



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

April 16, 2026

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the April 16, 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 April 16, 2026.

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

AGENDA

Thursday, April 16, 2026 at 9:00 a.m.
Oklahoma State Regents for Higher Education – Regents Conference Room
655 Research Parkway, Suite 200
Oklahoma City, OK 73104

Chair Courtney Warmington, Presiding

1. **Announce filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)

ANNUAL PUBLIC HEARING ON TUITION & FEES

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

ACADEMIC

7. **New Programs.**
 - a. Northeastern State University. Possible action on the request to offer the Education Specialist in School Psychology. Page 3.
 - b. Rogers State University.
 - (1) Possible action on the request to offer the Master of Science in Automation, Data Analytics, and Sustainable Practices. Page 9.
 - (2) Possible action on the request to offer the Bachelor of Science in Secondary Education. Page 15.
8. **Program Deletions.** Possible action on institutional requests for program deletions. Page 23.

9. **Academic Policy.**
 - a. Possible action on proposed revisions to State Regents' policy 3.4 – *Academic Program Approval*. Page 27.
 - b. Possible action on proposed revisions to State Regents' policy 3.9 – *Institutional Admission and Retention*. Page 41.
 - c. Possible action on proposed revisions to State Regents' policy 3.10 – *Concurrent Enrollment*. Page 55.
 - d. Possible action on proposed revisions to State Regents' policy 3.12 – *Grading*. Page 71.
 - e. Possible action on proposed revisions to State Regents' policy 3.16 – *Credit for Prior Learning*. Page 77.
10. **Early College Program.** Possible action on request from Northeastern State University and Connors State College to offer an early college program. Page 83.
11. **Grants.** Possible action on 2026-2027 Full STEM Ahead grants. Page 91.
12. **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 93.
 - b. Possible action on requests for re-authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 99.

FISCAL

13. **Budget Report and Revenue Update.** Report on State budget and revenue. Page 107.
14. **E&G Allocation.** Possible action to allocate revenue derived from the sale of cigarettes and tobacco products to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Campus. Page 109.
15. **Master Lease Program.** Possible action on listing of potential 2026 Master Lease Equipment projects for submission to the Council of Bond Oversight. Page 111.
16. **Investments.** Possible action on new Investment Managers. Page 113.

EXECUTIVE

17. **Legislative Update.** Update on legislative activity. Page 115.
18. **High School Indicators Report.** Possible action to acknowledge receipt of the 2024 High School Indicators Report. Page 117.

CONSENT DOCKET

19. **Consent Docket.** Possible action on the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Contracts and Purchases. Possible action to ratify purchases exceeding \$25,000 but less than \$100,000. Page 125.
 - b. Personnel. Possible action to ratify personnel appointment. Page 127.
 - c. Resolutions.
 - (1) Resolution honoring the service of Regent Jeffrey W. Hickman. Page 135.
 - (2) Resolution honoring the service of Regent Dustin J. Hilliary. Page 137.

REPORTS

20. **Reports.**
- a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 139.
 - b. Annual Reports. Possible action to acknowledge receipt of the Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2024-2025 Report. Page 141. (Supplement)
21. **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.
22. **Proposed Executive Session.** Page 145.
- 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.
23. **Announcement of Next Regular Meeting.** The next regular meeting is scheduled for Friday, May 29, 2026, at 9:00 a.m. at the State Regents office in Oklahoma City.
24. **Adjourn.**

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 16, 2026

AGENDA ITEM #6:

Public Hearing.

SUBJECT:

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

BACKGROUND:

The Oklahoma State Regents for Higher Education will conduct a public hearing on Thursday, April 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, with the option to participate remotely via Zoom.

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

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

Date: Thursday, April 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
April 16, 2026

AGENDA ITEM #7-a:

New Programs.

SUBJECT:

Northeastern State University. Possible action on the request to offer the Specialist in Education in School Psychology.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University’s (NSU) request to offer the Specialist in Education in School Psychology, in Tahlequah and Broken Arrow, 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, NSU has taken the following program actions in response to APRA:

Total Changes	Change Type
4	Degree and/or certificate programs deleted
48	Degree and/or certificate programs added

NSU offers 161 degree and/or certificate programs as follows:

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

67	Baccalaureate Degrees
27	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

NSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Specialist in Education in School Psychology at its February 19, 2026, meeting. NSU is currently approved to offer 112 degree and certificate programs through electronic delivery. NSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Specialist in Education in School Psychology

Program purpose. The proposed Specialist in Education in School Psychology program is designed to strengthen school-based mental health services, intervention capacity, and multi-tiered systems of support across the region.

Program rationale and background. In the face of a growing national mental health crisis and persistent educational disparities, the need for highly trained School Psychologists has never been more urgent. The proposed program is consistent with NSU's mission to serve rural, suburban, and Native American populations, and will prepare culturally responsive school psychologists to support academic achievement, social-emotional development, and school-wide systems of care. By leveraging NSU's commitment to accessible, high-quality education and their unique position at the intersection of diverse populations, the proposed program will develop responsive practitioners equipped to meet the pressing, ever-changing needs of schools, students, families, and communities in the region. The program aligns with the National Association of School Psychologists (NASP) standards along with state and national priorities. Federal initiatives have recognized the need to increase the number of school-based mental health professionals to support student well-being and academic achievement. Furthermore, recent state education policies require all school districts to implement a multi-tiered system of supports (MTSS), formerly known as Response to Intervention. School Psychologists are ideally situated to develop and implement these types of system-wide changes. NSU's proposed program promises to not only improve academic and mental health outcomes but to elevate NSU as a leader in preparing future-ready School Psychologists.

According to NASP training standards, a specialist-level program of study in School Psychology consists of the following: A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences. At least 60 graduate credit hours or the equivalent, with at least 54 credit hours exclusive of credit for the supervised specialist-level internship experience. The supervised internship experience must be taken for academic credit, with a minimum of 1,200 clock hours, including at least 600

hours in a school setting, and completed over one academic year on a full-time basis or two consecutive academic years on a half-time basis. Institutional documentation of completion of the School Psychology specialist-level program.

Employment opportunities. Employment opportunities for graduates completing a Specialist in Education in School Psychology are strong at both the state and local levels. Workforce data from Lightcast indicates sustained and growing demand, with 86 job postings for school psychologists between February 2025 and February 2026. From 2021 to 2026, annual openings increased by 17 percent to 65 new openings per year on average. While the Bureau of Labor Statistics (BLS) projects 4 percent national growth in the profession, Oklahoma’s need is significantly more acute. The state currently averages one school psychologist per 3,301 students – well above recommended professional ratios – underscoring a critical shortage that is especially pronounced in rural districts and Native American communities where culturally responsive services are urgently needed.

Recent supply-and-demand data further confirms this workforce gap. In the 2024-2025 academic year, Oklahoma reported a minimum of 45 job postings for school psychologists but only 28 graduate completions statewide, meaning that only 62 percent of available positions could be filled by in-state graduates. Existing programs produced approximately 25 completions annually, which remains insufficient to meet demand. A regional needs assessment of 438 certified educators and administrators across 10 northeastern Oklahoma counties found that 92 percent reported inadequate school psychologist capacity in their districts, and 96 percent indicated that expanding access to trained school psychologists is highly important statewide. Collectively, this data demonstrates a clear and ongoing need for qualified school psychologists and supports strong employment prospects for Specialist in Education in School Psychology graduates, particularly those prepared to serve high-need regions and diverse school communities.

Employment outlook data. Employment outlook data for the occupation listed below aligns with the proposed Specialist in Education in School Psychology program and is sourced from Lightcast labor market data. All labor market information presented was retrieved in January 2025. Graduates of the proposed program will be qualified applicants for the following position:

Occupation	Current Jobs (Per Year)	Projected Jobs (Per Year)	# Change	% Change	Average Annual Openings	Average Salary	Typical Entry Level Education
School Psychologist	479	498	19	4%	32	\$61,422.40	Doctoral or Professional Degree

External stakeholders. NSU engaged external stakeholders across eastern Oklahoma to inform the development and design of the proposed Specialist in Education in School Psychology program. A regional needs assessment survey was distributed to certified school personnel across 10 counties, including Adair, Cherokee, Le Flore, Mayes, McCurtain, Muskogee, Rogers, Sequoyah, Tulsa, and Wagoner. A total of 438 certified educators and administrators responded during the 2-week data collection period. The results demonstrated a significant workforce gap. Ninety-two percent of respondents indicated their district does not have enough school psychologists to meet students’ academic, social, and emotional needs. Reported barriers included insufficient numbers of training programs in the region, a shortage of qualified applicants, funding constraints, and long evaluation wait times. Stakeholder feedback directly informed the proposed program’s structure and curricular priorities. Ninety-six percent of respondents reported that expanding school psychology services is highly important, and 94 percent stated that hiring additional school psychologists would significantly improve district capacity to address mental health and academic needs. Sixty-nine percent indicated that students and families lack adequate access to mental health programs.

Student demand. The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation beyond Fall 2032 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2031
Minimum Graduates from the program	8	2031-2032

Duplication and impact on existing programs. The proposed Specialist in Education in School Psychology program may share similar content with the following programs:

Institution	Existing Program
OSU	Specialist in Education in School Psychology (291)
ECU	Education Specialist in School Psychology (062)
SWOSU	Educational Specialist in School Psychology (148)
UCO	Education Specialist in School Psychology (242)

As part of the duplication review, the following chart provides the four-year average of enrollment and graduation data for the institutions and programs identified above and provides a comparative view of existing statewide capacity.

Institution	Existing Program	Date Approved	2021-2025 Enrollment	2021-2025 Graduates
OSU	Specialist in Education in School Psychology (291)	3/4/21	3	1
ECU	Education Specialist in School Psychology (062)	4/25/24	3	0
SWOSU	Educational Specialist in School Psychology (148)	3/31/05	48	15
UCO	Education Specialist in School Psychology (242)	3/11/24	0	0

A system-wide letter of intent was communicated by email on April 29, 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, the distance between institutions regionally, and the flexible hybrid model expanding access to working professionals, the proposed program will increase the practitioner pipeline in underserved regions without duplicating existing program structures and directly addresses geographic and workforce access barriers. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Specialist in Education in School Psychology program will consist of 72 total credit hours as shown in the following table.

Content Area	Credit Hours
Education Requirements	72
Total	72

Faculty and staff. A new Program Director along with two new faculty members will teach courses in the proposed program. These positions will support instruction, practicum supervision, advising, field-based

coordination, curriculum design, NASP alignment, admission development, field partnership cultivation, accreditation preparation, and assessment system development.

Delivery method and support services. The proposed Specialist in Education in School Psychology program will be offered via traditional and electronic delivery. NSU utilizes Blackboard as its learning management system to deliver program content for online courses. NSU also utilizes Zoom as a supplemental software. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provides reminders and prompts to students regarding due dates. Online tutoring is free and available to all students using Tutor.com, linked in the Blackboard. The library, classrooms, and equipment may 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. NSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing. The program will 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
April 16, 2026

AGENDA ITEM #7-b (1):

New Programs.

SUBJECT:

Rogers State University. Possible action on the request to offer the Master or Science in Automation, Data Analytics, and Sustainable Practices.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University’s (RSU) request to offer the Master of Science in Automation, Data Analytics, and Sustainable Practices, with options in Thesis and Non-Thesis, 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, RSU has taken the following program actions in response to APRA:

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

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

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

1	Associate in Applied Science Degrees
21	Baccalaureate Degrees
5	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

RSU's faculty developed the proposal, which was reviewed and approved by institutional officials. RSU's governing board approved delivery of the Master of Science in Automation, Data Analytics, and Sustainable Practices program at its January 30, 2026, meeting. RSU is currently approved to offer 17 degree and certificate programs through electronic delivery. RSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Automation, Data Analytics, and Sustainable Practices

Program purpose. The proposed Master of Science in Automation, Data Analytics, and Sustainable Practices program will provide coursework and practical application in preparing learners to become automation/data professionals.

Program rationale and background. The proposed program is a 30-credit hour, thesis or non-thesis program that will provide learners with the tools and skills required to manage critical and emerging technological issues confronted in manufacturing, energy, and agricultural industries. The curriculum achieves these objectives by preparing students to bridge the communication gap between IT security professionals and key business stakeholders, and to lead, design, and frame a business case for investment to senior executives, Board of Directors, and government officials. Through the use of hands-on learning, students will be able to identify, assess, and manage cyber risk, and develop/implement a proactive cybersecurity strategy to effectively defend, mitigate, and recover information from a cyber-attack. The curriculum emphasizes skills in leadership, ethics, management, critical thinking, analytic problem solving, and communication to prepare students to meet and respond to the varying issues presented by the rapidly changing cyber ecosystem. Graduates of the proposed program will be prepared for exams leading to the following certifications: 1) ISA Certified Automation Professional (CAP); 2) Certified Control Systems Technician (CCST); 3) Professional Engineer (PE); 4) Control Systems Engineering; 5) Vendor-Specific Certifications (e.g., Siemens, National Instruments).

Employment opportunities. According to the Bureau of Labor Statistics (BLS), 18 percent of all jobs within the fields of automation, data analytics, and sustainability required a master's degree. Current data available from O*NET shows Computer and Information Systems Managers and Digital Forensics Analysts as being listed under "Bright Outlook" occupations. Every Bright Outlook occupation matches at least one

of the following criteria: Projected to grow faster than average (employment increase of 5 percent or more) nationwide over the period 2022-2032 and/or projected to have 100,000 or more job openings over the same period. Additionally, each are considered to be “New & Emerging” occupations which are expected to grow rapidly. Oklahoma Works’ Top 100 Critical Occupations lists Computer and Information Systems Managers as having an average salary of \$120,016, more than double the state average, and an expected 7 percent growth. Northeast Oklahoma’s robust industrial base is actively undergoing a technological transformation, with numerous companies in key sectors requiring the skills the proposed program will provide. The occupational outlook for graduates of the proposed program strongly aligns with workforce needs in Oklahoma’s key economic sectors, including advanced manufacturing, aerospace and defense, energy production, agriculture technology, and information services.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Master of Science in Automation, Data Analytics, and Sustainable Practices program and are sourced from Lightcast labor market data. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Current Jobs (Per Year)	Projected Jobs (Per Year)	# Change	% Change	Average Annual Openings	Average Salary	Typical Entry Level Education
Data Scientists	2,214	2,790	576	26%	220	\$80,371	Masters
Operations Research Analysts	1,569	1,786	217	14%	119	\$67,014	Masters
Industrial Engineers	2,605	2,959	355	14%	150	\$102,051	Bachelors
Computer Systems Analysts	3,171	3,516	345	11%	220	\$107,656	Masters
Software Developers	7,570	9,065	1,495	20%	551	\$116,000	Bachelors

External stakeholders. The development of the proposed program was informed through ongoing engagement with external stakeholders, including industry partners and most directly through the department’s industry advisory board. The Department of Technology and Justice Studies maintains an active advisory board composed of representatives from industry, regional employers, and technology professionals who meet annually to review academic programs and provide recommendations regarding workforce needs and emerging technology trends. During these advisory meetings, stakeholders emphasized the increasing demand for professionals who possess interdisciplinary expertise in automation technologies, data analytics, intelligent systems, and sustainable operational practices. Stakeholders specifically recommended the proposed program curriculum emphasize: 1) applied automation systems and intelligent technologies; 2) data analytics and decision-support systems; 3) human-centered technology and usability considerations; 4) operational efficiency and sustainable business practices; and 5) leadership and project management skills for technology professionals. As a result, the proposed program integrates coursework in these areas so graduates can address complex technological challenges within modern industries.

Student demand. The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by State Regents. Continuation beyond Fall 2032 will depend upon meeting the criteria as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	10	Fall 2031
Minimum Graduates from the program	8	2031-2032

Duplication and impact on existing programs. While there are currently no Master of Science in Automation, Data Analytics, and Sustainable Practices programs in Oklahoma, the following programs share similar components to the proposed program:

Institution	Existing Program
OU	Master of Science in Data Science & Analytics (406)
OU	Master of Science in Computer Science (132)
OSU	Master of Business Administration in Business Administration with option in Business Sustainability & Data Science (035)
OSU	Master of Science in Management Information Systems with option in Data Science & Big Data Analytics (412)
OSU	Master of Science in Business Analytics & Data Science (505)
OSU	Master of Science in Data Science with option in Computer Science (559)
OSU	Master of Science in Computer Science (053)
SEOSU	Master of Business Administration in Business Administration with option in Data Analytics (075)
UCO	Master of Science in Data Science (246)
UCO	Master of Science in Computer Science (233)

As part of the duplication review, the following chart provides the four-year average of enrollment and graduation data for the institutions and programs identified above and provides a comparative view of existing statewide capacity.

Institution	Existing Program	Date Approved	2021-2025 Enrollment	2021-2025 Graduates
OU	Master of Science in Data Science & Analytics (406)	4/9/15	128	53
OU	Master of Science in Computer Science (132)	Prior to 3/31/05	108	42
OU	Master of Business Administration in Business Administration with option in Business Sustainability & Data Science (035)	Prior to 6/30/05	581*	689*
OSU	Master of Science in Management Information Systems with option in Data Science & Big Data Analytics (412)	Prior to 12/21/10	245*	107*
OSU	Master of Science in Business Analytics & Data Science (505)	9/3/15	167	65
OSU	Master of Science in Data Science with option in Computer Science (559)	6/26/25	0	0
OSU	Master of Science in Computer Science (053)	Prior to 12/18/14	121	44
SEOSU	Master of Business Administration in Business Administration with option in Data Analytics (075)	6/24/20	1100*	330*

Institution	Existing Program	Date Approved	2021-2025 Enrollment	2021-2025 Graduates
UCO	Master of Science in Data Science (246)	10/21/21	16	2
UCO	Master of Science in Computer Science (233)	5/25/18	170	36

*Enrollment and graduate data are not available at the program option level. These averages reflect the total average from all options available within the program and not the specific option.

A system-wide letter of intent was communicated by email on January 30, 2026. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Due to the uniqueness and ever-growing demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Master of Science in Automation, Data Analytics, and Sustainable Practices program will consist of 30 total credit hours as shown in the following table.

Content Area	Credit Hours
Program Requirements	27-30
Electives	0-3
Total	30

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

Delivery method and support services. The proposed Master of Science in Automation, Data Analytics, and Sustainable Practices program will be offered via traditional and electronic delivery. RSU utilizes Blackboard Ultra as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. RSU is also breaking ground on a new STEM building which will house the computer labs for the proposed program upon completion. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 16, 2026

AGENDA ITEM #7-b (2):

New Programs.

SUBJECT:

Rogers State University. Possible action on request to offer the Bachelor of Science in Secondary Education.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's (RSU) request to offer the Bachelor of Science in Secondary Education, with options in Art, Biology, Business, Computer Science, English, Mathematics, Psychology/Sociology, and Social Studies, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

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

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

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

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

1	Associate in Applied Science Degrees
21	Baccalaureate Degrees
5	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

RSU's faculty developed the proposal, which was reviewed and approved by institutional officials. RSU's governing board approved delivery of the Bachelor of Science in Secondary Education program at its January 30, 2026, meeting. RSU is currently approved to offer 17 degree and certificate programs through electronic delivery. RSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Secondary Education

Program purpose. The proposed Bachelor of Science in Secondary Education program will prepare highly qualified teachers to teach upper-level students (6th – 12th grade) in either public or private schools in Art, Biology, Business, Computer Science, English, Mathematics, Psychology/Sociology, and Social Studies.

Program rationale and background. A bachelor's degree in secondary education at RSU will fulfill several important objectives for students and the northeastern Oklahoma region. Currently, RSU offers an Associate in Arts in Secondary Education (012) program and has articulation agreements with Cameron University's Bachelor of Arts in English Education (125), the Bachelor of Arts in Social Studies Education (135), and the Bachelor of Music Education in Music Education (681) programs; however the articulation agreement with Cameron University is nearing its end and RSU has plans to delete the associate degree. The proposed program will enable students to begin their academic journey as freshmen at RSU and complete their four-year degree at a single institution. Its design serves multiple purposes: enriching the baccalaureate experience, meeting the need for qualified educators in northeastern Oklahoma, and ensuring compliance with accreditation and state licensure standards. Launching the proposed program at RSU is essential to strengthening Oklahoma's educator pipeline – preparing more classroom-ready secondary teachers to help alleviate statewide staffing shortages while ensuring students have consistent access to highly qualified educators in high-need content areas.

Employment opportunities. As reported by the Oklahoma State Department of Education, there were 1,019 teaching vacancies in Oklahoma schools during the 2022-2023 academic year (most recently reported outcomes), the highest number reported since the Oklahoma State School Boards Association began conducting its annual survey nine years prior. According to this projection, the number of teaching vacancies will increase by 206 each year, and more than 794 emergency certificates per year will be issued for grades 1st - 8th alone. The U.S. Bureau of Labor Statistics supports the sustained need for licensed

secondary educators. The BLS projects approximately 66,200 annual openings for high school teachers and 40,500 annual openings for middle school teachers nationwide. These numbers are largely driven by retirements and workforce attrition rather than reduced demand for instruction. In Oklahoma, the Employment Security Commission identifies secondary teachers as a critical occupation, reflecting consistent annual openings and ongoing difficulty filling positions with fully certified candidates. Given that more than 20 percent of Oklahoma’s student population resides in northeastern Oklahoma, RSU anticipates continued regional demand exceeding 200 secondary teacher vacancies per year. Graduates of the proposed program will be well positioned for immediate employment in public school districts across the region and state, supporting workforce stability, reducing reliance on emergency credentials and meeting long-term educational needs.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Bachelor of Science in Secondary Education program and are sourced from Lightcast labor market data. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Current Jobs (Per Year)	Projected Jobs (Per Year)	# Change	% Change	Average Annual Openings	Average Salary	Typical Entry Level Education
Secondary School Teachers, Except Special & Career/Technical Education	15,173	15,090	83	-0.5%	993	\$49,170	Bachelor’s
Secondary School Teachers (Art)	NA*	NA*	NA*	NA*	29	NA*	Bachelor’s
Secondary School Teachers (Biology)	NA*	NA*	NA*	NA*	47	NA*	Bachelor’s
Secondary School Teachers (Business)	NA*	NA*	NA*	NA*	15	NA*	Bachelor’s
Secondary School Teachers (Computer Science)	NA*	NA*	NA*	NA*	31	NA*	Bachelor’s
Secondary School Teachers (English)	NA*	NA*	NA*	NA*	130	\$46,100	Bachelor’s
Secondary School Teachers (Math)	NA*	NA*	NA*	NA*	53	\$46,600	Bachelor’s
Secondary School Teachers (Psychology)	NA*	NA*	NA*	NA*	8	NA*	Master’s
Secondary School Teachers (Sociology)	NA*	NA*	NA*	NA*	7	NA*	Master’s

Secondary School Teachers (Social Studies)	NA*	NA*	NA*	NA*	71	NA*	Bachelor's
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*NA - Lightcast labor market data is not available for some subject-specific secondary education occupations due to data suppression or insufficient reporting at the occupational level. As a result, employment and wage estimates are not reported for all categories.

External stakeholders. RSU engaged area school district superintendents to discuss regional workforce needs and the potential development of a Bachelor of Science in Secondary Education program. Feedback from these external stakeholders indicated strong support for the proposed program and underscored the critical need for additional, locally prepared secondary educators. District leaders emphasized particular interest in partnerships that would strengthen the preparation of teachers entering the profession through alternative certification pathways, many of whom are currently employed in classrooms without formal pedagogical training. Superintendents expressed that a regionally based secondary education program could serve as a valuable resource for professional development, mentoring, and clinical experiences, while also creating a more sustainable pipeline of certified teachers for northeastern Oklahoma schools. Collectively, these stakeholders identified RSU as a strategic partner in addressing persistent staffing challenges and improving instructional capacity across the region.

Student demand. The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by 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	15	Fall 2030
Minimum Graduates from the program	10	2030-2031

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

Institution	Program
OU	Bachelor of Science in Science in Education with option in Biological Sciences (203)
OU	Bachelor of Science in Mathematics Education (156)
OU	Bachelor of Science in Social Studies General with option in Social Studies Education (208)
OSU	Bachelor of Science in Middle Level Education with options in Mathematics Education and Science Education (561)
OSU	Bachelor of Science in Secondary Education with options in English, Mathematics, Science, and Social Studies (182)
CU	Bachelor of Arts in English Education (125)
CU	Bachelor of Arts in Social Studies Education (135)
LU	Bachelor of Arts in Education in Secondary Education with options in Biology Education, English Education, Math Education, Technology Education (037)
NSU	Bachelor of Arts in Education in Art Education (006)
NSU	Bachelor of Science in Integrative Biology with option in Biology Education (115)
NSU	Bachelor of Science in Mathematics with option in Mathematics Education (057)
NSU	Bachelor of Arts in Education in Social Studies Education (080)
OPSU	Bachelor of Arts in English with option in English Education (010)

Institution	Program
OPSU	Bachelor of Science in STEM Studies with options in Mathematics Teaching and Secondary Science (072)
SEOSU	Bachelor of Arts in English Education (018)
SEOSU	Bachelor of Science in Mathematics Education (029)
SEOSU	Bachelor of Arts in History with option in Social Studies Education (022)
SWOSU	Bachelor of Arts in Education in Art Education (008)
SWOSU	Bachelor of Arts in Education in English Education (019)
SWOSU	Bachelor of Science in Education in Mathematics Education (032)
UCO	Bachelor of Arts in Education in Art Education (004)
UCO	Bachelor of Science in Education in Science Education with option in Biology (026)
UCO	Bachelor of Arts in Education in English Education (098)
UCO	Bachelor of Science in Education in Mathematics Education (121)
USAO	Bachelor of Science in Biology with option in Biology Secondary (003)

As part of the duplication review, the following chart provides the four-year average of enrollment and graduation data for the institutions and programs identified above and provides a comparative view of existing statewide capacity.

Institution	Existing Program	Date Approved	2021-2025 Enrollment	2021-2025 Graduates
OU	Bachelor of Science in Science in Education with option in Biological Sciences (203)	Prior to 7/12/06	14*	3*
OU	Bachelor of Science in Mathematics Education (156)			
OU	Bachelor of Science in Social Studies General with option in Social Studies Education (208)	Prior to 7/12/06	62*	16*
OSU	Bachelor of Science in Middle Level Education with options in Mathematics Education and Science Education (561)	9/4/25	0*	0*
OSU	Bachelor of Science in Secondary Education with options in English, Mathematics, Science, and Social Studies (182)	Prior to 2/15/12	170*	36*
CU	Bachelor of Arts in English Education (125)	4/26/07	26	3
CU	Bachelor of Arts in Social Studies Education (135)	4/26/07	26	4
LU	Bachelor of Arts in Education in Secondary Education with options in Biology Education, English Education, Math Education, Technology Education (037)	Prior to 5/25/07	108*	4*
NSU	Bachelor of Arts in Education in Art Education (006)	Prior to 7/2/12	14	2
NSU	Bachelor of Science in Integrative Biology with option in Biology Education (115)	Prior to 4/4/11	67*	12*
NSU	Bachelor of Science in Mathematics with option in Mathematics Education (057)	Prior to 3/23/17	30*	7*

Institution	Existing Program	Date Approved	2021-2025 Enrollment	2021-2025 Graduates
NSU	Bachelor of Arts in Education in Social Studies Education (080)	Prior to 7/2/12	43	6
OPSU	Bachelor of Arts in English with option in English Education (010)	Prior to 2/15/12	9*	1*
OPSU	Bachelor of Science in STEM Studies with options in Mathematics Teaching and Secondary Science (072)	10/23/25	0*	0*
SEOSU	Bachelor of Arts in English Education (018)	Prior to 8/3/12	25	3
SEOSU	Bachelor of Science in Mathematics Education (029)	Prior to 8/3/12	8	1
SEOSU	Bachelor of Arts in History with option in Social Studies Education (022)	Prior to 5/25/07	36*	4*
SWOSU	Bachelor of Arts in Education in Art Education (008)	Prior to 5/25/07	6	2
SWOSU	Bachelor of Arts in Education in English Education (019)	Prior to 8/20/12	18	3
SWOSU	Bachelor of Science in Education in Mathematics Education (032)	Prior to 3/7/13	7	2
UCO	Bachelor of Arts in Education in Art Education (004)	Prior to 4/18/13	60	9
UCO	Bachelor of Science in Education in Science Education with option in Biology (026)	Prior to 6/19/09	12*	3*
UCO	Bachelor of Arts in Education in English Education (098)	Prior to 6/29/06	91	14

*Enrollment and graduate data are not available at the program option level. These averages reflect the total average from all options available within the program and not the specific option.

A system-wide letter of intent was communicated by email on January 30, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Additionally, RSU submitted letters of support for the proposed program from Claremore Public Schools and Pryor Public Schools. Due to the extreme teacher shortages, the distance between institutions, the proposed program will increase the teacher pipeline across the state without duplicating existing program structures. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Secondary Education program will consist of 121 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	43-44
Education Requirements	33
Option Requirements	44-45
Total	121

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 Secondary Education program will be offered via traditional and electronic delivery. RSU utilizes Blackboard Ultra as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 16, 2026

AGENDA ITEM #8:

Program Deletions.

SUBJECT:

Possible action on institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

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

- Master of Arts in Drama (045)
- Master of Science in Interdisciplinary Programs (317)
- Master of Arts in Interdisciplinary Programs (318)
- Graduate Certificate in Earth Observation Science for Society and Sustainability (424)

Rogers State University (RSU) requests authorization to delete the program listed below:

- Associate in Arts in Secondary Education (012)

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

- Certificate in E-Learning (225)

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

- Associate in Arts in Enterprise Development (675)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Master of Arts in Drama (045) program, beginning Fall 2026. This program was approved at the April 9, 2002, State Regents meeting. OU reports:

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

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

OU requests authorization to delete the Master of Science in Interdisciplinary Programs (317) program, effective immediately. This program was approved prior to 2011. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to lack of student interest.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Master of Arts in Interdisciplinary Programs (318) program, effective immediately. This program was approved prior to 2011. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to lack of student interest.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Graduate Certificate in Earth Observation Science for Society and Sustainability (424) program, effective immediately. This program was approved at the May 27, 2016, State Regents meeting. OU reports:

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

RSU requests authorization to delete the Associate in Arts in Secondary Education (012) program, effective immediately. This program was approved at the May 25, 2007, State Regents meeting. RSU reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to an overlap of coursework with the newly proposed Bachelor of Science in Secondary Education program.
- There are currently 21 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

UCO requests authorization to delete the Certificate in E-Learning (225) program, effective immediately. This program was approved at the June 29, 2017, State Regents meeting. UCO reports:

- Deletion of the certificate program is due to a related program being revised and the certificate is no longer relevant.
- There are currently no students enrolled in the program.
- No courses will be deleted.

- No funds are available for reallocation.

TCC requests authorization to delete the Associate in Arts in Enterprise Development (675) program, effective immediately. This program was approved at the September 9, 2010, State Regents meeting. TCC reports:

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 16, 2026

AGENDA ITEM #9-a:

Academic Policy.

SUBJECT:

Possible action on approval of proposed revisions to State Regents’ policy 3.4 – *Academic Program Approval*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Academic Program Approval 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 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,

	<p>duplication, impact on the institution, and curricular requirements.</p> <ul style="list-style-type: none"> • Added section for new doctoral program review process.
<p>3.4.4 Protests of New Program Proposals</p>	<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. Substantive modifications to existing program requirements 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~~ may 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 147 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.

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
April 16, 2026

AGENDA ITEM #9-b:

Academic Policy.

SUBJECT:

Possible action on proposed revisions to State Regents’ policy 3.9 – *Institutional Admission and Retention*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Institutional Admission and Retention 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 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
April 16, 2026

AGENDA ITEM #9-c:

Academic Policy.

SUBJECT:

Possible action on proposed revisions to State Regents' policy 3.10 – *Concurrent Enrollment*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Concurrent Enrollment 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 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.

	<ul style="list-style-type: none"> References statutory language.
3.10.4 Program Curriculum Standards	<ul style="list-style-type: none"> Dual credit is now in 3.10.3. 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 benefiting 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
April 16, 2026

AGENDA ITEM #9-d:

Academic Policy.

SUBJECT:

Possible action on proposed revisions to State Regents’ policy 3.12 – *Grading*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Grading 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 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
April 16, 2026

AGENDA ITEM #9-e:

Academic Policy.

SUBJECT:

Possible action on approval of proposed revisions to State Regents’ policy 3.16 – *Credit for Prior Learning*.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Credit for Prior Learning 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 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
April 16, 2026

AGENDA ITEM #10:

Early College Program.

SUBJECT:

Possible action on request from Northeastern State University and Connors State College to offer an early college program.

RECOMMENDATION:

It is recommended that the State Regents approve the request from Northeastern State University and Connors State College to institute an Early College High School program, as described below.

BACKGROUND:

Concurrent Enrollment Policy

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 was as 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.

Early College Programs

As demand for a college educated workforce has grown, employers have looked to institutions of higher education to produce educated employees, and to do so as efficiently as possible. At the same time, higher education thought leaders have recognized that long-standing equity gaps have hindered many of the most vulnerable students from completing a college degree and, by extension, competing for the well-paying, in-demand jobs typically filled by college graduates. In recent years, evidence has mounted that the more college credits a student completes in high school, the more likely the student will be to complete a degree. This has led to the creation of early college high school (ECHS) programs across the nation, where students begin taking college coursework as early as middle school and often graduate high school with an associate’s degree. The concept has gained momentum nationally with organizations such as Jobs for the Future (JFF) and the Bill and Melinda Gates Foundation supporting ECHS programs. These programs have demonstrated significant success; among other findings, the American Institutes for Research has reported:

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges “generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes,” and “capable of navigating the college system and comfortable becoming involved in campus life.”
- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.
- The 2019 study found that, over 4 years, Early Colleges cost about \$3,800 more per student than traditional high schools. However, the estimated return on that investment was about \$33,709 in increased lifetime earnings for each student. (<https://www.air.org/project/evaluating-impact-early-college-high-schools>)

Over the past decade, Oklahoma State System of Higher Education institutions have also had great success with ECHS programs. Examples include the EXCELeRATE program partnership between Tulsa Community College (TCC) and Union Public Schools, the partnership between Oklahoma City Community College (OCCC) and Pathways Middle College at Santa Fe South High School, and partnerships between Oklahoma Panhandle State University (OPSU) and its feeder high schools.

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has

typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the policy. This guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's Concurrent Enrollment policy.

ANALYSIS:

Northeastern State University (NSU) and Connors State College (CSC) request approval to institute an ECHS program at Sequoyah High School (SHS), designed as follows:

Early college programs must be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations. Students from traditionally privileged populations may benefit as part of an early college program; however, they should not be the primary beneficiaries of such a program. Institutions must clearly demonstrate how the underserved population is the primary beneficiary of the early college program.

- The Early College program is intentionally designed to serve traditionally underserved students at Sequoyah High School.
- Target populations include first-generation college students, English language learners, students with disabilities, and students from low-income families.
- Each cohort will reflect district demographics.
- All eighth-grade students at Sequoyah Schools will be invited to apply. College awareness and readiness activities will begin in sixth and seventh grades to support early preparation.
- Admission will be determined through a structured and equitable application process that includes an application, essay, recommendations, and interview, with applications reviewed by an Early College committee.
- While students from traditionally privileged populations may participate, the program's design and recruitment clearly establish underserved students as the primary beneficiaries.

An early college program must ultimately lead to a meaningful credential earned by students in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program participants. Institutions must clearly demonstrate and report detailed explanation of the discrete benefits the student will have gained after completing the early college program.

- Students will earn a high school diploma and a transferable associate degree.
- Clearly defined pathways have been built to allow students to choose options aligned with their academic interests. Pathways may include stackable credentials earned through micro-credentials and/or certificates, while maintaining progress toward the associate degree.
- The associate degree will be awarded by Connors State College through reverse transfer of coursework completed at Northeastern State University.

- Students must meet institutional concurrent enrollment admission and placement requirements to enroll in college coursework, including CSC requirements for ninth- and tenth-grade coursework and NSU requirements for eleventh- and twelfth-grade coursework.
- Participation in the Early College program provides significant benefits, including no cost for tuition, fees, or books; reduced time and cost to degree; early exposure to rigorous college-level coursework; and development of college-ready skills such as time management, self-discipline, and organization.
- Upon completion, students will earn a meaningful postsecondary credential that reduces both the financial burden and time required to complete a four-year degree or enter the workforce.

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also 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. In recognition of developmental and preparation 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. Institutions must provide traditional support systems vital to college success to early college student participants.

- Each partner institution and Sequoyah High School will designate dedicated personnel to support Early College students, including coordination, advising, and ongoing student support.
- Students will be admitted at the end of eighth grade.
- A required summer bridge program will be provided prior to ninth grade to support readiness and transition.
- Students will enroll in college-level coursework through CSC during ninth and tenth grades and through NSU during eleventh and twelfth grades.
- During ninth grade, students' college enrollment will be intentionally limited and focused on college readiness, including a college success strategies course offered in the spring semester at CSC. Beginning in tenth grade, students will increase participation in college-level coursework through CSC. Full participation in university-level coursework will occur during eleventh and twelfth grades through NSU.
- Early College coursework will be delivered at Sequoyah High School and/or on the campuses of CSC and NSU. Virtual delivery options may be utilized when appropriate and approved by the partner institutions.
- When Early College coursework is not delivered at Sequoyah High School, Sequoyah High School will transport students to the appropriate partner institution.

Student Support Services and Readiness Tools.

- CSC and NSU each provide a dedicated liaison for:
 - Advising
 - Enrollment
 - Registration
- Students have access to academic support services, including:
 - Tutoring (online and in-person)
 - Academic advising
 - Financial aid advising
 - Library and research resources
- Learning platforms and instructional tools include:
 - Canvas (CSC)

- Blackboard (NSU)
- Zoom and Respondus
- Both institutions support workforce readiness through:
 - Digital badges and micro-credentials
- Student financial and basic needs supports include:
 - Food pantries
 - Tuition waivers
- Sequoyah High School provides:
 - Academic and Indian Education counseling
 - Tutoring and structured study sessions
 - Library access
 - One-to-one Chromebooks and technical support
 - Extracurricular participation support
 - Access to mental health, social services, clothing, and food supports as needed

Policies.

- Students will be held to the same retention and academic standards as other concurrently enrolled students.
- Students must earn a minimum semester college GPA of 2.0 to continue enrollment.
- Institutional policies apply, including:
 - Add/drop deadlines
 - Withdrawal deadlines
 - Academic probation
 - Academic integrity and student conduct standards
- Students will continue to complete required enrollment paperwork with:
 - Student signatures
 - Parent/guardian signatures
 - High school administrative approval
- All instructors teaching dual credit courses will meet postsecondary faculty qualification standards.
- The postsecondary institutions retain responsibility for:
 - Course rigor
 - Learning outcomes
 - Faculty qualification determinations

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. 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. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

- Cost to Students: Students participating in the Early College program will not be responsible for tuition, fees, or book costs.
- Financing Structure: Program costs will be covered through a combination of institutional tuition waivers, cost-sharing agreements, and external financial support.
- CSC and NSU will provide the standard state-appropriated tuition waivers for eligible juniors and seniors.

- Sequoyah High School will cover remaining tuition and applicable fees using district funds, support from the Cherokee Nation and its Foundation, and other legally available funding sources.
- Instructional Cost Mitigation: CSC and NSU will utilize open educational resources (OERs) where appropriate to reduce or eliminate textbook costs.
- Program Viability: Courses offered onsite at Sequoyah High School must meet a minimum enrollment of 22 students. If enrollment falls below this threshold, the Cherokee Nation has committed to covering the cost of the guaranteed class size to ensure program viability without passing costs to students.
- Virtual course options may be utilized when appropriate to further manage instructional and operational costs.
- Written commitments from financial partners will be secured prior to program launch to ensure sustained access and the elimination of financial barriers for students.

Student Success Measures.

- Student success will be supported and monitored through clearly defined academic expectations, including:
 - Maintenance of a 3.0 unweighted high school GPA
 - Maintenance of a 90% attendance rate
 - Maintenance of a minimum 2.0 college GPA
- Students will receive structured academic advising from:
 - CSC
 - NSU
 - SHS counselors
- A required summer bridge program will support readiness prior to beginning ninth grade.
- Ongoing academic supports include tutoring, study sessions, and access to college learning platforms.
- Student progression will be reviewed regularly to identify early indicators of academic risk and provide timely intervention.
- The program is designed to balance rigor with support to mitigate potential negative academic consequences associated with early college participation.

Program Success Metrics.

- Program effectiveness will be evaluated using the following metrics:
 - Student GPA and retention rates during participation in the Early College program
 - Number of college credit hours completed
 - Number of associate degrees awarded
 - Number of students admitted to the program
 - Number of students who successfully complete the program
 - Attendance rates of Early College students
 - Number of students who continue to Northeastern State University or transfer to another four-year institution
 - Number of students who attain employment following completion of the Early College program
 - Number of students who ultimately complete a four-year degree
- Data will be shared among CSC, NSU, and SHS to assess student outcomes and program effectiveness.

- Metrics will be used to inform continuous program improvement and long-term sustainability planning.

Staff analysis of CSC and NSU's proposal determined that it is a well-designed ECHS program. State Regents' approval is recommended.

Upon State Regents' approval, CSC and NSU's ECHS program will begin in the Fall 2026 semester with a five-year approval, concluding at the end of the Spring 2031 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2029 semester, and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the final report, the State Regents may renew approval of the program during the 2030-2031 academic year.

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AGENDA ITEM #11:

Grants.

SUBJECT:

Possible action on 2026–2027 Full STEM Ahead Grants.

RECOMMENDATION:

It is recommended that the State Regents approve the 2026–2027 Full STEM Ahead proposals recommended for funding as described below.

BACKGROUND:

Since 1990, the Oklahoma State Regents for Higher Education have awarded Summer Academy grants to accredited Oklahoma institutions of higher education. The grants support immersive, hands-on STEM learning experiences for students entering grades eight through 12, emphasizing real-world applications through partnerships with Oklahoma business and industry.

In 2023, the Oklahoma State Regents for Higher Education approved the development of a pilot program, Full STEM Ahead, to provide STEM exploration opportunities during the academic year. Developed in alignment with the goals of Blueprint 2030, Full STEM Ahead is designed to expand access to STEM learning experiences for middle school students. The program seeks to increase student interest in, and preparedness for, future participation in STEM fields. During the first two years of implementation the Full STEM Ahead program served more than 600 students.

POLICY ISSUES:

No State Regents' policies are impacted by this item.

ANALYSIS:

Funding for the Full STEM Ahead grant program is part of the overall Summer Academy budget and funded on a year-to-year basis depending on the legislative appropriation.

For the 2026–2027 Full STEM Ahead a deliberate adjustment to the program's scheduling was implemented to allow participating institutions additional time for planning and coordination with community and industry partners, resulting in stronger preparation and program delivery. The response to the call for proposals for 2026–2027 Full STEM Ahead resulted in sixteen submissions. All proposals were reviewed using a standard rubric. The funding recommendations are based on reviewer feedback and budgetary, geographic and field of study considerations.

Attachment.

2026–2027 Full STEM Ahead Grant Recommendations

Institution	Project Title	Student Capacity	Recommended Funding
Cameron University	Cameron University Full STEM Ahead	30	\$6,400.00
East Central University	Case Closed: A Forensic STEM Academy	20	\$4,729.00
Northeastern State University	Code & Drive: AI-Powered Self-Driving Cars with Zumi	20	\$6,400.00
Northeastern State University – Broken Arrow	STEM Ahead – Hands on STEM exploration career discovery for young scientists of Oklahoma	24	\$6,310.00
Oklahoma City Community College	Full STEM Ahead with OCCC Trailblazers	30	\$6,398.00
Oklahoma City Community College	Trailblazers STEM Academy	18	\$6,400.00
Oklahoma State University	STEM Outreach Program “Delivering the STEM Boots”	170	\$6,400.00
Oklahoma State University	Wildcat Junior STEM Researchers	75	\$6,396.00
Rogers State University	RSU Full STEM Ahead	60	\$6,295.00
Rose State College	NextGen STEM Academy	15	\$6,400.00
Seminole State College	Serious(ly Fun) STEM Seminars!	75	\$6,400.00
Southeastern Oklahoma State University	SE Full STEM Ahead	30	\$4,675.00
Total of 12 Full STEM Ahead projects		567	\$73,203.00

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AGENDA ITEM #12-a:

State Authorization.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents approve the 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:

- Fielding University

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

Fielding University

Fielding University’s (FDU) main campus is located Santa Barbara, California; it is a private, non-profit institution and is not owned by a parent company. The institution is accredited by the Western Association of Schools and Colleges Senior College and University Commission, and its federal financial responsibility composite score¹ is 2.20.

Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	5	0	0	0
Associate Programs	0	0	0	0
Bachelor's Programs	0	0	0	0
Master's Programs	3	0	0	0
Doctoral Programs	7	5	0	5
Other Degree Programs	0	0	0	0
Totals	15	5	0	5

Certificate Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate in Evidence Based Coaching	0	0	0
Certificate in Media Psychology	0	0	0
Postbaccalaureate Certificate in Clinical Psychology	0	0	0
Post-doctoral Certificate of Re-specialization in Clinical Psychology	0	0	0
Post-doctoral Certificate of Specialization in Neuropsychology	0	0	0
Certificate Degree Program Totals	0	0	0

Master's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Master of Arts in Applied Media Psychology	0	0	0
Master of Arts in Infant, Child, and Family Mental Health and Development	0	0	0
Master of Arts in Organization Development & Leadership	0	0	0
Master's Degree Program Totals	0	0	0

Doctoral Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Doctor of Education with an emphasis in Leadership for Change	0	0	0
PhD in Infant and Early Childhood Development with an emphasis in Mental Health and Neurodiversity	1	0	1
PhD in Organizational Development and Change	1	0	1
PhD in Psychology with an emphasis in Applied Psychological Sciences	2	0	2
PhD in Psychology with an emphasis in Clinical Psychology	1	0	1
PhD in Psychology with an emphasis in Media & Technology	0	0	0
PhD in Human Development	0	0	0
Doctoral Degree Program Totals	5	0	5

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.

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AGENDA ITEM #12-b:

State Authorization.

SUBJECT:

Possible action on request for approval of re-authorization of (non-exempt) private and out-of-state degree-granting 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:

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

Currently Authorized Institutions

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:

- ATA College
- Chamberlain University
- Columbia College
- University of St. Augustine for Health Sciences

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

ATA College

ATA College's (ATA) main campus is located in Tulsa, Oklahoma and it is owned by the parent company A Technological Advantage dba ATA College. The institution is private for-profit, is accredited by the Accrediting Bureau of Health Education Schools, and its Federal Financial Responsibility Composite Score¹ is 1.6.

Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	0	0	0	0
Associate Programs	2	396	84	322
Bachelor's Programs	0	0	0	0
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	2	396	84	322

Associate's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
AAS in Diagnostic Medical Sonography	150	46	155
AOS in Practical Nursing	246	38	207
Associate's Degree Program Totals	396	84	322

Chamberlain University

Chamberlain University's main campus is located in Addison, Illinois and its parent company is Covista, Inc. (FKA Adtalem Global Education, Inc.). The institution is private for-profit and is accredited by the Higher Learning Commission. Chamberlain University submitted a Federal Financial Responsibility Composite Score¹ of 0.2, calculated from the audited financial statement of its parent company, Covista, Inc., as required by the U.S. Department of Education for scores calculated for purposes of institutional participation in Title IV funding programs. However, Chamberlain University's independent auditor, PricewaterhouseCoopers, LLP, calculates from the institution's own most recent audited financial statement a score of 2.7.

Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	11	13	1	10
Associate Programs	0	0	0	0
Bachelor's Programs	2	136	40	95
Master's Programs	5	200	36	165
Doctoral Programs	1	5	1	4
Other Degree Programs	0	0	0	0
Totals	19	354	78	274

Certificate Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Post-Baccalaureate Certificate in Leadership Foundations	0	0	0
Post-Baccalaureate Certificate in Public Health Generalist	0	0	0
Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner	1	0	1
Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner	1	0	0
Graduate Certificate in Family Nurse Practitioner	2	0	1
Graduate Certificate in Healthcare Policy	0	0	0
Graduate Certificate in Nursing Education	0	0	0
Graduate Certificate in Nursing Informatics	0	0	0
Graduate Certificate in Nursing Leadership	0	0	0
Graduate Certificate in Population Health	0	0	0
Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner	9	1	8
Certificate Degree Program Totals	19	1	10

Bachelor's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Bachelor of Science in Nursing (BSN) – Online	48	1	36
RN to BS in Nursing	88	39	59
Bachelor's Degree Program Totals	136	40	95

Master's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Master of Science in Nursing (MSN)	177	28	146
Accelerated Master of Science in Nursing (MSN) Option	5	2	4
Accelerated RN-MSN Option	14	5	12
Master of Public Health (MPH)	2	1	1
Master of Social Work (MSW)	2	0	2
Master's Degree Program Totals	200	36	165

Doctoral Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Doctor of Nursing Practice (DNP)	5	1	4
Doctoral Degree Program Totals	5	1	4

Columbia College

Columbia College's main campus is located in Columbia, Missouri and has no parent company. The institution is private non-profit, is accredited by the Higher Learning Commission, and its Federal Financial Responsibility Composite Score¹ is 2.2.

Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	0	0	0	0
Associate Programs	1	8	2	6
Bachelor's Programs	2	2	0	2
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	3	10	2	8

Associate's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Associate of Science in General Studies	8	2	6
Associate's Degree Program Totals	8	2	6

Bachelor's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Bachelor of Science in Business Administration	1	0	1
Bachelor of Science in Healthcare Management	1	0	1
Bachelor's Degree Program Totals	2	0	2

University of St. Augustine for Health Sciences

The University of St. Augustine for Health Sciences' (USAHS) main campus is located in San Marcos, California and its ultimate parent company is Perdoceo Education Corporation. The institution is private for-profit, is accredited by the Western Association of Schools and Colleges, Senior College and University Commission, and its Federal Financial Responsibility Composite Score¹ is 3.0.

Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	7	1	0	0
Associate Programs	0	0	0	0
Bachelor's Programs	0	0	0	0
Master's Programs	15	24	11	16
Doctoral Programs	14	4	3	3
Other Degree Programs	0	0	0	0
Totals	36	29	15	20

Certificate Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Graduate Certificate Executive Leadership	0	0	0
Graduate Certificate Business Intelligence	0	0	0
Graduate Certificate Interprofessional Education	0	0	0
Post-Graduate Nursing Certificate—Nurse Executive	0	0	0
Post-Graduate Nursing Certificate—Nurse Educator	0	0	0
Post-Graduate Nursing Certificate—Family Nurse Practitioner	1	1	1
Post-Graduate Nursing Certificate—Psychiatric Mental Health Nurse Practitioner	0	0	0
Certificate Degree Program Totals	1	1	1

Master's Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Hybrid Immersion, Master of Occupational Therapy	0	0	0
Flex, Master of Occupational Therapy	5	4	3
Hybrid Immersion, Master of Occupational Therapy	2	0	2
Flex, Master of Occupational Therapy	0	0	0
Master of Science in Speech Language Pathology	11	6	7
Master of Health Administration	0	0	0
Master of Health Science	0	0	0
Master of Science in Nursing, Family Nurse Practitioner	1	0	0
Master of Science in Nursing, Nurse Executive	0	0	0
Master of Science in Nursing, Nurse Educator	0	0	0
Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner	1	1	0
Master of Science in Nursing, Adult Gerontology Nurse Practitioner	0	0	0
RN-Master of Science in Nursing, Family Nurse Practitioner	3	0	3
RN-Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner	1	0	1
RN-Master of Science in Nursing, Adult Gerontology Nurse Practitioner	0	0	0
Master's Degree Program Totals	24	11	16

Doctoral Degree Programs Offered in Oklahoma

Program	Students Enrolled	Credentials Awarded	Federal Financial Aid
Hybrid Immersion, Doctor of Occupational Therapy	0	0	0
Flex, Doctor of Occupational Therapy	3	3	2
Flex, Doctor of Occupational Therapy	0	0	0
Hybrid Immersion, Doctor of Physical Therapy	0	0	0
Flex, Doctor of Physical Therapy	1	0	1
Flex, Doctor of Physical Therapy	0	0	0
Doctor of Occupational Therapy, Post-Professional	0	0	0
Doctor of Occupational Therapy, Post-Professional	0	0	0
Doctor of Occupational Therapy, Post-Professional	0	0	0
Doctor of Education	0	0	0
BSN-Entry Doctor of Nursing Practice, Family Nurse Practitioner	0	0	0
BSN-Entry Doctor of Nursing Practice, Nurse Executive	0	0	0
MSN-Entry Doctor of Nursing Practice	0	0	0
BSN-Entry Doctor of Nursing Practice, Psychiatric Mental Health Nurse Practitioner	0	0	0
Doctoral Degree Program Totals	4	3	3

- 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
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April 16, 2026

AGENDA ITEM #13:

Budget Report and Revenue Update.

SUBJECT:

Report on State budget and revenue.

Oral Presentation.

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AGENDA ITEM #14:

E&G Allocation.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$663,561.61 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$663,561.61 the University of Oklahoma Health Campus (OUHC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$1,327,123.22. This amount is sufficient for a transfer of \$663,561.61 each to OSU CHS and OUHC. OU Health Campus will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals \$118,947,722.77. A five-year history of allocations by fiscal year is included below:

5-Year History of Allocations	Amount to transferred out
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Total	\$4,589,909.61
FY 2025 Total	\$4,260,523.04
FY2026 Y-T-D	\$2,518,307.06

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AGENDA ITEM #15:

Master Lease Program.

SUBJECT:

Possible action on listing of potential 2026 Master Lease Equipment 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 Equipment Master Lease Series. The total projects from two entities amount to approximately \$2,300,000.

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. Equipment projects no longer require legislative review.

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 equipment include two system entities with an estimated total of approximately \$2.3 million in projects. The following table summarizes this series of project totals by institution with project descriptions provided by each institution. No bonds for refunding projects will be issued if the minimum threshold for savings is not achieved.

Institution	Total Amount to be Financed
Oklahoma Panhandle State University	\$500,000
Oklahoma State University	\$1,800,000
Total	\$2,300,000

Oklahoma Panhandle State University – Three Activity Buses	\$500,000
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The purpose of this project is to purchase 3 activity buses, transitioning from full-service charter bus travel to OPSU-owned buses operated with contracted drivers and maintenance services resulting in annual savings.

Oklahoma State University – Compressed Natural Gas fueling station equipment	\$1,800,000
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To replace the Compressed Natural Gas (CNG) fueling station equipment located at the corner of Lakeview and Western in Stillwater.

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AGENDA ITEM #16:

Investments.

SUBJECT:

Possible action on new Investment Managers.

This item will be available at the meeting.

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AGENDA ITEM #17:

Legislative Update.

SUBJECT:

Update on legislative activity.

Oral Presentation.

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AGENDA ITEM #18:

High School Indicators Report.

SUBJECT:

Possible action to acknowledge receipt of the 2024 High School Indicators Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2024 High School Indicators Report.

BACKGROUND:

Section 13 of Senate Bill No. 183 (SB 183) was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only requires multiple types of evaluation by the Oklahoma State Department of Education (SDE), but also requires that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the “effectiveness” of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the Oklahoma State Regents for Higher Education (OSRHE) has provided the following four reports annually:

1. High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges and Universities;
2. Headcount, Semester Hours, and Grade Point Average (GPA) Report;
3. Mean ACT Scores by Oklahoma High School Site; and
4. Developmental Education (Remediation) for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

In compliance with SB 183, OSRHE will transmit these data to the Office of Educational Quality and Accountability.

POLICY ISSUES:

These reports are consistent with OSRHE’s policy.

ANALYSIS:

High School to College-Going Rate Report

According to SDE, 45,637 students graduated from Oklahoma’s public high schools during the 2023-24 academic year. Of these graduates, 17,513 (38.4%) enrolled as first-time students at an Oklahoma college

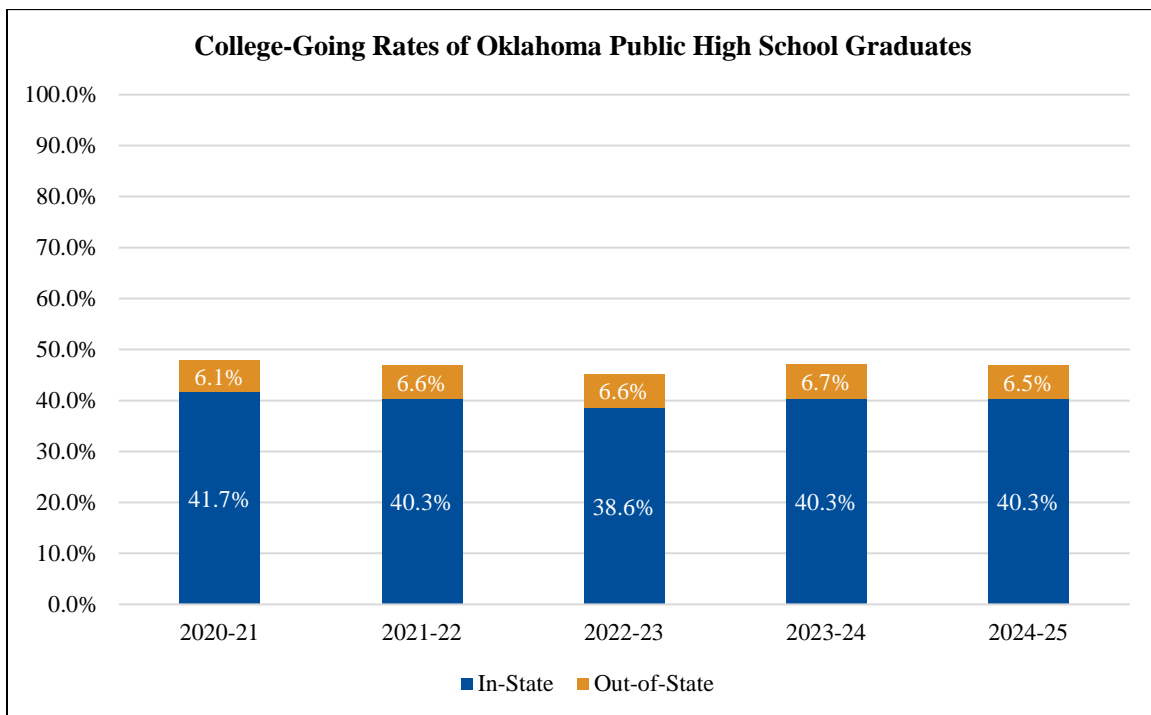
or university in Fall 2024. An additional 860 students (1.9%) enrolled at an Oklahoma institution in Spring 2025, resulting in an in-state academic year college-going rate of 40.3 percent.

In late 2024, OSRHE began utilizing StudentTracker, a data system maintained by the National Student Clearinghouse, to identify Oklahoma public high school graduates who enroll in out-of-state colleges and universities. This data source was first incorporated into the college-going rate in the 2023 High School Indicators Report. For the 2023-24 cohort of graduates, StudentTracker data indicate that 2,988 students (6.5%) enrolled at an out-of-state institution in Fall 2024 or Spring 2025.

Table 1 presents five-year trends in college-going rates for Oklahoma public high school graduates who enrolled at either in-state or out-of-state institutions. In previous reports, only students who entered college in the fall term were included; however, Table 1 now reflects students who enrolled during either the fall or spring semester immediately following high school graduation. In addition, the table incorporates revisions to student records that were previously miscoded and therefore excluded from college-going rate calculations. As a result of these methodological updates, the figures presented in Table 1 differ from those published in prior reports.

Table 1. College-Going Rates of Oklahoma Public High School Graduates

Entering Academic Year	College-Going In-State	College-Going Out-of-State	College-Going Overall
2020-21	41.7%	6.1%	47.8%
2021-22	40.3%	6.6%	46.9%
2022-23	38.6%	6.6%	45.2%
2023-24	40.3%	6.7%	47.0%
2024-25	40.3%	6.5%	46.8%



A comprehensive dataset on the college-going rates of 2023-24 Oklahoma public high school graduates will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

The dataset provides a detailed breakdown of graduates who enrolled as first-time college students in Fall 2024. The data is organized by county, district, and high school site and includes:

1. The total number of high school graduates;
2. The number of graduates who went to an in-state college or university in Fall 2024;
3. The number of graduates who went to an in-state college or university at any time during the 2024-25 academic year;
4. The number of graduates who entered an in-state college or university at any time during the 2024-25 academic year, including those who delayed entry for one year or more; and
5. The number of graduates who entered an out-of-state college or university at any time during the 2024-25 academic year.

Headcount, Semester Hours, and Grade Point Average (GPA) Report

The Headcount, Semester Hours, and GPA Report summarizes the academic performance of 2023-24 Oklahoma public high school graduates enrolled in freshman-level college coursework. The report includes headcount, semester credit hour, and GPA data for students who enrolled as first-time, degree-seeking college students in Fall 2024, as well as students who earned college credit as concurrent high school students in prior academic years. Headcount and semester credit hour data are reported by GPA range (0.0-1.6, 1.7-1.9, 2.0-2.9, and 3.0 or higher) and are presented both numerically and as percentages within each category.

Among the 15,980 first-time, degree-seeking students enrolled in Fall 2024 who earned college credit hours, 8,463 students (54.0%) achieved a GPA of 3.0 or higher in freshman-level coursework. In addition, 12,217 students (78.0%) earned a GPA of at least 2.0; figures for this measure exclude students in small cohorts to comply with FERPA privacy requirements. Collectively, these students completed 325,605 freshman-level credit hours. Of those, 299,028 credit hours (91.8%) were earned by students with a GPA of 2.0 or higher. Due to FERPA suppression of small cohort counts, the reported percentage of students earning a GPA of at least 2.0 is slightly overstated in comparison to the reported headcount.

Table 2 also incorporates revisions to student records that were previously miscoded and therefore excluded from past Headcount, Semester Hours, and GPA Reports. As a result, the figures presented in Table 2 differ from those published in prior reports.

Table 2. Credit Hours and GPA Earned by First-Time Entering Students

Entering Term	First-Time Freshmen	1,000-Level Credit Hours Earned	Students Earning 3.0+ GPA	Students Earning 2.0+ GPA
Fall 2020	15,787	294,371	47.7%	70.7%
Fall 2021	14,290	280,046	51.4%	75.0%
Fall 2022	14,830	291,991	52.6%	75.8%
Fall 2023	15,754	326,598	53.6%	77.4%
Fall 2024	15,980	325,605	54.0%	78.0%

Note: Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, credit hours reported are for courses that were passed, rather than for all courses attempted. Because of these changes, comparison with reports prior to 2013 will not be valid.

A comprehensive list of headcount, semester credit hours, and GPA for first-time entering students by high school site will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

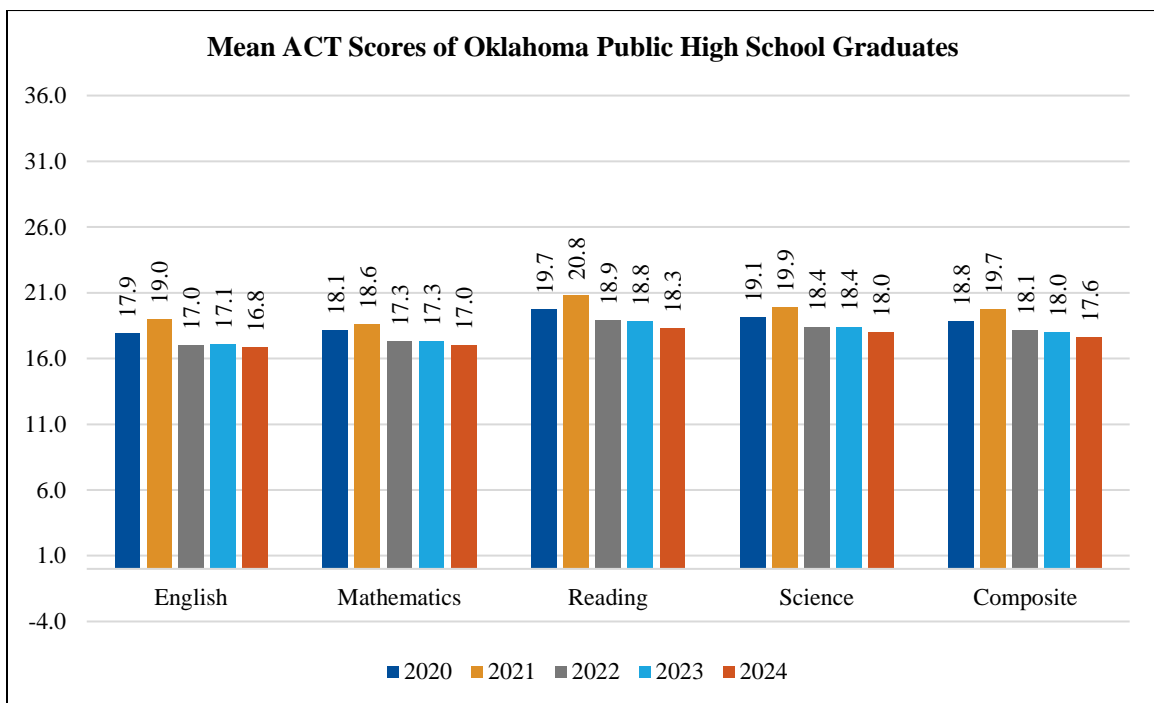
Mean ACT Scores by Oklahoma High School Site Report

The Mean ACT Scores by Oklahoma High School Site Report presents the average subject and composite ACT scores for 2024 Oklahoma public high school graduates. The report also includes the number of graduates who took the ACT, aggregated by county, district, and individual high school site. For students who took the ACT more than once, mean subject scores are calculated using each student’s highest score. In contrast, ACT, Inc. calculates mean composite scores based on a student’s most recent test attempt. Each student’s ACT score is attributed to the Oklahoma public high school site at which their highest score was earned. Scores associated with high school codes that do not correspond to a valid Oklahoma public high school site are excluded from this report.

According to ACT, Inc., 1,374,791 high school students nationwide took the ACT in 2024, representing a 0.8 percent decrease from the prior year. Of these test-takers, 42,965 were Oklahoma high school graduates with a valid Oklahoma public high school code. Although SDE fully funds either the ACT or SAT for all high school seniors, 91.4 percent of Oklahoma’s 2024 graduating class took the ACT examination. The statewide average ACT composite score for 2024 was 17.6, a decrease of 0.4 points from the previous year. Average subject scores also declined, with English decreasing by 0.3 points, Mathematics by 0.3 points, Reading by 0.5 points, and Science by 0.4 points.

Table 3. Mean ACT Scores of Oklahoma Public High School Graduates

Year	OK Public High School Students	English	Math	Reading	Science	Composite	% of High School Graduating Class
2020	39,228	17.9	18.1	19.7	19.1	18.8	89.4%
2021	23,443	19.0	18.6	20.8	19.9	19.7	55.5%
2022	39,537	17.0	17.3	18.9	18.4	18.1	87.6%
2023	38,460	17.1	17.3	18.8	18.4	18.0	87.5%
2024	42,965	16.8	17.0	18.3	18.0	17.6	94.1%



Fewer than half of Oklahoma’s 2024 ACT test-takers met the ACT College Readiness Benchmark in any of the four subject areas. Attainment rates were 40 percent in English, 16 percent in Mathematics, 29 percent in Reading, and 17 percent in Science. Overall, 11 percent of students met the College Readiness Benchmarks in all four subject areas, while five percent met the ACT STEM Readiness Benchmark.

Table 4. Public High School Graduates Meeting College Readiness Benchmarks

Subject Area	ACT College Readiness Score	Oklahoma Students Meeting Benchmark	National Average
English	18	40%	51%
Mathematics	22	16%	29%
Reading	22	29%	40%
Science	23	17%	30%
All Four College Readiness	--	11%	20%
STEM Readiness	26	5%	15%

Note: National average data comes from [ACT’s National Profile Report 2024](#).

A comprehensive list of ACT scores by county, high school site, and district will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

Developmental Education Rates

Of the 16,419 first-time, degree-seeking students who entered an Oklahoma college or university in Fall 2024, 4,715 students (28.7%) enrolled in at least one developmental education course. This total includes 2,400 students (14.6%) who enrolled in at least one traditional remedial (0-level) course and 2,315 students (14.1%) who enrolled in at least one co-requisite course. Developmental education encompasses both remedial and co-requisite coursework, with co-requisite courses providing supplemental academic support alongside a credit-bearing course for students who are not yet college-ready.

Like the High School to College-Going Rate Report and the Headcount, Semester Hours, and GPA Report, the Developmental Education Rates Report includes revisions to student records that were previously miscoded and therefore excluded from Remediation Rates Reports. As a result, the figures presented in Tables 5, 6, and 7 differ from those published in prior reports.

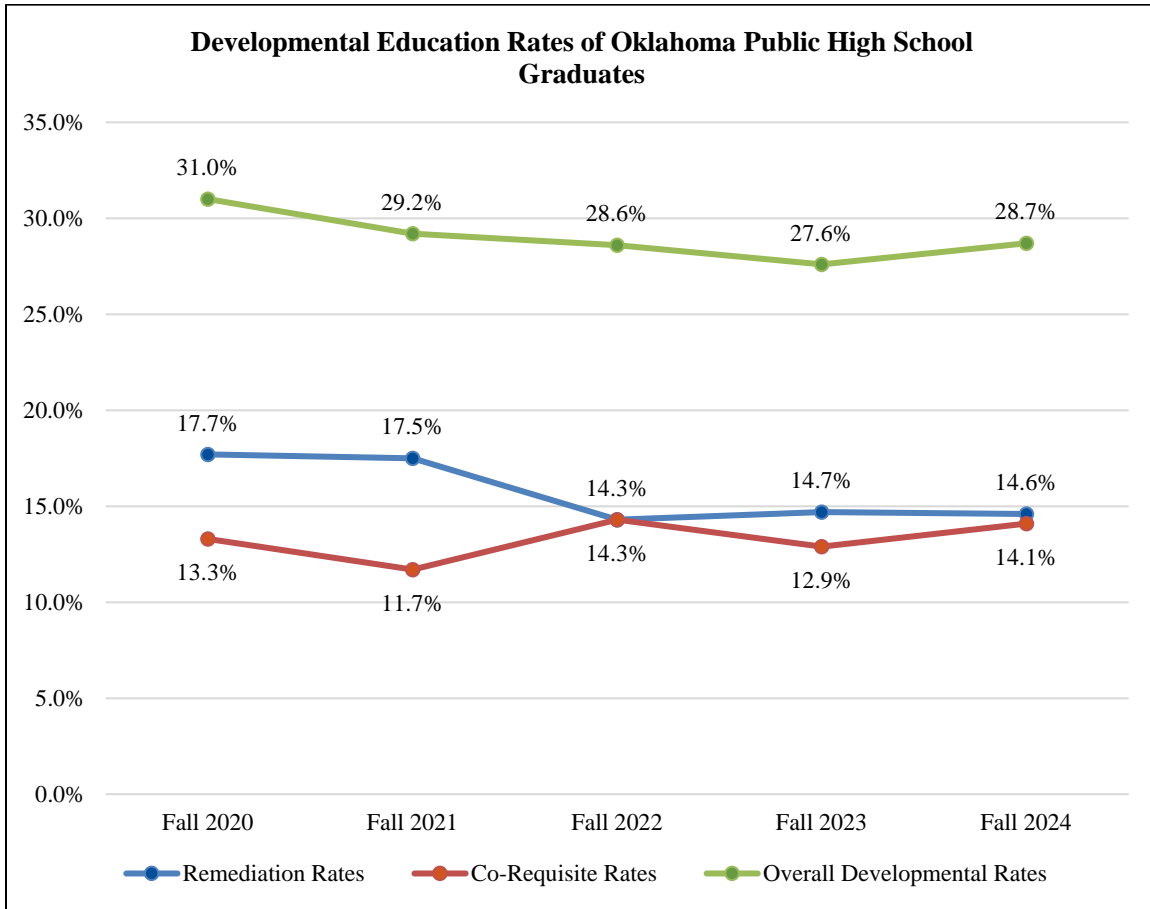
In previous reports, developmental education rates reflected enrollment only in 0-level remedial courses and did not include co-requisite coursework. Over time, reported remedial enrollment declined because of statewide and institutional initiatives led by OSRHE. These efforts included revised placement policies that incorporated high school GPA and other college readiness indicators, expanded use of direct enrollment in college-level courses with supplemental academic support, and the implementation of gateway mathematics courses aligned with students’ academic programs and career pathways.

Reporting exclusively on remedial coursework enrollment, however, did not fully capture the number of students requiring academic support upon college entry. ACT performance trends indicate a decline in college readiness, suggesting that an increasing number of students need developmental education services. To address this gap, OSRHE’s System Analysis and Reporting division developed a methodology to systematically identify and track student enrollment in co-requisite courses. This, this report includes co-requisite enrollment data for the first time, providing a more comprehensive and accurate representation of developmental education participation and students’ academic readiness as they enter higher education.

Table 5 presents data on developmental education by method of delivery (0-level remediation course enrollment versus co-requisite course enrollment) as well as overall developmental education rates.

Table 5. Developmental Education Rates of Oklahoma Public High School Graduates

Entering Term	Remediation (0-Level Course Enrollment) Rates	Co-Requisite Course Enrollment Rates	Overall Developmental Education Rates
Fall 2020	17.7%	13.3%	31.0%
Fall 2021	17.5%	11.7%	29.2%
Fall 2022	14.3%	14.3%	28.6%
Fall 2023	14.7%	12.9%	27.6%
Fall 2024	14.6%	14.1%	28.7%



Tables 6 and 7 break down the percentage of students enrolled in remedial (0-level) courses and co-requisite courses, respectively, by subject area.

Table 6. Percentage of First-Time Entering Students Enrolled in 0-Level Remediation Courses

Entering Term	Headcount Enrollment	English	Math	Reading	Science	Unduplicated
Fall 2020	16,388	4.2%	12.7%	6.6%	0.3%	17.7%
Fall 2021	14,748	3.1%	14.1%	5.8%	0.2%	17.5%
Fall 2022	15,297	2.2%	12.0%	6.1%	0.4%	14.3%
Fall 2023	16,161	2.2%	11.6%	5.3%	0.4%	14.7%
Fall 2024	16,419	1.8%	11.5%	5.1%	0.5%	14.6%

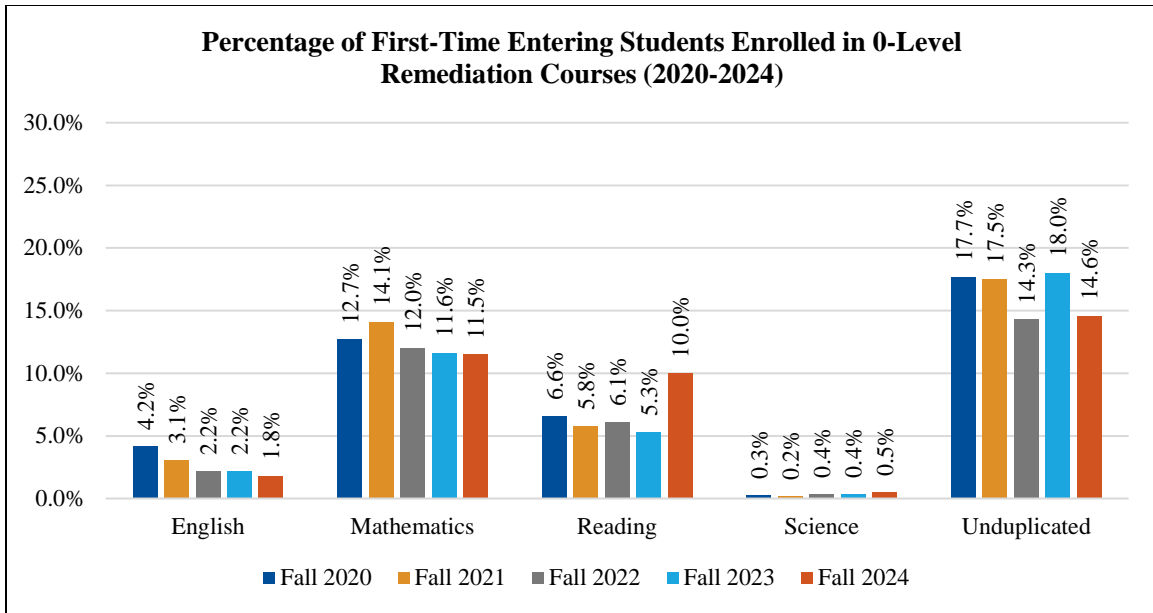
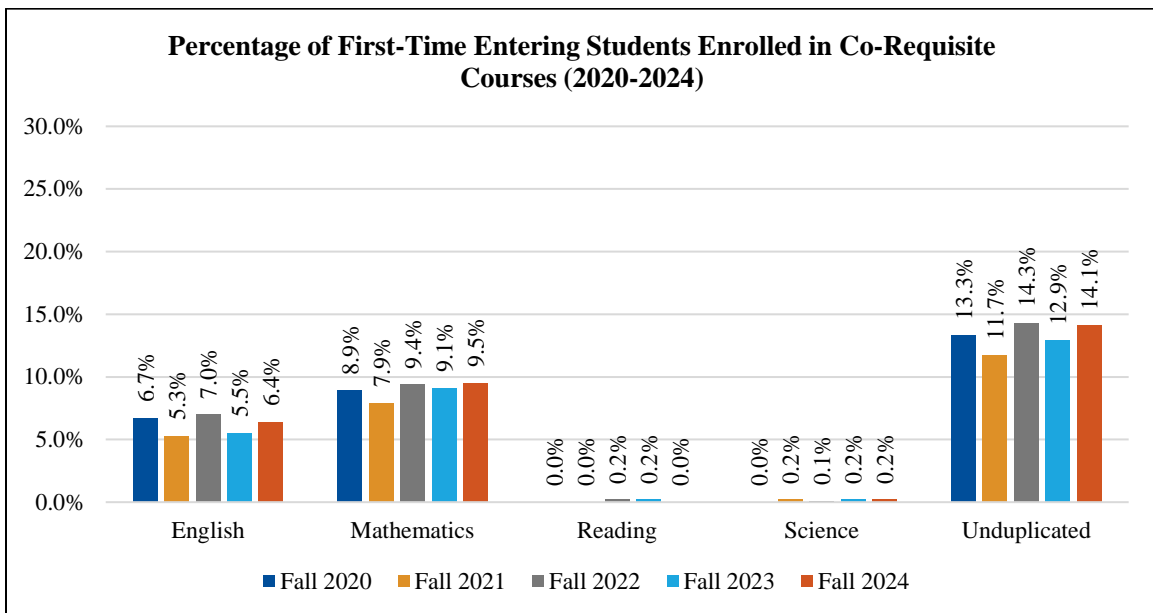


Table 7. Percentage of First-Time Entering Students Enrolled in Co-Requisite Courses

Entering Term	Headcount Enrollment	English	Math	Reading	Science	Unduplicated
Fall 2020	16,388	6.7%	8.9%	0.0%	0.0%	13.3%
Fall 2021	14,748	5.3%	7.9%	0.0%	0.2%	11.7%
Fall 2022	15,297	7.0%	9.4%	0.2%	0.1%	14.3%
Fall 2023	16,161	5.5%	9.1%	0.2%	0.2%	12.9%
Fall 2024	16,419	6.4%	9.5%	0.0%	0.2%	14.1%



A comprehensive list of developmental education rates by high school site and district will be available on the OSRHE website: <https://okhighered.org/studies-reports/preparation/>.

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AGENDA ITEM #19-a:

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 February 18, 2026 and March 12, 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 February 18, 2026 and March 12, 2026, there were 4 purchases exceeding \$25,000 but less than \$100,000.

Core

- 1) Titan AVL in the amount of \$57,043.29 for equipment upgrades to the LCR/RCR/2N conference rooms with new equipment, software and technology. (Funded from 210-Core).

OneNet

- 2) Carahsoft Technology Corporation in the amount of \$73,608.26 for routers to connect Carl Albert State College and the Tulsa Community College to the OneOklahoma Friction Free Network (OFFN). Costs recovered through the National Science Foundation OFFN8 grant award and OneNet subscriber fees. (Funded 718-OneNet).
- 3) Dell Marketing in the amount of \$88,040.46 Science DMZ servers and switches for the schools that have been added to the OFFN8 grant. Costs recovered through the National Science Foundation OFFN8 grant award. (/funded from 718-OneNet).
- 4) Curators of the University of Missouri in the amount of \$33,600.00 for 100G circuits, cross-connects and metro services needed for redundancy for OneNet research traffic from Oklahoma

City, Oklahoma to Dallas, Texas. This is replacing a more expensive shared service through LEARN. (Cost recovered through OneNet subscriber fees. (Funded from 718-OneNet).

- 5) Clifford Power Systems Incorporated in the amount of \$38,220.00 for annual generator maintenance and Load Bank testing on OneNet and OCAN Cummins generators, which provide emergency power if the commercial power is interrupted. (Funded from 718-OneNet).
- 6) Pinnacle Business Systems: \$78,450.00 for Pure Storage arrays, which serve as OneNet's primary production storage. The storage contract is required to ensure reliability. (Funded from 718-OneNet).
- 7) The Office of Management & Enterprise Services in the amount of \$55,741.88 for the Cyber Liability Insurance Premium covering security or system failures to other incidents, such as ransomware and vendor security failures. This is a renewal policy and is secured through coordination with the Office of Management and Enterprise Services Risk Management office. (Funded from 718-OneNet).

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AGENDA ITEM #19-b:

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:

Vice Chancellor for Academic and Student Affairs. It is recommended that the State Regents ratify the appointment of Dr. Julie Dinger as Vice Chancellor for Academic and Student Affairs, effective July 1, 2026. This appointment fills the vacancy created by the resignation of Dr. Joel Kendall. Dr. Dinger brings extensive leadership experience across Oklahoma's public higher education system. She currently serves as President of Oklahoma Panhandle State University and previously served as Provost and Vice President for Academic Affairs at the institution. She also has academic affairs leadership experience at Connors State College, where she served as Interim Vice President for Academic Affairs and Division Chair of Social Sciences. Dr. Dinger has demonstrated a strong commitment to academic quality, student success, and institutional effectiveness, along with a clear understanding of the opportunities and challenges facing higher education in Oklahoma. Her experience positions her well to support institutions, strengthen academic programs, and advance alignment with the state's workforce needs. A copy of the job description and Dr. Dinger's resume are attached.



JOB DESCRIPTION

Vice Chancellor for Academic and Student Affairs

FLSA: Exempt

Position #100266

Cost Center: APRA 13000

Worker's Comp Code: 8742

ESSENTIAL FUNCTION

The Vice Chancellor for Academic and Student Affairs is the chief academic officer and the chief student affairs officer for the Oklahoma State Regents for Higher Education. In this capacity, the Vice Chancellor provides academic leadership to the Oklahoma state system of higher education, consisting of 25 universities and colleges, as well as 10 constituent agencies.

The position guides the State Regents' academic work in the areas of academic policy, student preparation, collegiate programs, student services, and federal post-secondary authorization and compliance. Academic leadership includes strategies and work relating to: 1) developing pathways that expand access to higher education, including concurrent enrollment, outreach and recruitment for first-time college students, and adult degree completion initiatives, 2) advancing statewide workforce and economic development efforts, 3) managing the academic initiatives within the State Regents' Public Agenda, and 4) providing leadership and oversight for state-administered grants and scholarships operations.

RESPONSIBILITIES AND DUTIES

Provide leadership and direction for the Academic Affairs and Student Affairs division of the State Regents and the Oklahoma State System of Higher Education, including responsibility, oversight, and supervision for:

Academic and Policy Leadership: Provide systemwide leadership for academic policy, program approval and review, accreditation and evaluation, institutional functions, statewide degree inventory, transfer and articulation, state authorization, academic innovation, online and adult learning initiatives, and coordination with academic councils and institutional leaders.

Student Access, Preparation, and Success: Oversee pre-collegiate and student success initiatives that expand access to higher education and improve college readiness, including concurrent enrollment, early college programs, student preparation efforts, PK-16 partnerships, civic engagement, student leadership development, and statewide student advisory structures.

Workforce and Economic Development Alignment: Advance statewide efforts linking academic programs to workforce and economic development priorities, including adult degree completion,

micro-credentials, online learning, partnerships with technology centers and state agencies, and initiatives addressing critical workforce shortages.

Scholarships, Grants, and Financial Access: Provide leadership and oversight for the administration of statewide scholarship and grant programs, including Oklahoma's Promise, Inspired to Teach, and other legislatively authorized programs; ensure compliance with statutory and regulatory requirements; oversee allocation and disbursement of funds; and coordinate reporting to the State Regents, Legislature, and other stakeholders.

General Duties

- As needed, represent the Chancellor within the legislative network and respond to requests related to bills under consideration and research/information for presentation at interim studies.
- Provide leadership and support to key advisory groups such as the Council of Presidents, Council on Instruction, Council on Student Affairs, and other internal and external councils.
- Represent the Chancellor on academic issues with institutions, agencies, and organizations within Oklahoma, the region, and the nation.
- Coordinate various academic committees and task force studies on academic and student affairs policy issues and system-wide strategic planning efforts, including work with the Oklahoma State Department of Education and the Oklahoma Department of Career and Technical Education.
- Guide the preparation of academic policy, analysis papers, and agenda items with recommendations for State Regents' consideration.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Other similar duties as assigned.

MINIMUM QUALIFICATIONS

The individual in this position must have an earned doctorate from an accredited university and at least ten (10) years of progressively responsible experience in higher education, including work with faculty, administrators, and staff. The successful candidate must demonstrate a strong understanding of higher education policy and practice, with excellent verbal, written, and analytical skills.

The individual must demonstrate the ability to operate effectively in a system-level context, including experience working with governing boards, coordinating or regulatory bodies, state agencies, or cross-institutional partners. The successful candidate will possess broad knowledge of academic and student affairs across diverse institutional sectors, including community colleges, regional universities, and research institutions, and demonstrate the ability to lead initiatives that advance statewide academic, student success, and workforce priorities. Some in-state and out-of-state travel is required.

PREFERRED QUALIFICATIONS

Significant senior-level administrative experience in higher education, preferably in academic affairs.

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.

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

Signature _____ Date _____

Julie Dinger | Curriculum Vitae



Executive Summary

Senior higher education executive with more than 15 years of leadership experience across Oklahoma's public higher education system, including service as chief academic officer at both a community college and a regional university and currently serving as president. Proven record of advancing statewide academic policy, student access and success, workforce-aligned programs, and institutional performance through collaborative, data-informed leadership. Extensive experience working with governing boards, legislators, federal and state partners, and multi-institution systems to align strategy, policy, and resources in support of Oklahoma's colleges and universities. Brings a comprehensive Oklahoma system perspective informed by personal academic experience at a flagship research university (University of Oklahoma) and professional leadership at both a community college (Connors State College) and a regional public university (Oklahoma Panhandle State University).

Education

Doctor of Philosophy, Sociology — University of Oklahoma, 2016

Areas of Emphasis in Environmental Sociology and International Stratification

Master of Arts, Sociology — University of Oklahoma, 2007

Bachelor of Arts, Sociology — University of Oklahoma, 2004

Certificates

La Academia de Liderazgo — Hispanic Association of Colleges and Universities, 2022-2023

Leadership and Character in Uncertain Times — John F. Kennedy School of Government at Harvard University, 2021

Retention Certification Program — Educational Policy Institute, 2019

Experience

President

Oklahoma Panhandle State University July 2022-Present

Serving as the 16th President of Oklahoma Panhandle State University, providing executive leadership focused on academic quality, student success, system alignment, and public accountability.

- Regularly represent Oklahoma public higher education in state and federal advocacy in collaboration with the Chancellor of the Oklahoma State Regents for Higher Education and the Board of Regents for the Oklahoma Agricultural & Mechanical Colleges, including testimony during legislative interim studies on Deferred Maintenance and Concurrent Enrollment, engagement with members of the Oklahoma Legislature, and collaboration with state policy leaders.

- Hosted a delegation of Oklahoma House members including Speaker of the House and several representatives on campus in April 2024 during a critical phase of legislative deliberations on the first major tranche of deferred maintenance funding. Maintaining positive relationships with these representatives long term.
- Maintain ongoing engagement with Oklahoma’s federal delegation, including hosting U.S. Senators James Lankford and Markwayne Mullin on campus and working with congressional field representatives to advance institutional and statewide priorities.
- Worked extensively within the OSU A&M system, contributing to shared services and collaborative arrangements that leverage system-wide scale to improve efficiency, enrollment, and service delivery.
- Led system-aware partnerships across higher education, K–12, and workforce entities, including Panhandle Tech, early college high school initiatives, online degree expansion, and industry-aligned programs supporting adult learners.
- Member of the Higher Learning Commission Peer Corps since 2015; appointed to the Institutional Actions Council in 2025.
- Led institutional redesign of student persistence and completion strategies, resulting in sustained improvements in retention and graduation metrics and a record number of degrees awarded in December 2025.

**Provost and Vice President of Academic and Student Affairs
Oklahoma Panhandle State University July 2017-June 2022**

Chief academic officer providing leadership for academic programs, student affairs, enrollment management, accreditation, budgeting, and institutional planning.

- Led a comprehensive redesign of enrollment management, resulting in a 13% increase in student headcount and 16% growth in FTE enrollment.
- Oversaw implementation of the state’s first rural Early College High School Program, expanding access for underserved and first-generation students.
- Established the University Academic Resource Center, contributing to a 25% increase in graduates and recognition by the Higher Learning Commission for improved student outcomes.
- Directed academic and student affairs budgets and multi-year operating plans aligned with institutional strategic priorities.
- Partnered with University Advancement to strengthen alumni and donor engagement, contributing to more than \$20 million in private gifts and grants.
- Led development and adoption of the OPSU Strategic Plan and Scorecard, aligning academic, budgetary, and personnel evaluation processes.
- Expanded online program offerings, including RN–BSN, BBA, and Agribusiness, increasing access for adult and non-traditional learners.
- Served as Accreditation Liaison Officer and led successful reaffirmation of accreditation through redesigned assessment and continuous improvement processes.
- Worked with governing and coordinating boards on academic policy compliance and program approvals.

Interim Vice President of Academic Affairs

Connors State College, Warner, OK July 2016-June 2017

Chief academic officer providing leadership for academic programs, accreditation, student success initiatives, and institutional planning.

- Led implementation of the college's first Title III Native Serving Non-Tribal Institution (NASNTI) grant, advancing culturally responsive curriculum and student support initiatives.
- Oversaw development of the Online Learning Excellence Center, strengthening faculty capacity and instructional quality for online and hybrid delivery.
- Expanded dual credit and early college access for underrepresented high school students in alignment with statewide access and completion priorities.
- Served as Accreditation Liaison Officer and joined the Higher Learning Commission Peer Review Corps, supporting institutional and system-level accreditation processes.
- Contributed to development and support of student mentoring and leadership programs aligned with persistence and completion goals.

Division Chair of Social Sciences

Connors State College, Warner, OK July 2013-June 2017

Provided academic and administrative leadership for multiple disciplines within a comprehensive community college.

- Led curricular development and faculty oversight across Sociology, Psychology, History, and Political Science.
- Secured approval from the Higher Learning Commission and Oklahoma State Regents for Higher Education to deliver Early Childhood Education fully online.
- Elected by peers statewide to represent rural colleges on the OSRHE Faculty Advisory Council, providing faculty perspective to the Chancellor of Higher Education.

Instructor of Sociology

Connors State College, Warner, OK January 2010-June 2016

- Taught sociology courses and supported curriculum development in Sociology and Criminal Justice.
- Provided culturally responsive professional development and community-based engagement in support of student learning and access.

Graduate Teaching Assistant

University of Oklahoma August 2004-May 2010

- Taught both lower and upper division courses within the Department of Sociology.

Selected Academic Presentations and Publications

- Blanton, R., Dinger, J., & Faltyn, T. (2014). Leadership Gardening: Cultivating Leadership and Communication through Employee Development Programs. *Higher Learning Commission 2014 Collection of Papers*. Chicago, IL.
- Burns, T., Boyd, T., & Dinger, J. (2003). W(h)ither the Sacred Canopy? *Annual Conference of the Notre Dame Center for Ethics and Culture*. Euclid, OH.
- Burns, T., Boyd, T., & Dinger, J. (2005). Prolegomena to the Study of Comparative Religions. *American Sociological Association Annual Meeting*. Philadelphia, PA.
- Dinger, J. (2009). Greenhouse Gas Emissions and National Development. *Annual Third World Studies Conference*. Omaha, NE.
- Dinger, J. (2010). Streaming Video in the Classroom: Using New Technologies to Engage Students in a Globalized Discourse. *Oklahoma Global Education Conference*. Oklahoma City, OK.
- Dinger, J. (2016). *An Investigation into Demographic and Macrosocial Causes of Six Greenhouse Gases*. Norman: University of Oklahoma, Dissertation, ShareOK.org.
- Dinger, J. (2025). Advancing Financial Management in Higher Education [Zoom presentation]. *Enlace Leadership Program*. Hispanic Association of Colleges and Universities.
- Dinger, J., & Burns, T. (2015). Comparing Models for Greenhouse Gas Emissions. *American Sociological Association Annual Meeting*. Chicago, IL.
- Dinger, J., & O'Quinn, R. (2014). A Comprehensive Attack on Developmental Education. *Higher Learning Commission 2014 Collection of Papers*. Chicago, IL.
- Dinger, J., & O'Quinn, R. (2015). Put Some Lipstick on that Pig: Making Data Beautiful. *League for Innovations Annual Conference*. Boston, MA.
- O'Quinn, R., & Dinger, J. (2015). Dazed and Confused to Engaged and Amused: K-12 and College Partnerships. *League for Innovations Annual Conference*. Boston, MA.
- Ramming, R., Dinger, J., & O'Quinn, R. (2015). Data Driven Decisions for Persistence: Stark Realities, Practical Solutions. *Higher Learning Commission 2015 Collection of Papers*. Chicago, IL.

References Available Upon Request

Meeting of the
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AGENDA ITEM #19-c (1):

Resolutions.

SUBJECT:

Resolution honoring the service of Regent Jeffrey W. Hickman.

This item will be available at the meeting.

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AGENDA ITEM #19-c (2):

Resolution.

SUBJECT:

Resolution honoring the service of Regent Dustin J. Hilliary.

This item will be available at the meeting.

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AGENDA ITEM #20-a:

Reports.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Status Report on 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 #20-b:

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2024-2025 Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2024-2025 Report.

BACKGROUND:

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

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

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

This publication reports the income and expenditures for FY2025 with comparisons to FY2024 and FY2022.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2025 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

<i>Total Educational and General Part I Income: FY2025 compared to FY2024 25 Colleges and Universities</i>				
<i>Income:</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	1,454,350,856	1,383,037,801	71,313,056	5.2%
<i>State Appropriations</i>	621,521,983	611,605,301	9,916,682	1.6%
<i>Federal Stimulus</i>	22,821,559	29,836,200	(7,014,641)	-23.5%
<i>Gifts and Grants</i>	163,718,462	131,162,433	32,556,029	24.8%
<i>Other Sources</i>	124,334,613	103,395,687	20,938,926	20.3%
<i>Total Income</i>	2,386,747,474	2,259,037,422	127,710,052	5.7%

<i>Total Educational and General Part I Expenditures: FY2025 compared to FY2024 25 Colleges and Universities</i>				
<i>Expenditures</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	876,687,034	857,704,159	18,982,875	2.2%
<i>Research</i>	84,279,799	81,919,382	2,360,417	2.9%
<i>Public Service</i>	23,532,610	21,380,899	2,151,711	10.1%
<i>Academic Support</i>	270,738,543	258,829,462	11,909,081	4.6%
<i>Student Services</i>	175,279,856	170,663,329	4,616,527	2.7%
<i>Institutional Support</i>	193,063,372	177,634,767	15,428,605	8.7%
<i>Physical Plant</i>	291,968,279	285,140,115	6,828,164	2.4%
<i>Scholarships</i>	369,710,091	358,713,439	10,996,651	3.1%
<i>Total</i>	2,285,259,584	2,211,985,551	73,274,032	3.3%

<i>Total Educational and General Part I Expenditures: FY2025 compared to FY2024 25 Colleges and Universities</i>				
<i>Expenditures</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	466,361,712	456,102,416	10,259,297	2.2%
<i>Professional Salaries</i>	353,410,613	344,513,520	8,897,093	2.6%
<i>Other Salaries & Wages</i>	201,712,426	177,078,396	24,634,030	13.9%
<i>Fringe Benefits</i>	336,078,792	329,105,857	6,972,934	2.1%
<i>Sub-Total</i>	1,357,563,543	1,306,800,189	50,763,354	3.9%
<i>Professional Services</i>	102,746,909	86,218,076	16,528,833	19.2%
<i>Travel</i>	23,986,713	20,911,494	3,075,220	14.7%
<i>Utilities</i>	78,914,698	76,779,740	2,134,958	2.8%
<i>Supplies & Other Operating Expenses</i>	238,251,911	243,715,382	(5,463,471)	-2.2%
<i>Property, Furniture & Equipment</i>	47,446,667	62,878,717	(15,432,050)	-24.5%
<i>Library Books & Periodicals</i>	29,162,913	27,118,916	2,043,997	7.5%
<i>Scholarships & Other Assistance</i>	366,535,416	355,279,917	11,255,498	3.2%
<i>Transfers & Other Disbursements</i>	40,650,815	32,283,121	8,367,694	25.9%
<i>Sub-Total</i>	927,696,042	905,185,363	22,510,679	2.5%
<i>Total</i>	2,285,259,584	2,211,985,551	73,274,033	3.3%

Ten Constituent Agencies:

<i>Total Educational and General Part I Income: FY2025 compared to FY2024</i>				
<i>10 Constituent Agencies</i>				
<i>Income:</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	205,377,290	200,120,458	5,256,832	2.6%
<i>State Appropriations</i>	196,771,130	193,743,694	3,027,436	1.6%
<i>Federal Stimulus</i>	14,049,944	13,875,300	174,644	1.3%
<i>Gifts and Grants</i>	32,011,142	29,369,176	2,641,966	9.0%
<i>Other Sources</i>	76,659,384	74,095,459	2,563,925	3.5%
<i>Total Income</i>	524,868,889	511,204,086	13,664,803	2.7%

<i>Total Educational and General Part I Expenditures: FY2025 compared to FY2024</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	240,089,034	245,323,298	-5,234,264	-2.1%
<i>Research</i>	56,274,344	16,108,140	40,166,204	249.4%
<i>Public Service</i>	62,474,422	56,442,032	6,032,391	10.7%
<i>Academic Support</i>	63,694,494	57,010,967	6,683,527	11.7%
<i>Sub-Total</i>	422,532,294	374,884,436	47,647,858	12.7%
<i>Student Services</i>	17,647,121	19,015,376	-1,368,255	-7.2%
<i>Institutional Support</i>	58,367,030	61,192,103	-2,825,074	-4.6%
<i>Physical Plant</i>	81,776,429	83,262,179	-1,485,750	-1.8%
<i>Scholarships</i>	21,547,813	22,430,281	-882,468	-3.9%
<i>Sub-Total</i>	179,338,392	185,899,938	-6,561,546	-3.5%
<i>Total</i>	601,870,686	560,784,374	41,086,312	7.3%

<i>Total Educational and General Part I Expenditures: FY2025 compared to FY2024</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Teaching Salaries</i>	110,848,004	113,509,003	(2,660,999)	-2.3%
<i>Professional Salaries</i>	133,276,667	112,125,374	21,151,294	18.9%
<i>Other Salaries & Wages</i>	57,581,746	48,711,517	8,870,230	18.2%
<i>Fringe Benefits</i>	92,466,090	86,023,141	6,442,949	7.5%
<i>Sub-Total</i>	394,172,508	360,369,035	33,803,473	9.4%
<i>Professional Services</i>	14,970,067	13,213,466	1,756,601	13.3%
<i>Travel</i>	5,582,843	4,680,807	902,036	19.3%
<i>Utilities</i>	17,381,084	19,494,184	(2,113,100)	-10.8%
<i>Supplies & Other Operating Expenses</i>	97,032,803	93,118,735	3,914,068	4.2%
<i>Property, Furniture & Equipment</i>	14,330,582	11,212,535	3,118,047	27.8%
<i>Library Books & Periodicals</i>	6,588,018	6,415,953	172,066	2.7%
<i>Scholarships & Other Assistance</i>	22,052,506	22,686,654	(634,147)	-2.8%
<i>Transfers & Other Disbursements</i>	29,760,274	29,593,006	167,268	0.6%
<i>Sub-Total</i>	207,698,178	200,415,340	7,282,839	3.6%
<i>Total</i>	601,870,686	560,784,374	41,086,312	7.3%

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

Total Income for the 25 College and Universities and the 10 Constituent Agencies FY2025 compared to FY2024				
<i>Income</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,911,616,363	2,769,547,128	142,069,235	5.1%
<i>Sponsored Research</i>	721,425,742	695,963,416	25,462,325	3.7%
<i>Student Aid</i>	493,498,264	402,125,715	91,372,548	22.7%
<i>Auxiliary Services</i>	1,067,958,986	957,978,240	109,980,745	11.5%
<i>Hospitals and Clinics</i>	649,166,395	161,855,881	487,310,514	301.1%
<i>Agency Special</i>	589,818,820	472,675,861	117,142,959	24.8%
Total	6,433,484,569	5,460,146,242	973,338,327	17.8%

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies FY2025 compared to FY2024				
<i>Expenditures</i>	<i>FY2025</i>	<i>FY2024</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,887,130,270	2,772,769,926	114,360,344	4.1%
<i>Sponsored Research</i>	721,425,742	695,963,416	25,462,325	3.7%
<i>Student Aid</i>	512,335,493	417,621,613	94,713,881	22.7%
<i>Auxiliary Enterprises</i>	983,689,133	829,239,979	154,449,154	18.6%
<i>Hospitals and Clinics</i>	422,877,298	433,284,762	(10,407,464)	-2.4%
<i>Agency Special</i>	551,758,356	416,761,091	134,997,265	32.4%
Total	6,079,216,292	5,565,640,787	513,575,504	9.2%

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 16, 2026

AGENDA ITEM #22:

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-fifth Meeting



March 26, 2026

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

Minutes of the Eight Hundred and Fifty-fifth Meeting
March 26, 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-fifth Meeting
of the**

Oklahoma State Regents for Higher Education

March 26, 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, March 26, 2026, at Tulsa Community College’s Northeast Campus, Seminar Center – AB 121 (3727 East Apache Street, Tulsa, 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, Ken Levit, Dennis Casey, Jeffrey W. Hickman, Steven W. Taylor, and Michael C. Turpen were present.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Adwon, to approve the minutes of the State Regents’ meetings in February 2026. Voting for the motion were Regents Sherry, Warmington, Hilliary, Adwon, Levit, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Warmington called the meeting to order and welcomed attendees to Tulsa Community College. She expressed appreciation to President Leigh Goodson and her team for hosting the meeting and for their hospitality. She also thanked Regent Mitch Adwon and his wife, Melinda, for hosting the Regents for dinner the previous evening. Chair Warmington acknowledged the Governor’s recent appointment of Regent Dustin Hilliary to the University of Oklahoma Board of Regents,

pending Senate confirmation. She noted that Regent Hilliary has been a valued colleague and trusted voice, highlighting his strong business perspective and focus on aligning higher education with workforce needs and economic growth. She added that while he will be missed on the State Regents, his continued service to Oklahoma higher education in this new role is appreciated. Chair Warmington encouraged her fellow Regents to attend Higher Education Day at the State Capitol on Tuesday, March 31, if their schedules allow, and noted that she looks forward to attending the upcoming National Conference on Trusteeship with the Association of Governing Boards of Colleges and Universities.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Burrage thanked Chair Warmington and expressed appreciation to President Leigh Goodson and the Tulsa Community College team for hosting the meeting. He also thanked Regent Mitch Adwon and his wife, Melinda, for hosting dinner the previous evening. Chancellor Burrage recognized Regent Dustin Hilliary for his service on the State Regents, expressing appreciation for his contributions and leadership. Chancellor Burrage provided an update on the legislative session, noting that he continues to meet regularly with members of the Legislature to discuss higher education priorities, including the system's budget and the role institutions play in supporting Oklahoma's workforce and economy, and indicated that those conversations have been productive with continued engagement from legislative leaders. He also provided an update on the funding formula, stating that work is progressing steadily and that representatives from HCM Strategists will attend the April State Regents meeting to present an update and review feedback from the stakeholder engagement process, which will provide Regents an opportunity to hear directly about progress and key takeaways. He concluded his remarks.
6. **PRESIDENT'S WELCOME.** Tulsa Community College President Leigh Goodson welcomed the State Regents to campus. She introduced a student, Kameron Sanders, to address the State Regents. Kameron discussed his experiences at Tulsa Community College and his plans following graduation.
7. **STATE SYSTEM INSTITUTIONAL UPDATE.** Tulsa Community College President Leigh Goodson provided an update on institutional activities. She reported that TCC serves

approximately 22,000 students and is focused on accelerating student success, completion, and post-graduate outcomes, noting that student success has doubled and three-year graduation rates have increased. She emphasized efforts to promote student agency through career development, student activities, and leadership opportunities. President Goodson highlighted access and affordability as top priorities, reporting that the TCC Foundation provides more than \$1.3 million annually in privately funded scholarships through a streamlined application process, with 80 scholarship opportunities available; 43 percent of full-time students receive Pell Grants, and 77 percent of graduates complete their degrees debt-free. She noted that approximately 25 percent of incoming freshmen attend tuition-free through Tulsa Achieves, while the remaining 75 percent are adult or nontraditional students who do not qualify. Tulsa Achieves participants are required to complete 40 hours of community service, and since inception, more than 32,000 students have participated, contributing over one million service hours; the program is projected to cost \$4.3 million within TCC's \$150 million budget, and students are required to complete the FAFSA to maximize available aid. In response to a question from Regent Turpen, President Goodson reported that the TCC Foundation holds over \$20 million in endowment, with significant growth during the Campaign for Completion and a \$5 million matching gift from the Schusterman Foundation. She also discussed TCC's role as a partner in the United for ALICE initiative, serving as the educational arm to support individuals seeking to increase or stabilize income, and its partnership with 211 to connect students to essential resources. President Goodson reflected on TCC's participation in the American Association of Community Colleges Pathways program, which informed institutional redesign to improve student success and led to additional national partnerships. Currently, TCC is working with WestEd's Center for Economic Mobility and the National Center for Inquiry and Improvement on the Back on Track initiative, which serves 600–800 students annually and focuses on pathways from low-wage jobs to family-sustaining careers in healthcare administration, data analytics, and child development. She also highlighted community-based programs such as Food on the Move. Regent Casey inquired about the impact of concurrent enrollment; President Goodson indicated it benefits students by reducing costs and accelerating progress while increasing the likelihood they will continue at TCC. She

reported that 172 students who began as concurrent students have completed an associate degree and projected that number will increase to approximately 250 within five years.

8. **NEW PROGRAMS.**

- a. **Cameron University.** Regent Casey presented Agenda Item #8-a, which is a request from Cameron University to offer the Bachelor of Science in Mechanical Engineering, 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 126-credit hour program that 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. Regent Hickman inquired about the current partnership Cameron University has with the University of Oklahoma. Regent Casey moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Warmington, Hilliary, Adwon, Levit, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
- b. **Southwestern Oklahoma State University.** Regent Casey presented Agenda Item #8-b, which is a request from Southwestern Oklahoma State University to offer the Master of Education in English Education, 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 33-credit hour program that 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. Regent Taylor inquired how the program will be delivered, and Dr. Beauchamp responded that it is a fully online program. Regent Casey moved, seconded by Regent Hickman, to approve the request. Voting for the motion were Regents Hilliary, Adwon, Levit, Casey, Hickman, Turpen, Sherry, and Warmington. Voting against the motion was Regent Taylor.
- c. **Southwestern Oklahoma State University.** Regent Casey presented Agenda Item #8-c, which is a request from Southwestern Oklahoma State University to offer the

Associate in Applied Science in Medical Coding, 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 64-credit hour program that 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. Regent Warmington inquired about the anticipated enrollment and employer demand. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Adwon, Levit, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.

- d. **Murray State College.** Regent Casey presented Agenda Item #8-d, which is a request from Murray State College to offer the Associate in Applied Science in Speech Language Pathology Assistant, 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 61-credit hour program that will prepare graduates for employment working under the supervision of licensed Speech Language Pathologists (SLP) in educational, clinical, and healthcare settings. Regent Casey inquired about the demand for these graduates compared to fully licensed speech language pathologists. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Levit, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, and Adwon. Voting against the motion were none.
- e. **Rose State College.** Regent Casey presented Agenda Item #8-e, which is a request from Rose State College to offer the Associate in Applied Science in Simulation Technology, 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 63-credit hour program that 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. Regent Casey inquired about the demand for these graduates compared to fully licensed speech language pathologists. Regent Casey moved, seconded by Regent Hickman, to approve the request. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Adwon, and Levit. Voting against the motion were none.

9. **PROGRAM DELETIONS.** Regent Casey presented Agenda Item #9, which is the approval of institutional requests for program deletions from the University of Oklahoma, Northeastern State University, Northwestern Oklahoma State University, Oklahoma Panhandle State University, the University of Central Oklahoma, and Oklahoma City Community College, as listed in the agenda item. It appears that no students will be negatively impacted by the program deletions. Regent Casey noted these program deletions are a continuation of the State Regents work to reduce low-producing programs at state system institutions. Regent Casey moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Adwon, Levit, and Casey. Voting against the motion were none.
10. **ACADEMIC POLICY.** Chair Warmington announced that Items 11-a through 11-f are the posting of proposed revisions to State Regents' policies 3.4, 3.9, 3.10, 3.12, 3.15, and 3.16. These items are for posting only at this time.
 - 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. Regent Casey presented Agenda Item #10-g, which is a request to approve proposed revisions to State Regents' policy 3.8 – Changes in Academic Structure and Nomenclature. Regent Casey moved, seconded by Regent Adwon, to approve the request. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Hilliary, Adwon, Levit, Casey, and Hickman. Voting against the motion were none.
- h. Regent Casey presented Agenda Item #10-h, which is a request to approve proposed revisions to State Regents' policy 3.11 – Undergraduate Transfer and Articulation. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Hilliary, Adwon, Levit, Casey, Hickman, and Turpen. Voting against the motion were none.
- i. Regent Casey presented Agenda Item #10-i, which is a request to approve proposed revisions to State Regents' policy 3.17 – Distance Education and Traditional Off-Campus Courses and Programs. Regent Casey moved, seconded by Regent Adwon, to approve the request. Voting for the motion were Regents Sherry, Warmington, Hilliary, Adwon, Levit, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- j. Regent Casey presented Agenda Item #10-j, which is a request to approve proposed revisions to State Regents' policy 3.19 – Academic Calendar. Regent Casey moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Warmington, Hilliary, Adwon, Levit, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none.
- k. Regent Casey presented Agenda Item #10-k, which is a request to a request to approve Cameron University's request for an exception to the State Regents' concurrent enrollment policy to continue allowing tenth-grade students to enroll at the institution during the 2026-2027 academic year. This is a partnership with Lawton Public Schools and Duncan Public Schools. Regent Casey moved,

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

11. **STATE AUTHORIZATION.**

a. Regent Casey presented Item #11-a, which is a request from California Institute of Applied Technology 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 Adwon, Levit, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.

b. Regent Casey presented Item #11-b, which is a request from John Brown University and University of San Diego for re-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 Adwon, Levit, Casey, Hickman, Turpen, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.

12. **FEASIBILITY STUDY.** Chair Warmington asked Chancellor Burrage to introduce Agenda Item #12, which is a request to acknowledge receipt of the feasibility study on 90-hour bachelor's degrees. Chancellor Burrage opened the item by expressing appreciation for the Governor's Executive Order directing the State Regents to conduct a feasibility study on 90-hour bachelor's degrees, noting that the issue has been under discussion for several years and aligns with legislative interest and workforce needs, and emphasizing that the proposed policy changes are limited in scope and intended to establish a framework for evaluating institutional requests rather than broadly authorizing programs before turning the presentation over to Dr. Kylie Smith, Vice Chancellor for Administration. Dr.

Smith presented the feasibility study on reduced-credit (90-credit-hour) bachelor's degree programs, explaining that these programs are accelerated, workforce-aligned pathways that do not replace traditional degrees, provided national and state context, and emphasized that implementation should be limited to applied disciplines with strong institutional capacity and employer alignment. She outlined considerations related to affordability, workforce outcomes, accreditation, transferability, and taxpayer impact, noted that no statutory changes are required but that revisions to Policies 3.4 and 3.15 would establish an approval framework, and concluded that a limited, structured approach allowing institutions to submit proposals for State Regents' review with appropriate oversight and outcome monitoring is recommended. Regent Turpen requested clarification regarding which portion of the traditional four-year bachelor's degree structure would be eliminated under a 90-credit-hour model; Dr. Smith indicated that the model would reduce general education requirements and potentially elective coursework, and Dr. Beauchamp noted that, in effect, the reduction equates to approximately one academic year based on credit hours. Regent Casey and President Raleigh discussed employer perspectives, noting that some industries and companies have expressed support for 90-hour bachelor's degrees. Regent Hickman inquired whether limitations would exist on the number of programs approved beyond an initial cap of two, and Dr. Smith indicated that additional programs could be considered through the standard approval process. Regent Hickman also asked whether compact master's degree programs might follow; Chancellor Burrage noted no current discussions, though some institutions, including Southeastern Oklahoma State University, have reduced MBA program requirements from 36 to 30 credit hours. Regent Hickman further asked which industries would be best aligned with 90-hour degrees, and Dr. Smith explained that applicability would depend on licensure requirements and alignment with licensing bodies. Regent Levit commended staff for a thorough presentation and noted the range of states exploring similar models in response to workforce needs. Regent Taylor emphasized the value of the traditional bachelor's degree and raised concerns regarding academic rigor, institutional mission, and the appropriateness of such degrees for admission to graduate programs. Regent Hickman suggested potential policy considerations related to online program components, and the Regents discussed additional policy implications. Regent Turpen moved, seconded by Regent Casey, to acknowledge receipt of the report. Voting

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

13. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Nick Hathaway presented Agenda Item #13, which is the Budget Report and Revenue Update. He reminded the Regents that at the outset of his employment he had anticipated an increase in state revenues of approximately \$300 million, which is now trending closer to \$462 million, representing a 2.2 percent year-over-year increase. He reported that sales and use tax, the largest source of tax collections, increased 0.9 percent year-over-year, motor vehicle tax increased 20 percent to approximately \$72 million, and other tax sources increased 0.6 percent, while income tax declined 0.3 percent for the third consecutive month and gross production tax decreased 9.9 percent, noting that it is subject to ongoing fluctuation. He further noted that the Board of Equalization has certified a lower amount of revenue available for appropriations in FY27, economic conditions are strong.

14. **TUITION AND FEES.**

a. Regent Hilliary presented Agenda Item #14-a, which is a request to post legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2027 and to post institutional requests for changes to academic services fees for Fiscal Year 2027. He asked Vice Chancellor for Budget and Finance Nick Hathaway to explain the item. Vice Chancellor Hathaway reported that there is a legislative requirement to post “not to exceed” amounts for tuition and mandatory fees and noted that Oklahoma research universities’ current average tuition and mandatory fee rates are 72.2 percent of the Big 12 Conference average, regional universities average 83.1 percent of their peer group, and community colleges average 64.7 percent. He further explained that institutions assess special fees for instruction and academic services as a condition of enrollment and for academic recognition associated with completion of prescribed courses. Regent Hilliary moved, seconded by Regent Sherry, to post the legislative tuition and mandatory fee limits and academic services fees for Fiscal Year 2027. Voting for the motion were Regents Casey, Hickman, Turpen, Taylor,

Sherry, Warmington, Hilliary, Adwon, and Levit. Voting against the motion were none.

- b. Chair Warmington noted that Agenda Item #14-b is announcement of the public hearing on tuition and fees as required by statute. The public hearing will take place on Thursday, April 16 at 9:00 a.m. at the State Regents office in Oklahoma City, with a Zoom option available.
15. **MASTER LEASE PROGRAM.** Regent Hilliary presented Agenda Item #15, which is a request to authorize the listing of projects for the 2026 Real Property Master Lease Series for submission to the Council of Bond Oversight. Projects from two institutions total approximately \$12.8 million. Regent Hilliary moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Hickman, Turpen, Taylor, Sherry, Warmington, Hilliary, Adwon, Levit, and Casey. Voting against the motion were none.
16. **EPSCOR.** Regent Hilliary presented Agenda Item #16, which is a request to approve EPSCoR matching funds in the amount of \$50,000 to participating institutions for NASA EPSCoR projects. Regent Hilliary moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Hilliary, Adwon, Levit, Casey, and Hickman. Voting against the motion were none.
17. **CONTRACTS AND PURCHASES.** Regent Hilliary presented Agenda Item #16, which is a request to approve purchases for amounts that exceed \$100,000. Regent Sherry moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Adwon, Levit, Casey, Hickman, and Turpen. Voting against the motion were none. Regent Hilliary abstained.
18. **INVESTMENTS.** Regent Taylor noted there were no new investment manager recommendations for State Regents' consideration at this time. He noted that the Investment Committee had previously reviewed the investment portfolio performance with Mercer and that performance remains positive, with the portfolio up approximately 10 percent over the past year and 9.3 percent year-to-date. He discussed comparative data from the 2025 NACUBO–Commonfund Study of Endowments, noting that the Oklahoma

State Regents for Higher Education performs strongly relative to peer institutional endowments, particularly over five- and ten-year periods, and is above average across all benchmarks. He further noted that market conditions fluctuate daily, particularly in light of global instability, including conflict involving Iran, and concluded that current conditions do not present a favorable time to buy or sell.

19. **LEGISLATIVE UPDATE.** Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, provided the Regents with an update on current legislative activity. Dr. Jobe noted that the Legislature is currently at a key deadline point that will determine which bills continue to advance and that the candidate filing period for upcoming elections is approaching. He reminded the Regents of upcoming events at the Capitol, including Higher Education Day, and noted confirmed participation by the Governor and Speaker. Dr. Jobe reviewed key legislation with Regents.
20. **ADMINISTRATIVE RULES.** Regent Adwon presented Agenda Item #20, request to approved proposed edits to the permanent administrative rules for the Oklahoma Rising Scholars Award program pursuant to statutory changes last session. Regent Adwon moved, seconded by Regent Casey, to approve the request. Voting for the motion were Regents Sherry, Warmington, Hilliary, Adwon, Levit, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
21. **CONSENT DOCKET.** Regent Casy moved, seconded by Regent Adwon, 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 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.

Voting for the motion were Regents Warmington, Adwon, Levit, Casey, Hickman, Turpen, Taylor, and Sherry. Voting against the motion were none. Regent Hilliary abstained from Agenda Item #21-b.

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

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

23. **REPORT OF THE COMMITTEES.**

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

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

- c. Strategic Planning, Personnel and Technology Committee. The Strategic Planning, Personnel and Technology Committee had no additional items for Regents' action.
 - d. Investment Committee. The Investment Committee had no additional items for Regents' action.
24. **PROPOSED EXECUTIVE SESSION.** Chris Turner, General Counsel, advised Regents that an executive session was not needed.
25. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Warmington announced next meetings are scheduled to be held on Wednesday, April 15 and Thursday, April 16 at the State Regents' office in Oklahoma City. She noted that the start time for the Wednesday, April 15th meeting has been changed to 1:00 p.m. and it will be held in the Presbyterian Health Foundation Conference Center, located on the first floor of the State Regents' office. The meeting on Thursday, April 16th will begin at 9:00 a.m. at the State Regents' office.
26. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Courtney Warmington, Chair

Steven W. Taylor, Secretary