culminating in nearly \$2 billion in 2025.



Allocation of Investments: Most account owners choose an enrollment year investment option that automatically adjusts the types of investments for the account as the student gets closer to college enrollment. The following table shows the distribution of accounts and assets among the investment options as of December 31, 2025.

Portfolio	Number of Investment Option Accounts	% of Total	Total Assets	% of Total
Enrollment Year Options	56,751	50.20%	\$931,616,729	47.16%
Global Equity Index Option	7,938	7.00%	\$156,148,999	7.91%
Guaranteed Option	7,554	6.70%	\$79,312,806	4.02%
Balanced Option	5,537	4.90%	\$77,472,767	3.92%
Diversified Equity Option	6,694	5.90%	\$95,937,548	4.86%
Fixed Income Option	2,316	2.00%	\$14,988,054	0.76%
U.S. Equity Index Option	11,633	10.30%	\$264,968,367	13.41%
Subtotal Direct-Sold Accounts	98,423	87.00%	\$1,620,445,269	82.04%
Advisor-Sold Accounts	14,695	13.00%	\$354,790,692	17.96%
Total - All Accounts	113,118	100.00%	\$1,975,235,961	100.00%

Qualified Withdrawals for College Expenses: Since 2001, Oklahoma families have withdrawn over \$1.28 billion to cover educational expenses, benefiting nearly 49,500 students.

Year	Qualified Withdrawals	Unique Beneficiaries Per Year
2001	(\$17,461)	3
2002	(\$267,664)	92
2003	(\$1,618,848)	417
2004	(\$3,136,835)	854
2005	(\$6,562,560)	1,418
2006	(\$11,534,223)	2,103
2007	(\$16,737,652)	2,607
2008	(\$20,513,720)	3,047
2009	(\$23,619,575)	3,454
2010	(\$27,863,243)	3,943
2011	(\$31,799,282)	4,239
2012	(\$35,880,086)	4,603
2013	(\$41,578,157)	5,018
2014	(\$46,393,229)	5,431
2015	(\$52,262,552)	5,901
2016	(\$57,121,259)	6,408
2017	(\$62,679,670)	6,806
2018	(\$77,433,407)	9,480
2019	(\$85,608,114)	9,077
2020	(\$85,898,998)	9,164
2021	(\$100,939,495)	9,816
2022	(\$108,248,448)	10,610
2023	(\$121,010,777)	13,510
2024	(\$128,736,844)	12,262
2025	(\$135,786,512)	12,654
Total	(\$1,283,248,611)	49,451²

² Total number of unique beneficiaries for all years.

Program Costs for Participants

Direct-sold program: No enrollment fees or commissions are assessed on contributions in the direct-sold program. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF’s administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants range from 0.15 percent to 0.36 percent, depending on the investment option.

Advisor-sold program: Investments in the advisor-sold program are purchased as either Class A, Class C, Class P, or Class I shares. Class A shares have a maximum initial sales charge of 3.50 percent, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.40 percent to 1.39 percent. Class C shares have a 1.00 percent contingent deferred sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 1.25 percent to 2.14 percent. Class P shares (available to Workplace 529 plan participants only) have no sales charge, no \$20 annual account maintenance fee, and total annual asset-based fees ranging from 1.00 percent to 1.89 percent. Class I shares have no sales charge, a \$20 annual account maintenance fee, and total annual asset-based fees ranging from 0.25 percent to 1.14 percent.

National Ratings: SavingforCollege.com, an independent and authoritative website on state college savings plans, assigned Oklahoma 529 its highest “Best” Rating with “High Honors” for residents.

2025 Investment Performance:

Direct-Sold Program – The direct-sold program has enrollment year options, three equity options, a balanced option, a fixed income option, and a guaranteed option. Investment returns for the enrollment year options in the direct-sold program for 2025 were positive, with most options gaining between +7.67 percent and +17.60 percent. The Static Investment Options also performed well, with returns ranging from +2.95 percent for the Guaranteed Option to +20.31 percent for the Global Equity Index Option. 2025 proved to be a solid year for participants, with every option producing positive gains.

Enrollment Year Investment Options	2025 Performance
In School Enrollment Option:	7.67%
2026/2027 Enrollment Option:	10.15%
2028/2029 Enrollment Option:	12.03%
2030/2031 Enrollment Option:	13.24%
2032/2033 Enrollment Option:	14.18%
2034/2035 Enrollment Option:	14.91%
2036/2037 Enrollment Option:	16.04%
2038/2039 Enrollment Option:	16.91%
2040/2041 Enrollment Option:	17.60%
2041/2042 Enrollment Option:	16.90%

Static Investment Options	2025 Performance
Diversified Equity Option:	19.22%
Global Equity Index Option:	20.31%
Balanced Option:	14.23%
Fixed Income Option:	7.12%
U.S. Equity Index Option:	16.96%
Guaranteed Option:	2.95%

Advisor-Sold Program – The advisor-sold program administered by Fidelity Investments has a total of twenty-seven investment options, including eight enrollment year portfolios, two static portfolios, and seventeen individual fund options. All investment options had positive returns, with most generating two-digit growth in 2025. The Diversified International Portfolio led with +27.23 percent returns. Class A returns shown below.

Enrollment Year Option Portfolios	2025 Performance
OK 529 College Portfolio	8.52%
OK 529 Portfolio 2025	n/a (merged 12/5/25)
OK 529 Portfolio 2028	11.19%
OK 529 Portfolio 2031	13.71%
OK 529 Portfolio 2034	16.10%
OK 529 Portfolio 2037	18.44%
OK 529 Portfolio 2039	19.99%
OK 529 Portfolio 2042	22.20%
OK 529 Portfolio 2045	n/a (inception 12/29/25)
Static Portfolios	2025 Performance
OK 529 Aggressive Growth Portfolio	23.75%
OK 529 Moderate Growth Portfolio	18.38%
Individual Funds	2025 Performance
OK 529 Asset Manager 60% Portfolio	16.04%
OK 529 Diversified International Portfolio	27.23%
OK 529 Dividend Growth Portfolio	21.84%
OK 529 Equity Growth Portfolio	14.11%
OK 529 Equity Dividend Income Portfolio	13.34%
OK 529 Growth Opportunities Portfolio	21.95%
OK 529 High Income Portfolio	9.30%
OK 529 Inflation-Protected Bond Portfolio	6.58%
OK 529 Limited Term Bond Portfolio	6.22%
OK 529 New Insights Portfolio	22.44%
OK 529 Small Cap Portfolio	11.63%
OK 529 Stable Value Portfolio	4.07%
OK 529 Stock Selector Mid Cap Portfolio	9.94%
OK 529 Strategic Dividend & Income Portfolio	12.47%
OK 529 Strategic Income Portfolio	8.61%
OK 529 Total Bond Portfolio	7.11%
OK 529 Value Strategies Portfolio	7.83%

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #22-c (2):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the Tulsa Reconciliation Education and Scholarship Program 2024-2025 Year-End Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2024-2025 Tulsa Reconciliation Education and Scholarship Program Year-End Report.

BACKGROUND:

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

During the following 2002 session, the Legislature passed HB 2238, which amended the statutes creating the scholarship program. The “minimum” requirement of 300 scholarships was changed to a “maximum” of 300 scholarships. In addition, HB 2238 created a new second category of awards within the program, authorizing the State Regents to annually award one-time scholarships to “two students at each of the high schools in the Tulsa School District for the purpose of preserving awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921.” The statutory eligibility requirements for this second category of awards included a family income limit of \$70,000, poverty status as determined by census block, and attendance at a Tulsa public school with a high percentage of students eligible for the Free and Reduced Lunch program, among other criteria. The State Regents allocated funding for the second category of scholarship and approved the first awards, set at \$1,000 by the Regents, beginning in 2003-2004. For the purpose of this report, the two awards within the program are referred to as “high school” and “general” award categories.

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

In the 2023-2024 academic year, the Tulsa Reconciliation Education and Scholarship Program awarded scholarships to fourteen students. This included the first awards in the general scholarship category, with

two students receiving \$6,000 each, as well as twelve \$2,000 awards given under the high school scholarship category.

In 2024, Chancellor Garrett approved an increase in the scholarship amounts for the Tulsa Reconciliation Education and Scholarship Program, up to the maximum allowable under §70-2621.

POLICY ISSUES:

The Tulsa Reconciliation Education and Scholarship Program operates pursuant to 70 O.S. §§ 2620–2626 and is subject to statutory eligibility requirements and the availability of funds in the Tulsa Reconciliation Education and Scholarship Trust Fund.

ANALYSIS:

Fourteen students received TRESP awards during the 2024-2025 academic year at a total cost of \$60,487. Twelve students were awarded in the high school category, and two students received an award under the general category (renewable). These awards were distributed among recipients attending seven different Oklahoma institutions as shown in the table below.

2024-2025 TRESP Recipients by Institution

<u>Institution</u>	<u>Number of Recipients</u>
Langston University	5
Northeastern Oklahoma A&M College	2
Oklahoma State University	1
Oral Roberts University	1
Rogers State University	2
University of Central Oklahoma	1
University of Oklahoma	2

The following two tables provide additional information about the 2024-2025 TRESP recipients.

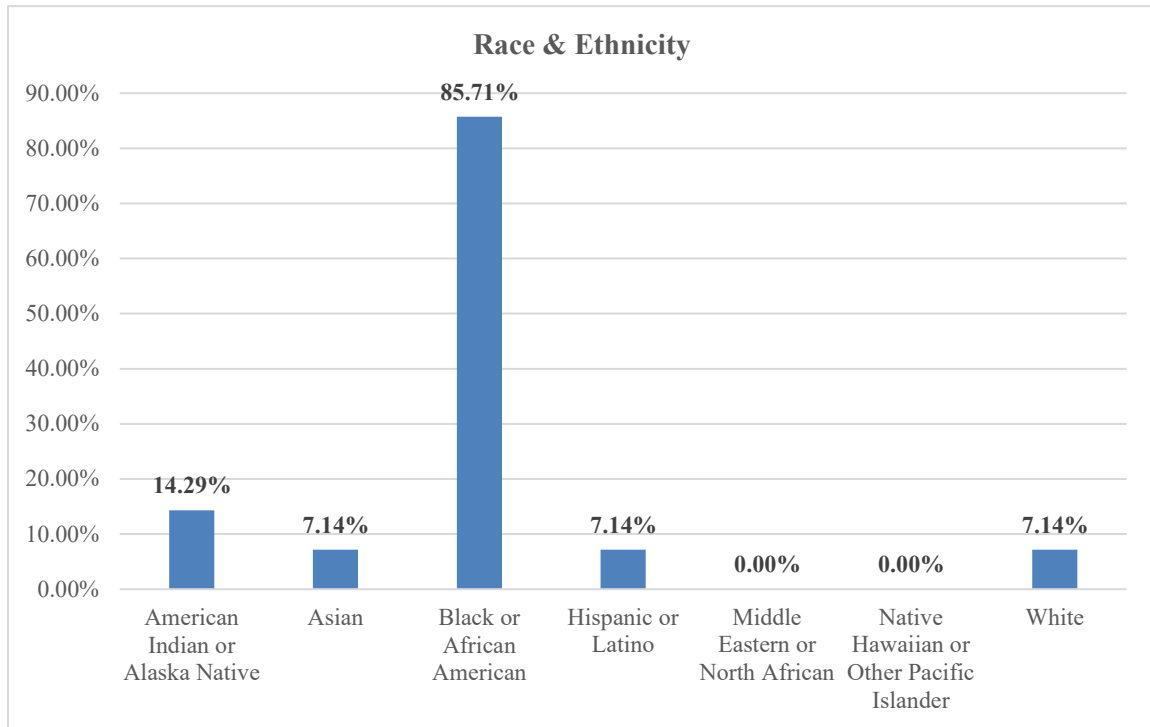
2024-2025 TRESP Recipients by High School, Institution and Award Amount

Award Category	Institution	Award Amount
Booker T. Washington High School	Rogers State University	\$3,176.00
Booker T. Washington High School	Rogers State University	\$3,176.00
Central High School	Langston University	\$6,237.00
Central High School	Northeastern Oklahoma A&M College	\$3,535.00
Daniel Webster High School	Langston University	\$3,176.00
East Central High School	Langston University	\$6,237.00
East Central High School	Langston University	\$6,237.00
McLain High School	Northeastern Oklahoma A&M College	\$3,535.00
North Star Academy	Langston University	\$6,237.00
North Star Academy	University of Central Oklahoma	\$3,176.00
Will Rogers College High School	Oklahoma State University	\$6,237.00
Will Rogers College High School	Oral Roberts University	\$3,176.00
General Scholarship (Renewable)	University of Oklahoma	\$3,176.00

General Scholarship (Renewable)	University of Oklahoma	\$3,176.00
Total		\$60,487.00

Demographic Data

Of the fourteen scholarship recipients, eight identified as men and six identified as women. Most recipients identified as Black or African American or as American Indian or Alaska Native. Students were permitted to select more than one race or ethnicity; therefore, totals by race or ethnicity may exceed the total number of recipients. Three recipients selected more than one race.



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 26, 2026

AGENDA ITEM #22-c (3):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the FY2025 System-wide Report on the Value of Institutional Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt the FY2025 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions.

BACKGROUND:

Oklahoma statutes (70 O.S. 2011, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. A copy of the report has been provided to each State Regent.

POLICY ISSUES:

None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and includes the authority to:

1. Employ and fix compensation of such personnel as deemed necessary...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ...retirement of employees... and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

The GASB Statement No. 74 became effective with the June 2017 reporting period and remains effective in the current year reporting period. The statement applies primarily to the general purpose external financial report of state and local government OPEB plans. For OPEB plans that do not issue stand-alone financial statements, additional disclosures are required by the new standard in the sponsoring government's statements.

As of June 30, 2025, 15 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2025, is summarized in Attachment I of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2025 were developed in accordance with State Regents' policy and were updated to incorporate current market practices and rates. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2025, included 11 of 14 universities and constituents and 4 of 12 two-year colleges.
2. The present value of future pension obligations as of June 30, 2025, for those institutions reporting amounted a net of \$28,302,352. An assets-held-in-trust model is used by the Regional University System on behalf of its institutions and Tulsa Community College. Seven (7) institutions are reporting as assets held in trust, eight (8) reporting pay-as-you-go obligations, and eleven (11) institutions reported no obligations.

POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 75 became effective with the June 2018 reporting period. Thus, this year's report continues to reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement was that institutions are now required to report the liability for the post-employment benefits for defined benefit plans administered through a trust, cost-sharing plans administered through a trust, and OPEB plans not provided through a trust. The Statement also requires governments to present more extensive note disclosures and required supplementary information about their OPEB liabilities. Some governments are responsible to make contributions directly to the OPEB plan or make OPEB benefit payments directly as the benefit comes due to the employee. The notable changes include the reporting of the Total OPEB Liability on the Statement of Net Position, replacing the former disclosure of the Actuarial Accrued Liability (AAL.) The new Statement replaced the Statement 45 used in previous years and results in significant changes in the amount liabilities noted in the financial statements since moving to total liabilities rather than just the amount of current year's accrued liability shown in the previous disclosures.

Post-employment benefits liabilities other than pensions were reported by 23 institutions in FY 2025 and amounted to \$186,714,018. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in Attachment II of the

report. Twenty-two institutions reported FY2025 liabilities for medical and/or life insurance for retirees amounting to \$186,720,882, or 99.9% of the total expenses. One institution reports a cost life insurance only in the amount of (\$6,864). One institution, the University of Oklahoma, accounted for approximately 48% of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 41%. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.

Supplement available upon request.

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AGENDA ITEM #24:

Proposed Executive Session.

SUBJECT:

Possible discussion and vote to enter into executive session pursuant to:

- (1) 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (a) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma and the United States Court of Appeals for the Tenth Circuit; (b) EEOC Charge #564-2024-02714 and related pending claims or actions; and (c) EEOC Charge #564-2025-03577 and related pending claims or actions, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest; and,
- (2) 25 O.S. § 307(B)(1) for routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of the Chancellor.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

MINUTES

Eight Hundred and Fifty-fourth Meeting



February 5, 2026

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

Minutes of the Eight Hundred and Fifty-fourth Meeting
February 5, 2026

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**Minutes of the Eight Hundred and Fifty-fourth Meeting
of the**

Oklahoma State Regents for Higher Education

February 5, 2026

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, February 5, 2026, 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 October 14, 2025. 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, Courtney Warmington, Dustin J. Hilliary, Phillip Mitchell "Mitch" Adwon, Dennis Casey, Jeffrey W. Hickman, Steven W. Taylor, and Michael C. Turpen were present. Regent Ken Levit was absent.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Adwon, to approve the minutes of the State Regents' meetings in December 2025. Voting for the motion were Regents Sherry, Warmington, Hilliary, Adwon, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Warmington deferred her customary opening comments to introduce Governor Kevin Stitt and moved his remarks to the beginning of the agenda in respect of his schedule. During the introduction, she thanked the Governor for his leadership and engagement on higher education issues, noting his Top Ten vision for Oklahoma and his emphasis on workforce development, accountability, efficiency, and

fiscal responsibility. Chair Warmington stated that the board's work aligns closely with these priorities. She then welcomed Governor Stitt to address the Board.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Burrage provided a brief update on several areas of ongoing work. He reported that in January he presented higher education's budget requests to the House and Senate Appropriations Subcommittees, noting that the hearings provided an opportunity to outline system priorities, emphasize the return on investment of public higher education, and reinforce the connection between funding, student success, and workforce needs. He stated that the legislative session has officially begun and that he continues to meet with legislators regarding policy priorities impacting higher education. Chancellor Burrage also provided an update on the funding formula, indicating that consultants and staff continue to refine the model and have begun soliciting initial feedback from presidents through the Council of Presidents, and that the board will continue to be updated as the work progresses. He highlighted Oklahoma's Promise, noting that the 2024-25 report reflects continued strong outcomes, with more than 6,100 students from the 2025 high school graduating class completing program requirements and over 15,000 college students receiving an Oklahoma's Promise scholarship during the last academic year. He further noted that participants enroll, persist, and complete degrees at higher rates than their peers, and that approximately 93 percent are employed in Oklahoma one year after graduation, with nearly 85 percent remaining in the state five years later, demonstrating that the program represents both an expansion of opportunity and a strong workforce investment for the state. The Chancellor expressed appreciation for the Legislature's continued support of Oklahoma's Promise and concluded his remarks.
6. **GOVERNOR'S UPDATE.** Governor Kevin Stitt thanked Chair Warmington for the warm welcome and expressed appreciation to the Regents for their service to Oklahoma. He reflected on the accomplishments of Oklahoma's universities in both athletics and academics and noted the important role higher education plays in preparing students for success in a wide range of career fields. Governor Stitt discussed the nursing shortage that was identified early in his administration and described conversations he held with hospital leaders about the need to expand the number of trained nurses in Oklahoma. He noted that

nursing programs, including those at the University of Oklahoma, have significantly expanded capacity in recent years to address workforce needs and commended institutions for their efforts to increase the number of graduates entering the healthcare field. Governor Stitt emphasized the importance of continued collaboration between higher education institutions and industry partners to ensure that academic programs align with workforce demands, particularly in high-need fields such as engineering, healthcare, and computer science. He noted that a large percentage of degrees and certificates awarded by Oklahoma's public institutions align with the state's identified workforce priorities and recognized the system's continued fall enrollment growth in recent years. The Governor also highlighted the number of students enrolled in secondary career and technical education programs and the potential to strengthen pathways that allow those students to transition into higher education and advanced training opportunities. Governor Stitt shared observations from a recent visit to Switzerland and Germany, where he reviewed aspects of their education systems that emphasize workplace learning and partnerships between employers and educational institutions. He noted that those models incorporate hands-on training and work-based experiences that allow students to develop job-ready skills while continuing their education. The Governor informed the Regents that he plans to issue executive orders related to higher education policy. These initiatives include encouraging institutions to consider employment outcomes and wages when evaluating academic programs and prioritizing workforce-aligned programs, including potential 90-hour bachelor's degree pathways. He also discussed an executive order related to tenure policies at public institutions, which he said would focus on accountability and performance expectations for faculty positions funded by taxpayer dollars. Governor Stitt also noted legislative priorities related to higher education accountability and workforce alignment and expressed his appreciation for the continued work of Oklahoma's higher education institutions in preparing students to meet the state's economic and workforce needs. Chair Warmington thanked Governor Stitt for his remarks and expressed appreciation for his recognition of the successes in Oklahoma higher education, as well as his encouragement to continue advancing the work. She stated that the board shares the Governor's commitment to prioritizing what is best for students and the state's economy. She acknowledged the Governor's executive order addressing faculty employment and tenure

practices and welcomed the opportunity for thoughtful, statewide dialogue on the issue, noting that the State Regents stand ready to serve as a resource to governing boards as they consider next steps. She referenced ongoing initiatives, including the development of a revised performance funding model led by Regent Hickman, and expressed the Board's commitment to continued collaboration with the Governor's office, governing boards, and institutions to strengthen higher education in Oklahoma. On a personal note, Chair Warmington thanked the Governor for appointing her to the board in 2021 and expressed appreciation for the opportunity to serve. She concluded by again thanking the Governor for his leadership and invited him to take a photograph with the Board if his schedule permitted.

Regent Hilliary left the meeting at 9:35 a.m.

7. **MERCER REPORT.** Tim Westrich, CFA, with Mercer provided the Regents with an update on the performance of the State Regents' investment portfolio. Mr. Westrich reported that market conditions during 2025 were volatile and influenced by a variety of economic and geopolitical developments, including discussions surrounding artificial intelligence, tariffs, and interest rate policy. He noted that early in the year the S&P 500 and U.S. large-cap equities experienced a decline that briefly approached bear market territory before rebounding as market conditions improved. He explained that public equity markets recovered following announcements related to trade agreements and expectations surrounding the economic impact of artificial intelligence, as well as interest rate cuts at the federal level, contributing to strong market performance overall. Mr. Westrich reported that all major asset classes generated positive returns during the period. Public equity markets performed particularly well, with U.S. global equities posting returns in the mid-teens and non-U.S. and emerging market equities approaching returns of nearly 30 percent. Fixed income and hedge fund investments generated high single-digit returns, while private equity produced low single-digit returns. Mr. Westrich also discussed long-term changes in global capital markets over the past 25 years, noting that the number of publicly traded companies in the United States has declined from approximately 5,500 to around 4,000 while global market capitalization has grown significantly. In contrast, the number of publicly traded companies outside the United States has increased substantially. He

explained that the U.S. market has become more competitive for active managers, making it more challenging to generate additional value through active stock selection, while manager selection and access remain important factors in certain asset classes. Mr. Westrich also discussed the historical relationship between equity and fixed income markets, noting that fixed income investments have traditionally helped provide stability in periods when equity markets decline. He reviewed recent peer endowment performance trends, noting that over the past three years institutional portfolios generally experienced strong returns, although private markets slowed after 2024. Institutions with higher allocations to U.S. equities tended to perform well during that period, while international markets also produced strong results. As market volatility across asset classes narrowed in 2025, most institutional portfolios reported returns within a similar range of approximately 9 to 12 percent. Mr. Westrich noted that Mercer’s investment approach emphasizes maintaining a diversified portfolio across asset classes to support long-term investment performance. Regent Taylor reminded the Regents that the Endowment program supports professorships and academic chairs across Oklahoma’s higher education system and noted that private donations match the agency’s contributions to the program. Regent Hickman commended Regent Taylor for his leadership and commitment to the Investment Committee.

8. **STATE SYSTEM INSTITUTIONAL UPDATE.** resident Shane Hunt provided the Regents with an update on recent initiatives and activities at Cameron University. He began by briefly sharing his professional background and higher education journey, noting that he earned an MBA from the University of Oklahoma and later completed a Ph.D. in Marketing at Oklahoma State University. President Hunt stated that his passion for teaching marketing led him to a career in higher education administration and ultimately to his current role as president of Cameron University. President Hunt discussed Cameron University’s focus on aligning academic programs with regional workforce needs, noting that leaders in southwest Oklahoma have identified a need for additional engineering talent to support economic growth in the region. In response to this demand, Cameron University worked with the OU Board of Regents to develop a new Bachelor of Science in Mechanical Engineering, which was recently approved as the institution’s first four-year engineering degree program. President Hunt reported that enrollment in Cameron University’s

engineering programs has already increased by approximately 22 percent since the previous semester, reflecting strong student interest and workforce demand. President Hunt also highlighted significant growth in research activity at Cameron University. He announced an upcoming public event to celebrate a major research partnership with Picogrid, which he noted represents the largest research contract in Cameron University's history. President Hunt shared that he recently met with Picogrid executives and U.S. Senator James Lankford in Washington, D.C., to discuss the partnership. He noted that Cameron University is one of only a few institutions partnering with Picogrid on this work. President Hunt reported that Cameron University has increased its research expenditures significantly, noting that the institution's research spending this year has grown substantially compared to previous years and that the university has secured more research funding this year than in the previous decade combined. President Hunt also discussed workforce trends affecting the sales profession and noted that there is a growing shortage of trained professionals in sales-related fields. In response, Cameron University launched the Center for Professional Sales to prepare students for careers in this area. He reported that the center recently hosted its first sales competition, during which a Cameron University student won first place and received a job offer from a local bank executive. President Hunt concluded by reporting that Cameron University's enrollment is up for the spring semester and reaffirmed the institution's commitment to supporting workforce development and meeting the needs of southwest Oklahoma through academic programs, industry partnerships, and student opportunities.

9. **NEW PROGRAMS.**

- a. **University of Oklahoma Health Campus.** Regent Casey presented Agenda Item #9-a, which is a request from the University of Oklahoma Health Campus to offer the Doctor of Philosophy in Cancer Biology, and asked Dr. Stephanie Beauchamp, Interim Vice Chancellor for Academic and Student Affairs, to explain the request. Dr. Beauchamp indicated that the degree is a 90-credit hour program that will mentor and train students in the field of cancer research. Regent Hickman moved, seconded by Regent Taylor, to approve the request. Voting for the motion were

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

b. Tulsa Community College.

(1) Regent Casey presented Agenda Item #9-b (1), which is a request from the Tulsa Community College to offer the Associate in Science in Data Analytics, and asked Dr. Stephanie Beauchamp, Interim Vice Chancellor for Academic and Student Affairs, to explain the request. Dr. Beauchamp indicated that the degree is a 60-credit hour program that will equip students with the key principles for leveraging data in a variety of contexts, including academic research, business analysis, and formal policy evaluation. Regent Casey moved, seconded by Regent Hickman, to approve the request. Voting for the motion were Regents Adwon, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

(2) Regent Casey presented Agenda Item #9-b (2), which is a request from the Tulsa Community College to offer the Associate in Applied Science in Music Production, and asked Dr. Stephanie Beauchamp, Interim Vice Chancellor for Academic and Student Affairs, to explain the request. Dr. Beauchamp indicated that the degree is a 60-credit hour program that will equip students with the fundamental knowledge and skills needed to work as audio engineers and music producers. Regent Casey moved, seconded by Regent Hickman, to approve the request. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Adwon. Voting against the motion were none.

10. **PROGRAM DELETIONS.** Regent Casey presented Agenda Item #10, which is approval of the University of Oklahoma's request to delete the Master of Science in Environmental Studies, the Bachelor of Arts in Arabic, the Bachelor of Arts in Chinese, the Bachelor of Arts in French, the Bachelor of Arts in German, the Bachelor of Arts in Italian, the Bachelor of Arts in Lifespan Care Administration, and the Graduate Certificate in Organizational Leadership. 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 Hickman, Turpen, Taylor, Sherry, Warmington, Adwon, and Casey. Voting against the motion were none.

11. **ACADEMIC POLICY.** Chair Warmington announced that Items 11-a through 11-d are the posting of proposed revisions to State Regents' policies 3.8, 3.11, 3.17, and 3.19. These items are for posting only at this time.
 - 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 – Distance 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.** Regent Casey presented Item #12, which is a request from San Diego Global Knowledge University for initial authorization to operate as a degree-granting institution in Oklahoma. After reviewing the application and required documentation, State Regents' staff determined that this institution meets the authorization requirements established in our policy. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Adwon, Casey, and Hickman. Voting against the motion were none.
13. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Nick Hathaway provided an update on the state budget and recent revenue trends. Mr. Hathaway reported that Oklahoma's economy continues to show modest growth. In the most recent revenue collections report, individual income tax, gross production tax, and motor vehicle tax collections were higher than the previous year, while sales and use tax collections were slightly lower. Overall, state revenues have increased slightly and have shown growth for six consecutive months. Mr. Hathaway noted that current projections

estimate approximately \$300 million in additional state revenue over the next twelve months. He also reported that the state's business conditions index remains in positive territory, indicating continued economic stability..

14. **E&G Allocation.** Regent Hickman presented Agenda Item #14, which is a request to approve allocations of \$663,561.61 to Oklahoma State University Center for Health Sciences and \$663,561.61 to the University of Oklahoma Health Campus 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 \$118,947,722.77. Regent Hickman moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Adwon, Casey, Hickman, and Turpen. Voting against the motion were none.
15. **GRANTS.** Regent Hickman presented Agenda Item #15, which is a request to approve an allocation of \$677,000 to participating universities for the Oklahoma IDeA Network of Biomedical Research Excellence grant award from the National Institutes of Health. This program builds biomedical research capacity statewide by supporting faculty development, research infrastructure, and undergraduate research opportunities—particularly at regional universities and community colleges—and leverages a significant federal grant investment to strengthen Oklahoma's research and health-care workforce pipeline. Regent Hickman moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Sherry, Warmington, Adwon, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
16. **CONTRACTS AND PURCHASES.** Regent Hickman presented Agenda Item #16, which is a request to approve purchases for amounts that exceed \$100,000. Regent Hickman moved, seconded by Regent Taylor, to approve the item. Voting for the motion were Regents Warmington, Adwon, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
17. **INVESTMENTS.** Regent Taylor noted there were no new investment manager recommendations for State Regents' consideration at this time.

18. **LEGISLATIVE UPDATE.** Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, provided the Regents with an update on current legislative activity. Dr. Jobe shared that legislators have expressed positive feedback regarding the direction and work of the State Regents and Chancellor Burrage. He noted that Chancellor Burrage has recently presented the agency's budget request to both the Senate and House appropriations subcommittees. Dr. Jobe reported that while state revenues remain stable, there are broader budget considerations at the federal and state levels, including Medicaid and SNAP funding, that could affect the overall state budget and higher education appropriations. He reminded the Regents of upcoming events at the State Capitol, including Higher Education Day and Oklahoma's Promise Day scheduled for March 31. He also noted that members of the Council of Presidents will meet with legislators during the annual dinner and breakfast meetings on March 3 and March 4. Dr. Jobe reported that several bills related to Oklahoma's Promise have been introduced this session, many of which relate to expansions of the Teacher's Promise program enacted last year. He also discussed other legislative topics under consideration, including firearms-related legislation, property tax proposals, and potential measures that could affect state funding structures. Dr. Jobe noted that a number of property tax proposals could have broader implications for state and local funding streams that support public education. He also mentioned a bill related to legislative authority over higher education funding and another proposal aimed at strengthening academic program review processes.
19. **ADMINISTRATIVE OPERATIONS POLICY.** Regent Adwon presented Agenda Item #19, which is a request to approve revisions to Section 2.28 of the OSRHE Policy Manual related to the Free Speech Committee. The proposed revisions to the policy will allow staggered Oklahoma Free Speech Committee member terms to minimize simultaneous committee member turnover. The revisions also make the appointment of a Regent to the Committee optional and clarify the Committee member reappointment process. Regent Adwon moved, seconded by Regent Sherry, to approve the item. Regent Hickman asked the reason for the removal of a State Regent from the Committee. General Chris Turner responded that State Regent participation would be optional. The proposed revision results from the Open Meeting Act requirements under which the Committee operates. Voting for

the motion were Regents Adwon, Casey, Turpen, Taylor, Sherry, and Warmington. Voting against the motion was Regent Hickman.

20. **Administrative Rules**

a. Regent Adwon presented Agenda Item #20-a, which is a request to approve and adopt the proposed edits to the permanent administrative rules for the Oklahoma Higher Learning Access Program. The proposed changes are necessary to comply with statutory changes to the program. Regent Adwon moved, seconded by Regent Turpen, to approve the item. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Adwon. Voting against the motion were none.

b. Regent Adwon presented Agenda Item #20-b, which is a request to approve and adopt the revocation of the permanent administrative rules for the Student Advisory Board pursuant to House Bill 2903, which passed during the 2025 legislative session. Regent Adwon moved, seconded by Regent Turpen, to approve the item. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Adwon, Casey, and Hickman. Voting against the motion were none.

c. Regent Adwon presented Agenda Item #20-c, which is a request to approve and adopt the proposed edits to the permanent administrative rules for the Oklahoma Tuition Equalization Grant Program. The proposed changes align with new statute and are intended to ensure that institutions may remain compliant with program requirements given the information available to them through FAFSA data. Regent Adwon moved, seconded by Regent Taylor, to approve the item. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Adwon, and Casey. Voting against the motion were none.

21. **COMMENDATIONS.** Regent Warmington presented Agenda Item #21, 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. 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. Regent Turpen moved, seconded by Regent Casey, to approve the item. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Adwon, Casey, and Hickman. Voting against the motion were none.

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

- a. State Authorization Reciprocity Agreement. Possible action to ratify 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.

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

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

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

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

24. **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.

25. **PROPOSED EXECUTIVE SESSION.** Chris Turner, General Counsel, advised Regents that an executive session was needed pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning EEOC Charge #564-2025-03577 and 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, 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, Casey, Hickman, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none. The Regents resumed open session.

26. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Warmington announced that the next regular meeting is scheduled to be held on Thursday, March 26, 2026 at 9:00

a.m. at Tulsa Community College, Northeast Campus – Seminar Center AB-121, located at 3727 East Apache Street in Tulsa.

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

ATTEST:

Courtney Warmington, Chair

Steven W. Taylor, Secretary