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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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***Agenda***

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May 29, 2026

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the May 29, 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 May 29, 2026.

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

## **AGENDA**

Friday, May 29, 2026 at 9:00 a.m.  
Oklahoma State Regents for Higher Education – Regents Conference Room  
655 Research Parkway, Suite 200  
Oklahoma City, OK 73104

Chair Courtney Warmington, Presiding

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

### **AWARDS**

7. **Chancellor Hans Brisch Scholarship.** Possible action to ratify and recognize Chancellor Hans Brisch Scholars for the 2026-27 academic year. Page 3. (Supplement)
8. **Council for Online Learning Excellence Awards.** Possible action on ratification of the 2026 Oklahoma Online Excellence Awards. Page 5.

### **ACADEMIC**

9. **New Programs.**
  - a. Cameron University. Possible action on the request to offer the Associate in Science in Agriculture. Page 9.
  - b. Northeastern State University. Possible action on the request to offer the Master of Education in Elementary Education. Page 15.
  - c. Rogers State University. Possible action on the request to offer the Bachelor of Science in Nutrition. Page 21.

- d. University of Central Oklahoma
    - (1) Possible action on the request to offer the Education Specialist in School and Professional Counseling. Page 27.
    - (2) Possible action on the request to offer the Master of Science in Couple/Marriage and Family Therapy. Page 33.
    - (3) Possible action on the request to offer the Bachelor of Science in Biomedical Sciences. Page 37.
  - e. Oklahoma State University Institute of Technology.
    - (1) Possible action on the request to offer the Associate in Applied Science in John Deere Tech. Page 43.
    - (2) Possible action on the request to offer the Associate in Applied Science in Logistics and Supply Chain Technology. Page 47.
10. **Program Deletions.** Possible action on institutional requests for program deletions. Page 53.
11. **Academic Policy.**
- a. Posting of proposed revisions to State Regents' policy 3.17 – *Distance Education and Traditional Off-Campus Courses and Programs*. Page 57.
  - b. Possible action on proposed revisions to State Regents' policy 3.4 – *Academic Program Approval*. Page 65.
  - c. Possible action on proposed revisions to State Regents' policy 3.15 – *Undergraduate Degree Requirements*. Page 67.
  - d. Possible action on proposed revisions to State Regents' policy 3.10 – *Concurrent Enrollment*. Page 69.
  - e. Possible action on policy exception request from the University of Oklahoma. Page 85.
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 87.
  - b. Possible action on requests for re-authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 93.

## FISCAL

13. **Budget Report and Revenue Update.** Report on State budget and revenue. Page 99.
14. **Performance Funding Formula.** Possible action on proposed revisions to State Regents' policy 4.2.2 – Performance Funding Formula. Page 101.

15. **E&G Budget.** Possible action to allocate state appropriated funds to institutions and programs for FY27 and acceptance of FY27 Budget Principles and Guidelines. Page 113.
16. **Tuition and Fees.** Possible action on FY27 Tuition and Mandatory Fee Principles and Guidelines. Page 115.
17. **EPSCoR.** Possible action on matching funds for NASA EPSCoR projects. Page 119.
18. **Contracts and Purchases.**
  - a. Possible action on contracts exceeding \$100,000 for FY2026. Page 121.
  - b. Possible action on contracts exceeding \$100,000 for FY2027. Page 123.
19. **Investments.** Possible action on new Investment Managers. Page 127.

## **EXECUTIVE**

20. **Legislative Update.** Update on legislative activity. Page 129.
21. **Administrative Operations.**
  - a. Posting of proposed revisions to Chapter 2 – Administrative Operations – of the OSRHE Policy and Procedures Manual. Page 131.
  - b. Posting of proposed revisions to State Regents’ Personnel Policies and Procedures, Section 5.8 – Longevity Pay Plan. Page 135.

## **CONSENT DOCKET**

22. **Consent Docket.** Possible action on the following routine requests which are consistent with State Regents’ policies and procedures or previous actions.
  - a. High School Courses for College Admission. Possible action to ratify a request for a high school course to be considered for college admission. Page 139.
  - b. State Authorization Reciprocity Agreement. Possible action to ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 141.
  - c. Contracts and Purchases. Possible action to ratify purchases exceeding \$25,000 but less than \$100,000. Page 143.
  - d. Personnel. Possible action to ratify personnel appointment. Page 145.

## **REPORTS**

23. **Reports.**

- a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 147.
- b. Annual Reports.
  - (1) Possible action to acknowledge receipt of the Oklahoma National Guard Educational Assistance Program Year-End Report for 2025-2026. Page 149.
  - (2) Possible action to acknowledge receipt of the Chiropractic Education Scholarship Program Year-End Report for 2025-2026. Page 157.
  - (3) Possible action to acknowledge receipt of the William P. Willis Scholarship Year-End Report for 2025-2026. Page 159.

24. **Report of the Committees.** (No Action, No Discussion.)

- a. Academic Affairs and Student Services Committee.
- b. Budget and Audit Committee.
- c. Strategic Planning, Personnel and Technology Committee.
- d. Investment Committee.

25. **Proposed Executive Session.** Page 161.

- 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; and (b) EEOC Charge #564-2024-02714 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.

26. **Announcement of Next Regular Meeting.** The next regular meetings are scheduled for Wednesday, June 24, 2026, at 9:00 a.m. and Thursday, June 25, 2026, at 9:00 a.m. at the State Regents office in Oklahoma City.

27. **Adjourn.**

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

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #6:**

**State Regents.**

**SUBJECT:**

Administration of the Oath of Office to State Regents Brian Beller and Trevor Pemberton.

*Oral Presentation.*



Meeting of the  
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May 29, 2026

**AGENDA ITEM #7:**

**Chancellor Hans Brisch Scholarship.**

**SUBJECT:**

Possible action to ratify and recognize Chancellor Hans Brisch Scholars for the 2026-27 academic year.

**RECOMMENDATION:**

**It is recommended that the State Regents recognize the individuals listed below as Chancellor Hans Brisch Scholars for the 2026-27 academic year and ratify payment of the scholarship award.**

**BACKGROUND:**

The Chancellor's Scholarship Program was established by the Oklahoma State Regents for Higher Education in 1990 with privately raised funds. Most of the approximate \$200,000 fund balance was raised in honor of Chancellor Hans Brisch, either on the occasion of his 50th birthday or on the occasion of his 2003 retirement. Chancellor Brisch died in February 2006 at which time the Oklahoma State Regents renamed the program the Chancellor Hans Brisch Scholarship Program as a living legacy to his dedication to the students of Oklahoma. Chancellor Sean Burrage continues the tradition of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office.

**POLICY:**

The Chancellor Hans Brisch Scholarship Program policy requires the Scholars to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the Chancellor's Scholars awards must be entering college freshmen with high academic achievement.

**ANALYSIS:**

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated nominees for this year's award and identified the top candidate. It is recommended that the State Regents approve 2026-27 Chancellor's Scholars recipients as follows:

- Lydia Bullard, Durant High School
- Addison Edwards, Stillwater High School

- Hadley Ott, Lomega High School
- Fatima Rangel-Villanueva, Dove Science Academy High School
- Kadence Stapleton, Coweta High School

Supplement.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #8:**

**Council for Online Learning Excellence Awards.**

**SUBJECT:**

Council for Online Learning Excellence Awards. Ratification of the 2026 Oklahoma Online Excellence Awards.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

**POLICY ISSUES:**

No policy issues are related to this item.

**ANALYSIS:**

The recipient of the **Oklahoma Online Excellence Award for Open Education Impact** is the **Oklahoma City Community College Math Department**.

The Oklahoma City Community College (OCCC) Math Department has demonstrated sustained leadership in advancing open education to improve student access, affordability, and success. Since adopting its first open educational resources (OER) in 2020, the department has expanded its commitment to high-quality, openly licensed materials across six mathematics courses, including high-enrollment general education offerings. Faculty members carefully selected and aligned OER textbooks and open platforms to meet course objectives while enhancing instructional quality. Resources such as OpenIntro Statistics and MyOpenMath were chosen for their clarity, flexibility, and alignment with learning outcomes, allowing faculty to customize content, integrate interactive tools, and create additional exercises that address instructional gaps. Collaboration with OCCC's IT team enabled seamless integration of open homework platforms with the learning management system, providing students with an experience comparable to traditional paid systems—without the cost. The department's work extends beyond adoption to active community engagement and innovation. Faculty regularly share their OER practices through institutional, state, and national presentations, contributing to broader conversations around open pedagogy and instructional design. Ongoing assessment, including student feedback and survey data, informs continuous course improvement and ensures sustainability. The impact of the OCCC Math Department's open education efforts is significant. Thousands of students have benefited from reduced or eliminated textbook costs, resulting in substantial financial savings while removing barriers to completion in mathematics courses that support critical workforce pathways. Through collaborative, innovative, and student-centered open education practices, the department has made a lasting contribution to access and affordability in higher education.

The recipient of the **Oklahoma Online Excellence Award for Accessibility** is **Peyton Haley, Oklahoma State University**.

Ms. Haley serves as Marketing & Communications Manager for Accessibility Programs at Oklahoma State University, where she leads efforts to make digital and online environments more inclusive, usable, and sustainable. Recognizing early gaps in accessible digital communication—particularly in social media and workforce-facing content. Ms. Haley has developed practical training, resources, and standardized procedures that help teams confidently apply accessibility best practices in their daily work. Through hands-on professional development and collegiate training, Peyton breaks down complex accessibility concepts into clear, actionable guidance that meets learners where they are and reduces barriers to adoption. Her work supports students, instructors, and professionals across higher education and CareerTech as they prepare inclusive content aligned with ADA Title II requirements. In collaboration with Oklahoma ABLE Tech, she has also helped expand awareness of assistive technology services that increase independence, access to education, and employment opportunities statewide. A trusted collaborator and leader, Ms. Haley organizes the annual TechAccess Digital Accessibility Conference, bringing together educators, accessibility professionals, and advocates from across Oklahoma to share expertise and strengthen digital inclusion. Her work emphasizes long-term impact through repeatable processes, clear documentation, and sustainable standards—ensuring accessibility improvements extend well beyond individual projects and continue to benefit learners and communities across the state.

The recipient of the **Oklahoma Online Excellence Award for Teaching** is **Rachel Cox, Instructor, Oklahoma State University**.

Professor Rachel Cox, Instructor of Professional Practice in the School of Accounting at Oklahoma State University (OSU), is a leader in high-quality online teaching who consistently connects academic learning to professional practice. Her courses are designed to help students apply accounting concepts through authentic case studies, real-world data, and ethical decision-making scenarios aligned with current professional standards. Professor Cox creates structured, accessible online learning environments that emphasize engagement, clarity, and individualized feedback. She uses consistent course design, interactive lecture videos, and clearly sequenced assignments to help students focus on learning rather than navigation.

Her assessment strategies mirror workplace expectations, combining individual and team-based projects that develop both technical expertise and collaboration skills essential to the accounting profession. An innovator in online pedagogy, Professor Cox integrates metacognitive self-assessment, interactive simulations, and reflective practices that encourage students to understand their own learning rather than simply complete tasks. She collaborates closely with instructional designers and media specialists to ensure her courses meet high standards for accessibility, organization, and instructional quality. Professor Cox's excellence has been recognized through multiple competitive honors, including the 2025 OSU Campus-Wide Online Teaching Excellence Award. Through sustained innovation, mentorship, and measurable impact on student learning, she exemplifies excellence in online education.

The recipient of the **Oklahoma Online Excellence Award for Individual Leadership** is **Dr. Hannah Rieger, Manager of Student Experience for OU Education Services, University of Oklahoma.**

Dr. Hannah Rieger is a visionary leader whose work has transformed the online student experience at the University of Oklahoma (OU). Through a comprehensive, student-centered approach, Hannah has led the development of an integrated support infrastructure that spans the entire student journey—from admission and orientation through graduation and career outcomes—ensuring online learners receive an experience that rivals the traditional campus environment. Dr. Rieger's collaborative leadership has resulted in impactful partnerships that strengthen academic, wellness, and career support for online students. Her efforts include expanding access to mental health counseling, embedding academic tutoring directly within the learning management system, and launching a virtual Career Development Center that connects students to career exploration, skill-building, and workforce opportunities. She has also championed mentorship and ambassadorship models that foster connection among students, alumni, and programs across the university. Guided by data-informed decision-making, Hannah has implemented robust assessment practices that have driven strong retention, graduation, and student satisfaction outcomes. Her innovative engagement strategies—ranging from orientation redesign and community-building initiatives to graduation celebrations for online learners—have set a new standard for excellence in online student success. Under her leadership, OU's commitment to supporting online students was nationally recognized with the 2025 UPCEA Award for Excellence in Advancing Student Success.

The recipient of the **Oklahoma Online Excellence Award for Team Leadership** is the **Behavioral Health Sciences, Department of Psychology, Oklahoma City Community College.**

The Behavioral Health Sciences (BHS) Team at Oklahoma City Community College (OCCC) has demonstrated exemplary leadership in developing an innovative, workforce-aligned online program designed to address Oklahoma's critical behavioral health workforce shortage. Built through intentional collaboration from its earliest stages, the BHS program was shaped by a diverse advisory board representing hospitals, state agencies, Indian Health Services, tribal hospitals, and community stakeholders. This cross-sector partnership ensured the curriculum reflects real workforce needs across urban, rural, and tribal communities throughout the state. Launched in Fall 2024, the program has already attracted strong student interest, enrolling more than 60 declared majors and validating the urgent demand it was designed to meet. By offering an accessible pathway for working adults and first-generation students, the program expands opportunities to enter a high-need field while supporting long-term workforce sustainability in all 77 Oklahoma counties designated as Mental Health Professional Shortage Areas. The BHS Team's leadership is further reflected in its innovative online learning design. The program's integrated online field experience model allows faculty to monitor practicum progress in real time, provide timely feedback, and maintain rigorous academic and professional standards while preserving flexibility for adult learners. In addition, the team developed an online psychology lab that offers faculty-led study sessions, creating structured, supportive learning environments that foster engagement, persistence, and student success. Through collaborative leadership, innovative design, and a clear focus on workforce impact, the BHS Team has

established a sustainable model for online program development that directly supports student success and meets pressing community needs across Oklahoma.

The recipient of the **Oklahoma Online Excellence Award for Innovation is the AI Education Working Group, University of Oklahoma.**

The University of Oklahoma (OU) AI Education Working Group is a cross-campus team dedicated to advancing responsible, ethical, and student-centered artificial intelligence education. Recognizing a critical gap in existing generative AI training—particularly for first-year and undergraduate students—the group developed Generative AI 101, an OU-branded, open educational course designed specifically for the higher education learning environment. Unlike workforce-oriented AI courses, Generative AI 101 emphasizes academic integrity, critical reflection, privacy, intellectual property, environmental impact, and effective, ethical use of generative AI to support learning. The fully online course features interactive activities built with Genially, Rise360, Storyline, and Canvas, encouraging students to actively engage with generative AI tools while evaluating their outputs thoughtfully and responsibly. Licensed under Creative Commons and shared through Canvas Commons, the course is adaptable across disciplines and institutions. The initiative reflects deep collaboration across the University of Oklahoma (OU), with contributions from instructional designers, faculty, OU Libraries, the Writing Center, the Center for Faculty Excellence, the K20 Center, and the Office of Academic Integrity and Programs. Developed over eight months through iterative design and broad stakeholder feedback, Generative AI 101 establishes a shared foundation for AI literacy, ensuring consistent, ethical, and informed engagement with emerging technologies. Aligned with OU’s strategic priorities, the AI Education Working Group’s work supports students in understanding the social, ethical, and cultural dimensions of artificial intelligence while preparing them to navigate an evolving technological landscape with confidence and integrity. The course’s scalable design and embedded assessment plan position it as a sustainable, long-term resource for advancing AI literacy at OU and beyond.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #9-a:**

**New Programs.**

**SUBJECT:**

Cameron University. Possible action on the request to offer the Associate in Science in Agriculture.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Cameron University’s (CU) request to offer the Associate in Science in Agriculture, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

**BACKGROUND:**

**APRA Implementation**

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

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

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

<b>Total Changes</b>	<b>Change Type</b>
1	Degree and/or certificate programs deleted
7	Degree and/or certificate programs added

CU offers 57 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
9	Certificates
5	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
32	Baccalaureate Degrees
7	Master’s Degrees

0	Doctoral Degrees
0	First Professional Degrees

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

**Program Development Process**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

**Associate in Science in Agriculture**

**Program purpose.** The proposed Associate in Science in Agriculture program will provide graduates with technical training, a solid academic foundation, and the flexibility to enter into the workforce directly or continue seamlessly into a baccalaureate degree.

**Program rationale and background.** CU proposes the Associate in Science in Agriculture program to address a clear and growing need for accessible, workforce-ready training in agricultural sciences in Southwest Oklahoma. The curriculum integrates foundational coursework in animal science, plant science, soil science, agricultural economics, livestock feeding, and statistics, along with guided electives that allow students to tailor their studies to individual interests and career goals. While CU currently offers the Bachelor of Science in Agriculture (400) program, many students in the region are not seeking a four-year degree. Instead, they are motivated by immediate employment opportunities, transfer flexibility, or personal and professional interests related to family farming, agribusiness, or natural resource management. Institutional experience with other Associate in Science and Associate in Applied Science programs demonstrates that two-year degrees are particularly attractive to first-generation college students, working adults, and individuals seeking an affordable and flexible entry point into higher education.

**Employment opportunities.** The proposed program will prepare graduates for a range of occupations, including agricultural and food science technicians, crop and animal farmworkers, equipment operators, landscapers and groundskeepers, pesticide applicators, and graders and sorters. National workforce data indicates continued demand for skilled agricultural workers, particularly in technical and applied roles. According to the Bureau of Labor Statistics (BLS), employment of agricultural and food science technicians—an occupation typically requiring an associate degree—is projected to grow 5 percent from 2024 to 2034, with approximately 6,100 job openings annually due to growth and replacement needs. Agriculture is a cornerstone of Oklahoma’s economy, with the state producing more than \$8 billion annually in livestock and crop output and supporting employment across livestock production, crop management, food systems, and natural resource conservation. Employment data from the Oklahoma Employment Security Commission further indicates sustained demand for agricultural and related occupations across rural and non-metropolitan regions, including Southwest Oklahoma. From 2026 to

2031, Lightcast data projects a 3 percent increase in agriculture-related employment, representing 915 new jobs, and job posting analytics from January 2025 to January 2026 identified more than 2,239 unique postings aligned with the proposed program’s targeted occupations. In contrast, only 184 students completed associate-level agriculture degrees statewide in 2024-2025, highlighting a significant gap between workforce demand and credentialed supply. Local and regional employers consistently report the need for graduates who are technically skilled, adaptable, and workforce-ready, but who may not necessarily hold a bachelor’s degree. The proposed Associate in Science in Agriculture directly addresses this need by providing technical training, a solid academic foundation, and clear pathways for both immediate workforce entry and seamless transfer into CU’s Bachelor of Science in Agriculture program for students who later choose to pursue advanced study.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Education Specialist in School and Professional Counseling program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in April 2026. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Agricultural Equipment Operators	1,226	1,327	101	214	\$33,831
Agricultural Technicians	218	232	13	37	\$40,106
Farmworkers, Farm, Ranch, & Aquacultural Animals	3,235	3,380	145	545	\$29,181
Farmworkers & Laborers, Corp, Nursery, & Greenhouse	8,063	8,435	372	1,327	\$30,788
Food Science Technicians	84	87	3	14	\$45,797
Graders & Sorters, Agricultural Products	570	594	23	88	\$32,701
Landscaping & Groundskeeping Workers	14,508	14,757	248	1,954	\$34,082
Pesticide Handlers, Sprayers & Applicators, Vegetation	268	276	8	38	\$32,095

**External stakeholders.** CU engaged the following external stakeholders when designing the proposed program and curriculum: Cotton Electric, Western Farmers Electric Cooperative, American Farm Bureau, OKC Food Hub, Lawton Humane Society, and Apache Farmer’s Cooperative (Elgin, OK). Since the proposed program is a nested component of the existing Bachelor of Science in Agriculture program, it builds directly on the same mission and learning outcomes while offering a shorter, accessible pathway. The curriculum emphasizes a multi-disciplinary approach that integrates agricultural science, natural resource utilization and conservation, and agricultural policy, thereby equipping students with both technical knowledge and applied skills relevant to the region’s agricultural economy. Each major curricular component, whether focused on plant and animal systems, agricultural business, or resource stewardship, contributes to the program’s overarching goals of advancing, integrating, broadening, and communicating agricultural knowledge, while also fostering civic engagement and preparing students to address challenges related to productivity and environmental sustainability.

**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 2029 will depend upon meeting the criteria as shown in the following table.

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	25	Fall 2028
Minimum Graduates from the program	5	2028-2029

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

<b>Institution</b>	<b>Program</b>
OPSU	Associate in Science in Agriculture (043)
CSC	Associate in Science in Agriculture (001)
EOSC	Associate in Science in Agriculture (001)
MSC	Associate in Science in Agriculture (001)
NEOAMC	Associate in Science in Agriculture (002)
NOC	Associate in Science in Agriculture (003)
RCC	Associate in Science in Agriculture (027)
SSC	Associate in Science in Agriculture (234)
WOSC	Associate in Science in Agricultural Science (070)

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

<b>Institution</b>	<b>Existing Program</b>	<b>Date Approved</b>	<b>2021-2025 Enrollment</b>	<b>2021-2025 Graduates</b>
OPSU	Associate in Science in Agriculture (043)	Prior to 2011	41	49
CSC	Associate in Science in Agriculture (001)	Prior to 2005	586	144
EOSC	Associate in Science in Agriculture (001)	Prior to 2011	331	117
MSC	Associate in Science in Agriculture (001)	Prior to 2010	380	99
NEOAMC	Associate in Science in Agriculture (002)	Prior to 2011	118	141
NOC	Associate in Science in Agriculture (003)	Prior to 2013	402	149
RCC	Associate in Science in Agriculture (027)	5/25/07	348	114
SSC	Associate in Science in Agriculture (234)	6/30/16	135	23
WOSC	Associate in Science in Agricultural Science (070)	2/12/09	280	78

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 workforce demand for associate-level agricultural occupations in Oklahoma and the limited statewide supply of credentialed graduates, the proposed program will strengthen the agricultural pipeline in Southwest Oklahoma without duplicating existing program structures. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Science in Agriculture program will consist of 66 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
General Education	42
Major Requirements	24
<b>Total</b>	<b>66</b>

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

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

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



Meeting of the  
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May 29, 2026

**AGENDA ITEM #9-b:**

**New Programs.**

**SUBJECT:**

Northeastern State University. Possible action on the request to offer the Master of Education in Elementary Education.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Northeastern State University’s (NSU) request to offer the Master of Education in Elementary Education, 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:

<b>Total Changes</b>	<b>Change Type</b>
10	Degree and/or certificate programs deleted
49	Degree and/or certificate programs added

NSU offers 156 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
65	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
63	Baccalaureate Degrees

26	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 Master of Education in Elementary Education program at its February 19, 2026, meeting. NSU is currently approved to offer 110 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:**

**Master of Education in Elementary Education**

**Program purpose.** The proposed Master of Education in Elementary Education program will provide graduate level courses for elementary teachers who would like to advance their teaching, knowledge, and overall school involvement.

**Program rationale and background.** The proposed Master of Education in Elementary Education program is designed to address Oklahoma's ongoing elementary teacher workforce shortages by providing a rigorous, efficient, and professionally valuable graduate pathway for certified teachers, alternatively certified educators, and career changers teaching grades one through eight – the state's designated elementary certification range. Grounded in research and directly connected to classroom practice, the curriculum deepens candidates' expertise in child development, curriculum design, classroom management, instructional technology, assessment, multi-tiered systems of support, and the application of educational research to instructional decision-making. All courses included in the proposed program are currently offered on a regular basis and are part of the existing NSU course catalog, ensuring efficient implementation, cost containment, and long-term sustainability. The program also incorporates the institution's existing 12 credit hour Graduate Certificate in Elementary Education (217) program, allowing emergency-certified and professionally licensed teachers to seamlessly progress from short-term credentialing support into a comprehensive graduate degree.

While Oklahoma permits elementary teaching with a bachelor's degree, current state policy, workforce data, and certification trends demonstrate a clear and growing need for graduate-level pathways that strengthen teacher preparation, retention, and advancement. Elementary education is the most commonly issued teaching certificate in the state, yet nearly 5,000 educators in recent years have served under nontraditional or alternative certification statuses, reflecting persistent staffing pressure. In April 2026 alone, Oklahoma posted 784 elementary education vacancies, while only 606 students completed elementary education programs statewide in the most recent reporting year. Recent Oklahoma Office of Educational Quality and Accountability (OEQA) policy changes effective May 2025 further reinforce the

value of this pathway by allowing master’s degrees to serve as a degree-level exemption for the Oklahoma Subject Area Test (OSAT) testing, removing one of the most significant barriers to standard certification for alternatively certified teachers. For career changers, a 30-credit hour master’s degree offers a far more practical and timelier route than completing a second undergraduate degree, reducing required coursework by 75 percent while providing focused, classroom-relevant preparation. Additionally, under House Bill 1412 and Oklahoma’s state-mandated salary schedule, a master’s degree enables access to advanced certification levels and permanent salary increases, creating immediate professional and financial return. Taken together, these factors position the proposed Master of Education in Elementary Education program not as an excess credential, but as a necessary, policy-aligned workforce solution that strengthens Oklahoma’s elementary teacher pipeline, supports certification completion, and improves long-term teacher retention and effectiveness.

**Employment opportunities.** Oklahoma continues to experience a persistent teacher shortage, resulting in a workforce that includes traditionally certified educators as well as a growing number of alternatively and emergency certified teachers. Within this context, the proposed Master of Education in Elementary Education provides an important professional advancement option for elementary educators seeking to deepen their pedagogical knowledge and instructional expertise. The proposed program supports career progression at a time when the state is placing increased emphasis on advanced teacher preparation. In particular, Oklahoma House Bill 1412, passed during the 2025 legislative session, establishes advanced, lead, and master teacher certification levels for school districts. Completion of a Master of Education in Elementary Education program positions teachers to qualify for these higher certification levels, which may be accompanied by additional professional responsibilities, stipends, or salary increases. When combined with the federal TEACH Grant opportunity, the proposed program enables candidates to pursue graduate education while maintaining or advancing their employment in high-need school districts. Labor market data collected by Gray and Associates in 2023 and 2025 further supports this need, indicating a growing demand for advanced credentials. Job analysis data from the 2024-2025 academic year identified a minimum of 14 job postings statewide requiring a Master’s degree in Elementary Education, while program data shows a small number of program completers in Oklahoma during the same period. This disparity highlights a clear gap between employer demand and the current supply of qualified graduates, underscoring the strong employment opportunities associated with the proposed program.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Master of Education in Elementary Education program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in December 2025. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Elementary School Teacher	18,227	18,314	87	1,285	\$47,470
Elementary Instructional Coordinator: (Curriculum Specialist, Instructional Designer, & Educational Consultants)	2,668	2,719	50	263	\$61,734
Elementary Administrators	4,195	4,252	57	299	\$84,130

**External stakeholders.** NSU has engaged external stakeholders to assess interest in and support for the proposed Master of Education in Elementary Education program. The elementary education faculty administered two interest surveys, conducted in 2023 and 2025, to both undergraduate pre-service teachers

and practicing elementary educators. Survey results indicate a clear and sustained demand for a Master’s degree focused on elementary education for grades one through eight. Current students consistently identified the Elementary Education master’s degree as a priority, while practicing teachers expressed interest aligned with their current career stage and professional advancement goals. Overall, the findings demonstrate that stakeholders view the proposed program as a meaningful and relevant pathway for professional growth. In addition to survey data, key external stakeholders – including school partners and educators – provided formal letters of support confirming the need for and value of offering the Master of Education in Elementary Education program at NSU. Together, these data sources affirm strong external stakeholder support for the program and its alignment with workforce and professional development needs in 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	6	Fall 2030
Minimum Graduates from the program	3	2030-2031

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

Institution	Program
LU	Master of Education in Education with option in Elementary Education (052)
SWOSU	Master of Education in Elementary Education (063)

As part of the duplication review, the following chart provides the four-year averages 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
LU	Master of Education in Education with option in Elementary Education (052)	Prior to 2010	100*	11*
SWOSU	Master of Education in Elementary Education (063)	Prior to 2011	8	1

\*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 27, 2026. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Additionally, NSU submitted letters of support for the proposed program from Ellen Ochoa Elementary and Clark and Peters Elementary Schools. Due to the persistent elementary teacher shortages, the limited number of recent Master’s-level program completers statewide, and NSU’s distinct emphasis on practice-based coursework, the proposed program will expand access to workforce-aligned preparation without duplicating existing program structures. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Education in Elementary Education program will consist of 30 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
Required Core	15
Research	3
Enrichment	9
Capstone	3
<b>Total</b>	<b>30</b>

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

**Delivery method and support services.** The proposed Master of Education in Elementary Education program will be offered via traditional and electronic delivery. NSU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: organized weekly or module-based instruction, discussion boards, assignment submission, resources, and direct messaging between instructors and students. Engagement with other students will be supported through discussions, collaborative activities, and peer interaction designed to promote professional dialogue and shared reflection on elementary practice. 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**  
May 29, 2026

**AGENDA ITEM #9-c:**

**New Programs.**

**SUBJECT:**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve Rogers State University’s (RSU) request to offer the Bachelor of Science in Nutrition, 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:

<b>Total Changes</b>	<b>Change Type</b>
4	Degree and/or certificate programs deleted
9	Degree and/or certificate programs added

RSU offers 39 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
2	Certificates
8	Associate in Arts or Science Degrees

1	Associate in Applied Science Degrees
22	Baccalaureate Degrees
6	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 Nutrition program at its March 10, 2026, meeting. RSU is currently approved to offer 19 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 Nutrition**

**Program purpose.** The proposed Bachelor of Science in Nutrition program is designed to provide students with a comprehensive understanding of the science of nutrition and its application to health and wellness.

**Program rationale and background.** The proposed program will prepare graduates with the knowledge and skills needed to promote healthy eating habits, prevent nutrition-related diseases, and improve overall quality of life across all populations. The program responds to growing demand for nutrition professionals as the prevalence of diet-related health conditions continues to increase, creating a critical need for individuals who can provide informed guidance on nutrition and lifestyle choices. In addition to addressing workforce needs, the curriculum is structured to meet prerequisites for admission to graduate programs in nutrition that lead to professional certification and licensure, thereby supporting multiple educational and career pathways. A distinctive feature of the program is the integration of hospitality management coursework, which enhances graduates' understanding of food service operations and applied nutrition in professional settings. In addition, recruiters at RSU have reported for several years that there is a great interest in a major in nutrition. Currently, limited nutrition courses are offered at RSU in the nursing and allied health areas but there is no degree or minor in nutrition available. Establishing this program will better meet student demand, expand access to nutrition-focused education, and support the health and well-being of the community while aligning with workforce and graduate education needs.

**Employment opportunities.** Labor market data indicates steady and diverse employment opportunities for graduates of the proposed Bachelor of Science in Nutrition program. According to Lightcast analytics, the majority of dietitians and nutritionists in Oklahoma are employed in general medical and surgical hospitals, followed by offices of other health practitioners and the federal government, reflecting a wide range of practice settings for nutrition professionals. The median annual wage for dietitians and nutritionists in Oklahoma is \$67,434, which, while slightly below the national median of \$73,840, represents a competitive

salary within the state labor market. Employer demand remains stable, with approximately 101 job postings per month in Oklahoma, indicating consistent workforce needs in the field. Together, these indicators demonstrate that graduates of a bachelor’s degree program in nutrition would have access to multiple career pathways and steady employment prospects, while also contributing to efforts to improve public health and overall community well-being across the state.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Bachelor of Science in Nutrition program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in April 2026. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Dietitians & Nutritionists	1,083	1,153	70	152	\$67,434
Dietetic Technicians	201	210	9	28	\$37,773
Food Scientists & Technologists	73	78	4	7	\$78,245
Community Health Workers	709	771	62	89	\$46,072
Health Education Specialists	1,067	1,091	24	118	\$60,986
Food Service Managers	2,374	2,499	125	291	\$63,939
First-Line Supervisors of Food Preparation & Serving Workers	18,027	18,742	715	2,743	\$34,944
Food Science Technicians	68	69	1	11	\$45,902

**External stakeholders.** RSU engaged multiple external stakeholders to ensure strong support and alignment with workforce and community needs prior to proposing the Bachelor of Science in Nutrition. The Chairman of the Tobacco Settlement Endowment Trust (TSET) Board encouraged development of the program, explaining that TSET prioritizes investment in rural communities to address workforce gaps and improve population health, goals the proposed program would directly support. The TSET Legacy Grant Committee conducted extensive research to confirm that graduates of the proposed program would meet the nutrition workforce needs of northeast Oklahoma. Student demand was also assessed through informal surveys, and university recruiters consistently reported that prospective high school students expressed interest in a nutrition major. In addition, the proposed curriculum was externally reviewed by a faculty member from an accredited out-of-state nutrition program. This individual evaluated alignment with required student learning outcomes and affirmed that the curriculum is structured to meet future accreditation standards. Community engagement further informed program development through planned outreach initiatives, including an annual commitment for RSU nutrition students to conduct three nutrition education events for Cherokee Nation citizens. An MOU will be developed with the Cherokee Nation to integrate nutrition programming into its wellness strategy. Beyond the academic degree, the proposed program will serve the broader RSU service area by delivering outreach programming across its 17 county region, many of which are rural and experience limited access to nutrition professionals.

**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
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Minimum Enrollment of majors in the program	12	Fall 2030
Minimum Graduates from the program	10	2030-2031

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

Institution	Program
OSU	Bachelor of Science in Nutritional Sciences (097)
OUHSC	Bachelor of Science in Nutritional Science (009)
NSU	Bachelor of Science in Nutritional Sciences (153)
UCO	Bachelor of Science in Nutrition, Dietetics, & Food Management (113)

As part of the duplication review, the following chart provides the four-year averages 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	Bachelor of Science in Nutritional Sciences (097)	8/28/98	1,336	302
OUHSC	Bachelor of Science in Nutritional Science (009)	Prior to 2016	15	30
NSU	Bachelor of Science in Nutritional Sciences (153)	10/16/14	329	87
UCO	Bachelor of Science in Nutrition, Dietetics, & Food Management (113)	Prior to 2013	249	53

A system-wide letter of intent was communicated by email on March 11, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to growing statewide demand for nutrition professionals, sustained student interest, and the program's distinct emphasis on comprehensive undergraduate preparation for graduate study and diverse practice settings, the proposed program will expand access to workforce- and graduate-aligned education without duplicating existing program structures. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Nutrition program will consist of 122 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	44
Program Core Courses	46
Required Math & Science	29
Electives	3
<b>Total</b>	<b>122</b>

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

**Delivery method and support services.** The proposed Bachelor of Science in Nutrition 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 Ultra facilitate student learning: organized weekly or module-based instruction, discussion boards, assignment submission, resources, and direct messaging between instructors and students. Engagement with other students will be supported through discussions, collaborative activities, and peer interaction designed to promote professional dialogue and shared reflection on elementary practice. 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. Additionally, a TSET grant of 2.9 million will support the teaching kitchen and other program needs. No additional funding is requested from the State Regents to support the program.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #9-d (1):**

**New Programs.**

**SUBJECT:**

The University of Central Oklahoma. Possible action on the request to offer the Education Specialist in School and Professional Counseling.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma's (UCO) request to offer the Education Specialist in School and Professional Counseling, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

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

<b>Total Changes</b>	<b>Change Type</b>
4	Degree and/or certificate programs deleted
25	Degree and/or certificate programs added

UCO offers 154 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
20	Certificates

0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees
78	Baccalaureate Degrees
51	Master's Degrees
2	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

UCO's faculty developed the proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Education Specialist in School and Professional Counseling program at its January 22, 2026, meeting. UCO is currently approved to offer 32 degree and certificate programs through electronic delivery. UCO requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Education Specialist in School and Professional Counseling**

**Program purpose.** The proposed Educational Specialist in School and Professional Counseling program will provide advanced study to individuals seeking to expand their professional qualifications in both school and clinical counseling.

**Program rationale and background.** The proposed program combines 33 credit hours of the necessary coursework to be eligible to take the Oklahoma School Counseling exam in order to become a School Counselor at the K-12 level. The proposed program also includes the additional 27 credit hours required to be eligible to take the Licensed Professional Counselor exam in the state of Oklahoma. Upon successful completion of the program, candidates will be equipped with the knowledge, skills, and professional competencies required to provide comprehensive developmental and mental health services within educational and community settings. Graduates are prepared to assume roles that support the academic, career, and personal/social development of students while also addressing broader mental health needs across diverse populations. Curriculum within the proposed program will contain two paths for students. The first path is for students who do not currently possess a master's degree or students who currently possess a master's degree in a non-related mental health program. The core course curriculum will be shared with the current Master of Education in School and Professional Counseling (060) program. Additional electives are being added in order to provide tailored instruction specific to the needs of both school and private practice mental health professionals. At the guidance of the Oklahoma Board of Behavioral Health Licensure (BBHL), a second path will be available to students who currently possess a master's degree in a mental health field as approved by the Oklahoma BBHL. Such students would complete 27 credit hours of the Education Specialist curriculum at UCO in order to receive the Education Specialist in School and Professional Counseling degree. These students would be able to combine their previous master's degree with a minimum of 27 credit hours from UCO to meet the 60-credit hour requirement established by the

Oklahoma BBHL and sit for the National Counselor Examination (NCE). Graduates of the program will be able to: 1) apply human development theory to deliver developmentally appropriate school and professional counseling services; 2) analyze environmental, cultural, and socio-economic factors that support learning, resilience, and well-being; 3) provide inclusive, culturally responsive counseling that supports diverse students and clients; 4) lead, design, and evaluate comprehensive counseling programs using ethical and evidence-based practices; 5) deliver individual and group counseling that promotes mental health, lifelong learning, and postsecondary readiness; 6) support career exploration, goal setting, and informed career and life planning; 7) use formal and informal assessments to guide intervention, advocacy, and treatment planning; 8) collaborate with families, educators, administrators, and service professionals to support student and client success; 9) build partnerships with schools, families, communities, and support systems to enhance outcomes; 10) uphold ethical standards, professional integrity, and continuous professional growth; 11) recognize and respond to trauma and mental health needs using trauma-informed practices; and 12) participate in crisis prevention, intervention, and postvention to support safety and well-being.

**Employment opportunities.** The Oklahoma Employment Security Commission (OESC) lists both school related and mental health counselors in their top 100 critical occupations. The OESC also shared in their Industry and Occupational Employment Projections report there are anywhere from 360 to 640 openings for school related and mental health counselors per year. UCO continually receives requests by school districts, schools, and private practices about current/graduate students needed to fill positions. The Bureau of Labor Statistics (BLS) projects the employment of school and career counselors and advisors to grow 4 percent from 2024 to 2034. The BLS also estimates a projection of 31,000 job openings each year through 2034. This need is further amplified in the need to lower the school counselor to student ratio. In Oklahoma the American School Counselor Association found that for the 2023-2024 school year, each school counselor had an average of 361 students when the national recommendation is 250 students to one school counselor. In addition to the continued demand for school counselors, the BLS’s Occupational Outlook Handbook projects the employment of substance abuse, behavioral disorder, and mental health counselors to grow by 17 percent from 2024 to 2034 with over 48,000 openings annually. These statistics clearly demonstrate the need for more school and professional counselors in UCO’s surrounding area but also at the state and national level.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Education Specialist in School and Professional Counseling program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in February 2026. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Educational, Guidance, and Career Counselors and Advisors	6,003	6,094	91	493	\$51,264
Counselors, All Other	1,242	1,407	165	137	\$53,858

**External stakeholders.** UCO conducted discussions with the Oklahoma BBHL in Spring 2025. The Oklahoma BBHL recommended changing the current Master of Education in School and Professional Counseling (060) program into an Education Specialist program in order to provide a cohesive 60 credit hour degree. Close partnerships with districts, such as Moore Public Schools, have resulted in a district pipeline of school counselors and mental health professionals. This pipeline has expanded to include the largest federal grant ever awarded to UCO and is directly addressing district workforce needs by preparing professionals to serve local schools and communities. Additionally, former students have expressed interest

in pursuing a degree beyond the master’s level, citing both their positive experiences with UCO’s counseling programs and the potential for increased earning opportunities within their districts. This interest, combined with increased enrollment and a review of program expectations and scope, led to the determination that an Education Specialist degree is more appropriate than a master’s degree for UCO’s School and Professional Counseling program, given the rigor and demands of the curriculum. UCO’s advisor board is supportive of this program growth and has engaged in ongoing discussions regarding the expansion of the university’s presence in both school-based and private counseling settings.

**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	6	Fall 2030
Minimum Graduates from the program	3	2030-2031

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

Institution	Program
OSU	Specialist in Education in School Psychology (291)
ECU	Educational Specialist in School Psychology (062)
SWOSU	Educational Specialist in School Psychology (148)
SWOSU	Educational Specialist in Clinical Mental Health Counseling with options in School Counseling and Community Counseling (120)

As part of the duplication review, the following chart provides the four-year averages 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	Educational Specialist in School Psychology (062)	4/25/24	3	0
SWOSU	Educational Specialist in School Psychology (148)	3/31/05	48	15
SWOSU	Educational Specialist in Clinical Mental Health Counseling with options in School Counseling and Community Counseling (120)	6/25/25	0*	0*

\*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 February 18, 2026. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Due to the extreme shortages in school and professional counselors in Oklahoma and nationally, the proposed program will

increase the counselor pipeline across the state without duplicating existing program structures. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Education Specialist in School and Professional Counseling program will consist of 60 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
Program Requirements	48
Electives	12
<b>Total</b>	<b>60</b>

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

**Delivery method and support services.** The proposed Education Specialist in School and Professional Counseling program will be offered via electronic delivery. UCO utilizes D2L as its learning management system to deliver program content for online courses. Zoom is utilized for class meetings. The following features in D2L 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. UCO is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

**Financing.** The 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**  
May 29, 2026

**AGENDA ITEM #9-d (2):**

**New Programs.**

**SUBJECT:**

The University of Central Oklahoma. Possible action on the request to offer the Master of Science in Couple/Marriage and Family Therapy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma's (UCO) request to offer the Master of Science in Couple/Marriage and Family Therapy program, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

**BACKGROUND:**

**APRA Implementation**

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

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

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

<b>Total Changes</b>	<b>Change Type</b>
4	Degree and/or certificate programs deleted
25	Degree and/or certificate programs added

UCO offers 154 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
20	Certificates
0	Associate in Arts or Science Degrees

3	Associate in Applied Science Degrees
78	Baccalaureate Degrees
51	Master's Degrees
2	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

UCO's faculty developed the proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Master of Science in Couple/Marriage and Family Therapy program at its January 22, 2026, meeting. UCO requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Master of Science in Couple/Marriage and Family Therapy**

**Program purpose.** The proposed Master of Science in Couple/Marriage and Family Therapy program will prepare students to work in private practice, schools, and community settings, as well as pursue doctoral studies.

**Program rationale and background.** Currently the Couple/Marriage and Family Therapy program operates as an option under the Master of Science in Family and Child Studies (181) program at UCO. Transitioning the proposed program to a stand-alone program is essential to meet the long-term goals of accreditation through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). A dedicated program structure will provide the necessary focus, resources, and curricular alignment to meet COAMFTE standards, enhance professional identity development, and ensure graduates are fully prepared to excel as licensed marital and family therapists. The proposed program will qualify graduates to provide clinical care to couples, families, and individuals along with advancing the field of Couple/Marriage and Family Therapy. Classroom and clinical field experiences provide intensive training in systemic approaches, ensuring students are poised to positively impact their communities. The proposed Master of Science in Couple/Marriage and Family Therapy program requires a minimum of 51 graduate hours, 300 hours of clinical contact, and a capstone experience. The proposed program curriculum includes coursework in assessment, systemic foundations, relational interventions, ethics and professionalism, family and human development, and clinical practice. By emphasizing transformative learning and the development of ethical and engaged professionals, the proposed program embodies UCO's commitment to preparing leaders who positively impact their communities.

**Employment opportunities.** Marriage and family therapy and mental health is a growing field with high demand. Mental health counselors are featured on Oklahoma's 100 Critical Occupations list and Oklahoma Employment Security Commission's Critical Occupations list, indicating a need for highly trained mental

health professionals. According to the Oklahoma Labor Market Employment Projections, mental health jobs are the fifth highest growing occupation in the state. Lightcast data projects job opportunities in the field to grow by 13 percent by 2032. The Kaiser Family Foundation conducted a study in 2022 on mental health in America. The survey found that 90 percent of respondents acknowledged a mental health crisis in America, 1/3 of participants were unable to receive mental health services, and 47 percent reported wanting mental health services within the past year. To date, 100 percent of students in the current Marriage and Family Therapy option at UCO who have chosen to pursue careers in the field have obtained employment within the community. It is anticipated that this statistic will only be reinforced with the proposed program. Additionally, the current UCO Marriage and Family Therapy option limits graduates to employment and licensure in Oklahoma. The proposed Master of Science in Couple/Marriage and Family Therapy program will align with COAMFTE standards and will seek accreditation from this organization. Accreditation will make the proposed program more portable to other states in the US.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Master of Science in Couple/Marriage and Family Therapy program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in February 2026. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Marriage and Family Therapists	1,641	1,851	210	164	\$66,804

**External stakeholders.** UCO’s Marriage and Family Therapy option hosted an Advisory Board meeting in November 2024. The Marriage and Family Therapy coordinator and primary adjunct instructor were present, along with current students, former students, and licensed marital and family therapists from the field. Field therapists expressed appreciation for the current option, recognized the abilities in graduates, suggested room for growth, and endorsed a new program seeking COAMFTE accreditation. Graduates of the current option advocated for a stronger emphasis on diversity and cultural humility within the program and increased clinical experience prior to graduation. These suggestions will be implemented in the proposed program.

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

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

**Duplication and impact on existing programs.** The proposed Master of Science in Couple/Marriage and Family Therapy program may share similar content with the following programs:

Institution	Program
OSU	Master of Science in Human Development & Family Science with option in Marriage & Family Therapy (095)
OSU	Master of Science in Family & Community Services (304)

<b>Institution</b>	<b>Program</b>
CU	Master of Arts in Mental Health with option in Marriage & Family Therapy (600)

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

<b>Institution</b>	<b>Existing Program</b>	<b>Date Approved</b>	<b>2021-2025 Enrollment</b>	<b>2021-2025 Graduates</b>
OSU	Master of Science in Human Development & Family Science with option in Marriage & Family Therapy (095)	Prior to 2013	228*	88*
OSU	Master of Science in Family & Community Services (304)	4/15/21	39	5
CU	Master of Arts in Mental Health with option in Marriage & Family Therapy (600)	4/15/21	220*	29*

\*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 February 18, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to the extreme shortages in school and professional therapists in Oklahoma and nationally, the proposed program will increase the therapist pipeline across the state without duplicating existing program structures. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Master of Science in Couple/Marriage and Family Therapy program will consist of 51 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
Required Courses	41
Practicum	9
Capstone	1
<b>Total</b>	<b>51</b>

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

**Delivery method and support services.** The proposed Master of Science in Couple/Marriage and Family Therapy program will be offered via traditional delivery. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #9-d (3):**

**New Programs.**

**SUBJECT:**

The University of Central Oklahoma. Possible action on the request to offer the Bachelor of Science in Biomedical Sciences.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Central Oklahoma’s (UCO) request to offer the Bachelor of Science in Biomedical Sciences, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

**BACKGROUND:**

**APRA Implementation**

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

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

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

<b>Total Changes</b>	<b>Change Type</b>
4	Degree and/or certificate programs deleted
25	Degree and/or certificate programs added

UCO offers 154 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
20	Certificates
0	Associate in Arts or Science Degrees
3	Associate in Applied Science Degrees

78	Baccalaureate Degrees
51	Master's Degrees
2	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

UCO's faculty developed the proposal, which was reviewed and approved by institutional officials. UCO's governing board approved delivery of the Bachelor of Science in Biomedical Sciences program at its January 22, 2026, meeting. UCO requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Bachelor of Science in Biomedical Sciences**

**Program purpose.** The proposed Bachelor of Science in Biomedical Sciences program will prepare students for careers in Biomedical Sciences through the use of a robust suite of courses that emphasize discipline knowledge and technical skills.

**Program rationale and background.** To achieve the objectives described above, UCO is proposing the creation of a Bachelor of Science in Biomedical Sciences program within the Biology Department. Historically, students trained for careers in Biomedical Sciences as Biology majors. Discipline knowledge in Biology grew rapidly, and in 2015-2016 the Biology Department partially separated Biomedical Science students from other Biology students by creating a Biomedical Sciences option within the Bachelor of Science in Biology (005) program. Since the creation of this option, Biomedical Sciences has had the largest number of majors and graduates in the Biology program. Growth in the discipline led UCO to create a stand-alone Biomedical Sciences program so they could better tailor student education to accommodate the rapid growth in the last decade of discipline knowledge in Biomedical Sciences. Specifically, a stand-alone program would allow curriculum growth and development that is not constrained by policy that requires 50 percent overlap in courses between options within the same program. Graduates of the proposed program will be able to: 1) evaluate the complexity and function of vertebrate systems at the level of the gene, cell, tissue, organ, and organ system; 2) demonstrate skills in observational and experimental study by formulating testable hypotheses, gathering data using laboratory-based techniques, and analyzing data to assess hypotheses; 3) comprehend and assess scientific literature and its relevancy to biomedical issues; and 4) communicate biomedical principles and experimental results in written and oral formats to technical and non-technical audiences. The focus of the proposed Bachelor of Science in Biomedical Sciences is to enable students to become contributors to biomedical professions, including but not limited to medical practitioners, dentists, optometrists, veterinarians, and biomedical researchers. Graduates are prepared for professional school, graduate school, and the workforce through practical experiences in courses, labs, and campus-supported activities such as research opportunities and internships.

**Employment opportunities.** The US Bureau of Labor Statistics (BLS) indicates that job opportunities for graduates of Biomedical Sciences programs are increasing at rates of 5-28 percent above the average job. Nationally, there are currently 8,900 professional openings for medical scientists, with 11 percent future growth projected. In Oklahoma, there are currently 43 biology positions on indeed.com, and 634 science positions on linkedin.com. Students graduating with a Bachelor of Science in Biomedical Sciences degree from UCO have ample opportunities for employment and/or entry into professional programs. In 2023, of those that self-reported, approximately 70 percent (18 of 26) of UCO graduates gained entry into professional programs, including Medical School, Dental School, Physician Associate programs, and Physical Therapy programs. Other graduates entered graduate programs in Biomedical Science, while others entered the workforce.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Bachelor of Science in Biomedical Sciences program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in February 2026. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Medical and Health Services Managers	7,437	8,836	1,399	713	\$113,856
Natural Sciences Managers	466	488	22	40	\$107,536
Statisticians	168	178	9	10	\$95,718
Bioengineers and Biomedical Engineers	95	100	5	6	\$130,532
Biochemists and Biophysicists	127	140	13	12	\$105,465
Microbiologists	125	125	0	10	\$86,050
Biological Scientists, All Other	412	437	25	36	\$78,179
Epidemiologists	199	221	22	12	\$67,686
Medical Scientists Except Epidemiologists	850	933	83	52	\$94,313
Life Scientists, All Other	46	51	5	3	\$93,800
Biological Technicians	476	488	11	53	\$48,422
Family Medicine Physicians	3,186	3,153	-33	88	\$258,503
Clinical Laboratory Technologists and Technicians	4,860	5,085	225	338	\$57,376

**External stakeholders.** Development of the Bachelor of Science in Biomedical Sciences program was guided by 1) identification of job-ready technical and non-technical skills; 2) conversations with the local biotechnology industry; 3) courses required for professional schools; and 4) review of Biomedical Sciences curricula at other regional universities. UCO compiled a list of skills by reviewing job boards and conducting conversations with industry professionals. UCO identified courses that currently teach or could teach technical skills, which guided the program development. Additionally, Cytovance provided a list of competencies that are in high demand, and UCO discussed competencies with IMMY Labs. The proposed program facilitates implementation of micro-credentials. UCO determined that skills-based credentials would yield the most direct positive impact on student employment outcomes. The proposed program will facilitate course consistency in common laboratory skills and strategic implementation of skills across course labs in the Biomedical Sciences core. The Bachelor of Science in Biomedical Sciences program will

facilitate non-technical skills in Biomedical Sciences core courses and/or the development of new courses that directly develop these skills, which students can leverage to enhance employment outcomes (e.g., develop technical writing that can be submitted to potential employers, specific examples, ‘Design Optimization Experiments’). UCO is exploring opportunities for developing a Bioinformatics and Coding micro-credential in collaboration with the Computer Science Department on their campus. Bioinformatics and coding skills would be particularly beneficial for students pursuing a career in biomedical sciences.

**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	75	Fall 2031
Minimum Graduates from the program	20	2031-2032

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

Institution	Existing Program
OSU	Bachelor of Science in Biology with option in Pre-Medical Sciences (030)
OSU	Bachelor of Science in Microbiology/Cell and Molecular Biology with option in Biomedical Science (149)
ECU	Bachelor of Science in Biology with option in Health Sciences (004)
NWOSU	Bachelor of Science in Biology with option in Health Science (005)
RSU	Bachelor of Science in Biology with option in Medical/Molecular Biology (112)
SEOSU	Bachelor of Science in Biology with options in Medical Sciences and Biological Health Sciences (006)
SWOSU	Bachelor of Science in Biology with option in Biomedical Sciences (009)

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	Bachelor of Science in Biology with option in Pre-Medical Sciences (030)	Prior to 12/18/14	540*	115*
OSU	Bachelor of Science in Microbiology/Cell and Molecular Biology with option in Biomedical Science (149)	Prior to 12/18/14	198*	63*
ECU	Bachelor of Science in Biology with option in Health Sciences (004)	Prior to 3/15/07	176*	36*
NWOSU	Bachelor of Science in Biology with option in Health Science (005)	Prior to 6/29/06	99*	16*
RSU	Bachelor of Science in Biology with option in Medical/Molecular Biology (112)	Prior to 10/27/05	220*	36*
SEOSU	Bachelor of Science in Biology with options in Medical Sciences and Biological Health Sciences (006)	Prior to 5/27/11	134*	17*

<b>Institution</b>	<b>Existing Program</b>	<b>Date Approved</b>	<b>2021-2025 Enrollment</b>	<b>2021-2025 Graduates</b>
SWOSU	Bachelor of Science in Biology with option in Biomedical Sciences (009)	Prior to 3/4/11	100*	20*

\*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 February 18, 2026. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Due to the extreme medical professional shortages and the existence of this option currently within a UCO program already, the proposed program will increase the biomedical sciences pipeline across the state without duplicating existing program structures. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Bachelor of Science in Biomedical Sciences program will consist of 124 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
General Education	42-44
Support Courses	0-6
Biomedical Sciences Courses	73
Electives	1-9
<b>Total</b>	<b>124</b>

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

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

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #9-e (1):**

**New Programs.**

**SUBJECT:**

Oklahoma State University Institute of Technology. Possible action on the request to offer the Associate in Applied Science in John Deere Tech.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University Institute of Technology's (OSUIT) request to offer the Associate in Applied Science in John Deere Tech, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

**BACKGROUND:**

**APRA Implementation**

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

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

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

<b>Total Changes</b>	<b>Change Type</b>
0	Degree and/or certificate programs deleted
22	Degree and/or certificate programs added

OSUIT offers 59 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
24	Certificates
6	Associate in Arts or Science Degrees

26	Associate in Applied Science Degrees
3	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

OSUIT's faculty developed the proposal, which was reviewed and approved by institutional officials. OSUIT's governing board approved delivery of the Associate in Applied Science in John Deere Tech program at its March 6, 2026, meeting. OSUIT requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Associate in Applied Science in John Deere Tech**

**Program purpose.** The proposed Associate in Applied Science in John Deere Tech program is designed to prepare students with specialized skills in diagnostics, repair, and maintenance of John Deere agricultural and construction equipment.

**Program rationale and background.** Students in the proposed program will receive comprehensive training in diesel engines, hydraulics, powertrains, electrical and electronics, and precision technology systems with coursework and practical experiences tailored to John Deere machinery. In partnership with John Deere and affiliated dealerships, the curriculum will incorporate factory-certified training programs, hands-on internships, and direct pathways to employment in the industry. Currently, there is a shortage of technicians trained specifically on John Deere equipment, creating a workforce gap that threatens productivity and growth within the agricultural and construction equipment sectors. This gap is exacerbated by an aging technician population approaching retirement and insufficient entry-level training programs focused on John Deere technologies. The proposed Associate in Applied Science in John Deere Tech will directly address this unmet need by providing targeted, industry-aligned education and training that prepares graduates to fill critical roles in dealerships and service centers. The proposed program supports regional economic development by supplying employers with a skilled talent pool, ensuring industry sustainability and competitiveness. The proposed program will strengthen the workforce pipeline in Oklahoma and surrounding regions, support local and national employers, and align with OSUIT's mission to provide industry-driven technical education that meets both student and employer needs.

**Employment opportunities.** Employment opportunities for graduates of the proposed Associate in Applied Science in John Deere Tech are strong and continue to grow due to industry expansion, rapid technological advancement, and significant workforce replacement needs driven by an aging technician population. Agricultural and construction sectors continue to expand nationally and regionally, increasing

the need for highly trained diesel technicians capable of maintaining and repairing sophisticated John Deere machinery. Several key industry partners and dealerships within Oklahoma and surrounding states have reported persistent difficulties in recruiting qualified entry-level technicians proficient in John Deere systems, signaling strong employment opportunities for program graduates. According to Lightcast projections, employment in related occupations is expected to increase by 1,249 jobs between 2026 and 2031, representing approximately a 3 percent growth. Job posting analytics from January 2025 through January 2026 identified more than 4,259 unique openings aligned with the occupations associated with the proposed program, with a median annual wage of \$44,672. In contrast, only 12 students completed bachelor’s degrees in the most closely related field during the 2024-2025 academic year, demonstrating a clear gap between employer demand and the supply of qualified workers. This gap creates substantial opportunity for the proposed Associate in Applied Science in John Deere Tech program at OSUIT to prepare graduates for immediate entry into high-demand, well-paying technical careers.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Master of Education in Elementary Education program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in January 2026. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Agricultural Technicians	218	232	13	37	\$45,516
Landscaping & Groundskeeping Workers	14,508	14,757	248	1,954	\$36,427
Agricultural Equipment Operators	1,226	1,327	101	214	\$40,703
Operating Engineers & Other Construction Equipment Operators	7,349	7,554	206	660	\$49,409
Bus & Truck Mechanics & Diesel Engine Specialists	3,914	3,997	83	343	\$54,700
Farm Equipment Mechanics & Service Technicians	494	523	29	50	\$51,135
Mobile Heavy Equipment Mechanics, Except Engines	3,016	3,117	101	271	\$58,841
Industrial Machinery Mechanics	6,733	7,201	467	663	\$66,240

**External stakeholders.** Program development for the proposed Associate in Applied Science in John Deere Tech program originated from industry-initiated outreach. In Fall 2024, P&K Equipment approached OSUIT to explore establishing a John Deere-certified agricultural technology program to address regional workforce demand for trained service technicians. This initial inquiry prompted formal engagement with John Deere & Company (JD&C). Subsequent discussions with JD&C, facilitated through regional representative Jason Kinzey, expanded to include a consortium of authorized Oklahoma dealerships: P&K Equipment, Western Equipment, Yellowhouse Machinery, United Ag & Turf, and C.L.Boyd. These dealerships represent the primary regional employers of prospective students and future graduates and have been actively engaged in defining the workforce competencies the program must address. JD&C and the participating dealerships are serving in an advisory capacity to guide program and curriculum development, ensuring alignment with the technical standards and operational needs of Oklahoma’s John Deere dealer

network. A formal partnership agreement between OSUIT and JD&C has completed review by both institutions' legal departments and is pending approval.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	17	Fall 2029
Minimum Graduates from the program	5	2029-2030

**Duplication and impact on existing programs.** There are currently no Associate in Applied Science in John Deere Tech programs in Oklahoma. A system-wide letter of intent was communicated by email on June 22, 2025. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Additionally, OSUIT submitted a letter of agreement for the proposed program between John Deere & Company and OSUIT. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Applied Science in John Deere Tech program will consist of 66 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
General Education	19
Major Requirements	47
<b>Total</b>	<b>66</b>

**Faculty and staff.** Existing faculty members along with one new full-time faculty member will provide support and teach the courses in the proposed program.

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

**Financing.** John Deere & Company will provide significant training aids and tooling to support the proposed program's launch, reducing initial equipment costs. The program will also 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**  
May 29, 2026

**AGENDA ITEM #9-e (2):**

**New Programs.**

**SUBJECT:**

Oklahoma State University Institute of Technology. Possible action on the request to offer the Associate in Applied Science in Logistics and Supply Chain Technology.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University Institute of Technology's (OSUIT) request to offer the Associate in Applied Science in Logistics and Supply Chain Technology, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

**BACKGROUND:**

**APRA Implementation**

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

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

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

<b>Total Changes</b>	<b>Change Type</b>
0	Degree and/or certificate programs deleted
22	Degree and/or certificate programs added

OSUIT offers 59 degree and/or certificate programs as follows:

<b>Total Programs</b>	<b>Program Type</b>
24	Certificates
6	Associate in Arts or Science Degrees

26	Associate in Applied Science Degrees
3	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

### **Program Development Process**

OSUIT's faculty developed the proposal, which was reviewed and approved by institutional officials. OSUIT's governing board approved delivery of the Associate in Applied Science in Logistics and Supply Chain Technology program at its March 6, 2026, meeting. OSUIT is currently approved to offer 30 degree and certificate programs through electronic delivery. OSUIT requests authorization to offer this program as outlined below.

### **POLICY ISSUES:**

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

### **ANALYSIS:**

#### **Associate in Applied Science in Logistics and Supply Chain Technology**

**Program purpose.** The proposed Associate in Applied Science in Logistics and Supply Chain Technology program prepares students for operational roles in logistics, distribution, inventory control, and supply chain coordination through applied coursework, industry-aligned competencies, and embedded certification preparation.

**Program rationale and background.** The proposed Associate in Applied Science in Logistics and Supply Chain Technology program is designed to support workforce readiness while also providing a strong academic foundation for transfer into bachelor-level business and supply chain programs. The proposed program responds directly to sustained workforce demand for logistics and supply chain professionals across Oklahoma and the region. Labor market analyses from Lightcast and state-aligned workforce data consistently identify logistics, transportation, warehousing, inventory management, and distribution as high-demand occupational areas. Employers in Oklahoma consistently report difficulty filling entry- to mid-level logistics roles that require applied operational skills – such as inventory systems management, transportation coordination, warehousing operations, safety and quality practices, and the use of digital tools to support operational decision making – rather than solely managerial or theoretical preparation. Industry feedback and workforce analyses further emphasize the need for job-ready graduates with systems thinking skills and familiarity with end-to-end supply chain processes, aligning closely with an applied associate-level curriculum. A review of the competitive landscape indicates limited availability of associate-level logistics and supply chain programs in Oklahoma and surrounding regions, with no comparable programs offered fully online. The proposed fully online delivery model addresses this gap by expanding statewide access for working adults, rural learners, and place-bound students while maintaining academic rigor and workforce relevance.

**Employment opportunities.** Labor market data indicates clear and sustained demand for logistics and supply chain-related occupations in Oklahoma. According to Lightcast labor market analytics, occupations aligned with logistics, materials, and supply chain management – including roles in transportation, storage, and distribution – are projected to grow by approximately 15 percent statewide over the next 10 years. Positions in the field are projected to increase by 1,981 between 2026 and 2031. When projected growth is combined with replacement needs due to turnover and retirements, these occupations account for an estimated 200-250 job openings annually in Oklahoma. Employer job posting data reinforces this demand, with more than 9,130 unique job postings between January 2025 and January 2026 aligned with logistics technicians, inventory specialists, transportation coordinators, distribution operations staff, and warehouse leads. Postings frequently emphasize applied competencies such as inventory control, transportation coordination, warehousing operations, safety and quality practices, and basic data and systems proficiency. Many of these positions do not require a bachelor’s degree for entry but do require job-ready skills that align directly with an applied associate-level program, demonstrating strong and ongoing workforce demand and job opportunities for graduates of the proposed program.

**Employment outlook data.** Employment outlook data for the occupations listed below align with the proposed Associate in Applied Science in Logistics and Supply Chain Technology program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in January 2026. Graduates of the proposed program will be qualified applicants for the following positions:

Occupation	Annual Job Count (2026)	Projected Jobs (2026-2031)	# Change	Average Annual Openings	Median Annual Salary
Buyers and Purchasing Agents	5,370	5,601	230	553	\$73,587
Logisticians	4,563	4,827	264	460	\$85,755
Production, Planning, & Expediting Clerks	5,936	5,950	14	553	\$55,750

**External stakeholders.** In developing the proposed Associate in Applied Science in Logistics and Supply Chain Technology program, OSUIT consulted industry partners and advisory committee members (from other OSUIT programs/advisory committees). A formal letter of support from Manhattan Construction affirms the need for entry- to mid-level professionals with applied skills in inventory control, transportation coordination, warehousing operations, operational metrics, and data-informed decision making. Similar workforce needs have been consistently echoed by other OSUIT advisory partners, including Zeeco, who emphasize job-ready competencies, digital tool proficiency, system thinking, and continuous improvement practices. Employer feedback directly influenced curriculum design. The program emphasizes operational logistics coursework rather than theory-based business study, embeds preparation for the MSSC Certified Logistics Technician credential, and includes applied data tools and capstone-practicum experience aligned with real-world operations. This engagement ensures the program aligns with Oklahoma employer expectations and prepares graduates for immediate workforce entry.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	17	Fall 2029
Minimum Graduates from the program	5	2029-2030

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

<b>Institution</b>	<b>Program</b>
MSC	Associate in Applied Science in Business Management with option in Logistics & Transportation (022)
RSC	Associate in Applied Science in Business Administration with option in Supply Chain Management & Logistics (008)

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

<b>Institution</b>	<b>Existing Program</b>	<b>Date Approved</b>	<b>2021-2025 Enrollment</b>	<b>2021-2025 Graduates</b>
MSC	Associate in Applied Science in Business Management with option in Logistics & Transportation (022)	Prior to 2004	204*	15*
RSC	Associate in Applied Science in Business Administration with option in Supply Chain Management & Logistics (008)	6/30/03	1,417*	131*

\*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 October 13, 2025. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Additionally, OSUIT submitted a letter of support for the proposed program from Manhattan Construction Company. Due to sustained statewide workforce demand for logistics and supply chain professionals, the limited availability of associate-level programs – particularly those offered fully online – and OSUIT’s emphasis on applied, job-ready technical preparation, the proposed program will expand access to workforce-aligned education without duplicating existing program structures. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Applied Science in Logistics and Supply Chain Technology program will consist of 60 total credit hours as shown in the following table.

<b>Content Area</b>	<b>Credit Hours</b>
General Education	19
Major Requirements	41
<b>Total</b>	<b>60</b>

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

**Delivery method and support services.** The proposed Associate in Applied Science in Logistics and Supply Chain Technology program will be offered via electronic delivery. OSUIT utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: organized weekly or module-based instruction, discussion boards, assignment submission, resources, and direct messaging between instructors and students. Required instructional materials will be provided through the institution’s textbook affordability program embedded

within Canvas using VitalSource. 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. OSUIT 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**  
May 29, 2026

**AGENDA ITEM #10:**

**Program Deletions.**

**SUBJECT:**

Possible action on approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

- Master of Science in Communication Sciences and Disorders (011)
- Master of Science in Rehabilitation Sciences (052)

Langston University (LU) requests authorization to delete the programs listed below:

- Master of Science in Visual Rehabilitation Services (067)
- Associate in Science in Financial Planning (061)

Murray State College (MSC) requests authorization to delete the program listed below:

- Associate in Applied Science in Custom Gunmaking Technology (067)

Oklahoma State University Institute of Technology (OSUIT) requests authorization to delete the programs listed below:

- Associate in Applied Science in 3D Modeling and Animation (034)
- Associate in Applied Science in Toyota T-Ten (105)

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

- Associate in Science in Police Science (068)
- Associate in Applied Science in Technical Spanish/Translation and Interpretation (100)

**POLICY ISSUES:**

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

**ANALYSIS:**

OUHSC requests authorization to delete the Master of Science in Communication Sciences and Disorders (011) program, effective immediately. This program was approved at the April 1, 1995, State Regents meeting. OUHSC reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to Occupational Therapy and Physical Therapy professional programs throughout the U.S. moving to entry-level master's or doctoral degrees. Following this trend, students seeking to become occupational therapists and physical therapists are no longer seeking a post-professional Master of Science degree.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OUHSC requests authorization to delete the Master of Science in Rehabilitation Sciences (052) program, effective immediately. This program was approved at the April 1, 1995, State Regents meeting. OUHSC reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to Occupational Therapy and Physical Therapy professional programs throughout the U.S. moving to entry-level master's or doctoral degrees. Following this trend, students seeking to become occupational therapists and physical therapists are no longer seeking a post-professional Master of Science degree.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

LU requests authorization to delete the Master of Science in Visual Rehabilitation Services (067) program, effective immediately. This program was approved at the September 14, 2006, State Regents meeting. LU reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to low enrollment and declining student interest.
- There is currently one student enrolled in the program with an expected graduation of Spring 2027.
- No courses will be deleted.
- No funds are available for reallocation.

LU requests authorization to delete the Associate in Science in Financial Planning (061) program, beginning Fall 2026. This program was approved prior to October 2005. LU reports:

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

MSC requests authorization to delete the Associate in Applied Science in Custom Gunmaking Technology (067) program, effective immediately. This program was approved at the March 3, 2016, State Regents meeting. MSC reports:

- This program is part of the 2026 Post Audit 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.

OSUIT requests authorization to delete the Associate in Applied Science in 3D Modeling and Animation (034) program, effective immediately. This program was approved at the May 30, 2003, State Regents meeting. OSUIT reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to sustained low productivity, unsuccessful remediation efforts, and documented shifts in industry demand.
- Program deletion allows the institution to responsibly reallocate resources while minimizing student impact through individualized advising and transition to broader, more flexible digital media pathways.
- There are currently 28 students enrolled in the program with an expected graduation of Spring 2028.
- Six courses will be deleted.
- Funds from this program deletion will be reallocated to the Associate in Applied Science in Graphic Design Technology (014) program.

OSUIT requests authorization to delete the Associate in Applied Science in Toyota T-Ten (105) program, effective immediately. This program was approved at the September 03, 2015, State Regents meeting. OSUIT reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to sustained low productivity, unsuccessful remediation efforts, and documented shifts in industry demand.
- Program deletion allows the institution to responsibly reallocate resources while minimizing student impact through individualized advising and transition to other more viable programs.
- There are currently 22 students enrolled in the program with an expected graduation of Spring 2028.
- Seventeen courses will be deleted.
- Funds from this program deletion will be reallocated to other Automotive Services Technologies programs in the School of Transportation and Heavy Equipment [e.g., Associate in Applied Science in General Motors ASEP (103), Associate in Applied Science in Ford Asset (102), Associate in Applied Science in Mopar Cap (104)].

OSU – OKC requests authorization to delete the Associate in Science in Police Science (068) program, beginning Fall 2026. This program was approved prior to February 2012. OSU – OKC reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to sustained low enrollment.
- There are currently 9 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.

- No funds are available for reallocation.

OSU – OKC requests authorization to delete the Associate in Applied Science in Technical Spanish/Translation and Interpretation (100) program, beginning Fall 2026. This program was approved prior to February 2012. OSU – OKC 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 15 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #11-a:**

**Academic Policy.**

**SUBJECT:**

Posting of proposed revisions to State Regents' policy 3.17 – *Distance Education and Traditional Off-Campus Courses and Programs*, section 6. – *State Authorization Reciprocity Agreement*.

**RECOMMENDATION:**

**This item is for posting only.**

**BACKGROUND:**

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

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

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

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

As the state portal entity, the State Regents are responsible for approval and ongoing oversight of distance education that Oklahoma SARA-participating public and private institutions offer to students in other states

through SARA, including administering SARA policies and procedures found in the SARA Policy Manual. Similar to State Regents’ policy, SARA policy is subject to updates and modifications each year through the SARA Policy Modification Process. The State Regents last approved updates to policy section 3.17.6 at their October 19, 2023, meeting, and since that time a number of modifications to the SARA Policy Manual have been implemented such that OSRHE SARA policy is no longer in compliance with it.

**POLICY ISSUES:**

The proposed revisions amend Section 6., State Authorization Reciprocity Agreement, of the Distance Education and Traditional Off-Campus Courses and Programs.

**ANALYSIS:**

The proposed revisions are required for Oklahoma’s continuing compliance with SARA policy as set forth in the SARA Policy Manual, including new SARA policy to be effective July 1, 2026. These updates affect only State Regents’ actions regarding Oklahoma SARA membership and State Regents’ approval and oversight duties regarding the SARA participation of Oklahoma institutions, both public and private. No other activities or operations of any other institution are affected. For these reasons, it is not necessary for these proposed policy revisions to be subject to review and approval by the Council on Instruction or Council of Presidents.

Additionally, because private Oklahoma institutions participating in SARA\* require equal access to all OSRHE SARA policy and procedures resources, updates refer the reader to the OSRHE State Authorization Reciprocity Webpage for procedures rather than the Academic Affairs Procedures Handbook.

\* Private Oklahoma institutions participating in SARA include Family of Faith Christian University, Mid-America Christian University, Oklahoma Baptist University, Oklahoma Christian University, Oklahoma City University, Oklahoma Wesleyan University, Oral Roberts University, Randall University, Southern Nazarene University, and the University of Tulsa.

The recommended revisions are outlined below.

**SUMMARY OF POLICY REVISIONS**

Policy	Recommendation
3.17.6. State Authorization Reciprocity Agreement	<ul style="list-style-type: none"> <li>• Non-substantive updates for clarity.</li> </ul>
3.17.6.A. Financial Responsibility for Private Institutions	<ul style="list-style-type: none"> <li>• Rename section to accommodate additional SARA policy requirements for private institutions.</li> <li>• Add new SARA policy concerning the federal financial responsibility composite score requirements.</li> </ul>
3.17.6.C. Institutional Disclosures 3.17.6.D. Catastrophic Events/Disaster Recovery	<ul style="list-style-type: none"> <li>• Add new sections to include new SARA policy regarding institutional disclosure requirements and standards for institutional catastrophic and disaster recovery plans.</li> </ul>

<b>Policy</b>	<b>Recommendation</b>
3.17.6.E. Provisional Participation	<ul style="list-style-type: none"> <li>• Reword to accommodate updates to SARA policy.</li> </ul>
3.17.6.F. Non-Compliance	<ul style="list-style-type: none"> <li>• Remove unnecessary verbiage.</li> </ul>
3.17.6.G. Removal from Participation	<ul style="list-style-type: none"> <li>• Rename to include new SARA policy requirements regarding non-renewal of an application.</li> <li>• Reword to include new SARA policy requirements regarding non-renewal of an application.</li> <li>• Reword to refer the reader to the OSRHE State Authorization Reciprocity Webpage for procedures.</li> </ul>
3.17.6.H. Appeals	<ul style="list-style-type: none"> <li>• Reword to refer the reader to the OSRHE State Authorization Reciprocity Webpage for procedures.</li> </ul>
3.17.6.J. Student Complaints	<ul style="list-style-type: none"> <li>• Rename to be clear this policy governs SARA student complaints only.</li> <li>• Remove complaint procedures to the OSRHE State Authorization Reciprocity Webpage.</li> </ul>
3.17.6.K. Consumer Protection	<ul style="list-style-type: none"> <li>• Add new section to reflect updates to guidance for complying with SARA policy regarding consumer protection and student complaints.</li> </ul>

Attachment

## EXCERPT

### 3.17 DISTANCE EDUCATION AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

#### 3.17.6 State Authorization Reciprocity Agreement

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

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

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

#### A. Eligibility

##### 1. All Institutions

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

- a. Be a degree-granting institution, awarding associate's degrees or higher;
- b. Be physically located in Oklahoma with its principal campus or central administrative unit domiciled in Oklahoma;
- c. Hold proper authorization from Congress, the state of Oklahoma, or a federally recognized Indian tribe to award degrees; and
- d. Hold accreditation as a single entity from an accrediting agency recognized by the U.S. Department of Education (USDE) for the purposes of accrediting institutions, and whose scope of recognition, as specified by the USDE, includes distance education.

2. Financial Responsibility for Private Institutions

In addition to the above, SARA policy requires private institutions to demonstrate financial responsibility sufficient for SARA participation by ~~to~~ maintaining a minimum federal financial responsibility composite score (“composite score” or “score”) of 1.0. ~~demonstrate financial responsibility sufficient for SARA participation, all private institutions shall maintain SARA’s minimum required federal financial responsibility composite score (“composite score” or “score”) as detailed in the SARA Policy Manual. Institutions with a score below the minimum required by SARA are ineligible for SARA participation~~ This requirement applies to all private institutions, regardless of whether the institution participates in Title IV.

a. An institution’s composite score shall be determined consistent with the requirements and provisions in the SARA Policy Manual.

b. An institution that applies for initial approval whose score is below 1.0 will not be approved.

c. If OSRHE becomes aware that a participating institution’s score has moved below 1.0, OSRHE shall notify the institution that it is out of compliance with SARA policy. The institution shall have 90 days from the date of the notice to provide verifiable documentation of a score above 1.0 calculated from its most recent audited financial statement. Verifiable documentation shall consist of documentation of a calculation of the score by the responsible federal agency or a certified, independent accountant acceptable to the OSRHE. OSRHE shall make the final determination whether the submitted documentation is sufficient to establish a score of of 1.0 or above for purposes of SARA participation. The institution is prohibited to enroll any new students from the date of the notice to the date of OSRHE determination that the documentation is sufficient as described above. An institution that is unable to provide such documentation by the end of the 90-day period, or whose documentation is not sufficient as described above, shall be removed from SARA according to the procedures for Removal or Non-renewal of Participation found on the OSRHE State Authorization Reciprocity Agreement webpage.

~~e.d.~~ For institutions owned and controlled by another parent entity, the relevant score will be the composite score that of the parent entity, as identified by the OSRHE-USDE. ~~Composite scores requirements are in the SARA Policy Manual.~~

e. -A participating institution that determines or is notified by an entity other than OSRHE that its composite score has changed to below 1.0 shall notify the OSRHE of the

change within 30 calendar days of its determination or receipt of the notification, with any documentation related to the change in score.

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

B. Participation

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

C. Institutional Disclosure Requirements

SARA policy requires all participating institutions to provide certain disclosures directly to the OSRHE and others publicly on its website. Participating institutions shall follow the procedures for Disclosures found on the OSRHE State Authorization Reciprocity Agreement webpage.

D. Catastrophic Events/Disaster Recovery

All SARA-participating institutions shall maintain a catastrophic event/disaster recovery plan. The plan shall be reviewed and updated on a defined periodic basis, for example, every two years. The institution shall provide a copy of the plan or a summary thereof to the OSRHE upon request.

The institution's catastrophic event/disaster recovery plan shall fulfill its accreditor's requirements, and provide the additional policies and procedures found on the OSRHE State Authorization Reciprocity Agreement webpage.

E. Provisional Participation

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

~~C.F.~~ Non-Compliance

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

D.G. Removal from or Non-renewal of Participation

SARA policy requires the OSRHE to remove from participation or not approve for renewal an institution if:

1. It fails to renew its participation under the terms of the SARA Policy Manual;
2. It fails to pay its annual fees as required in the SARA Policy Manual;
3. It loses or withdraws from institutional accreditation by a USDE-recognized accreditor; or-
4. Its federal financial responsibility composite score falls below 1.0.

An institution that has been removed from or not renewed for participation will receive written notification from with be notified in writing of the removed by the OSRHE and shall follow the procedures for Removal from or Non-renewal of Participation found on the OSRHE State Authorization Reciprocity Agreement webpage.

The institution may reapply for participation when it has regained compliance with SARA policy requirements for initial approval that are, including eligibility requirements in effect at the time of its reapplication.

E.H. Appeals

Institutions may appeal denial, non-renewal, or removal of SARA participation. Institutions that wish to submit an appeal shall follow the procedures to Appeal Removal or Non-renewal found in the Academic Affairs Procedures Handbook, on the OSRHE State Authorization Reciprocity Agreement webpage.

F.I. Post SARA Activity

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

G.J. SARA Student Complaints

Students attending an institution through under SARA who have a complaint about the institution's compliance with SARA policy may appeal the institution's final resolution of their complaint to the OSRHE. To do so, the student shall follow the procedures for Student Complaints found on the OSRHE State Authorization Reciprocity Agreement webpage. who wish to submit lodge a complaint against the institution must first pursue the complaint with the institution they are attending, including any appeals process, to the highest institutional administrative level available. If the student feels the institution has not adequately addressed the complaint at the conclusion of the institution's process, the student may proceed as follows:

Oklahoma Students Attending an Out-of-State Institution

For complaints not resolved at the institutional level, the student should contact the SPE of the institution's home state and follow its student

~~complaint procedures. A list of the SPE contacts for each SARA member state can be found on the [NC SARA website](#).~~

#### ~~Out-of-State Students Attending an Oklahoma Institution~~

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

#### K. Consumer Protection

SARA consumer protection provisions require OSRHE to investigate and resolve allegations of dishonest or fraudulent activity by Oklahoma SARA-participating institutions. Individuals wishing to report a consumer protection issue shall follow the procedures for consumer protection found on the OSRHE State Authorization Reciprocity Agreement webpage.

#### H.L. Courses and Programs Offered in Oklahoma by Out-of-State Institutions

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

Meeting of the  
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May 29, 2026

**AGENDA ITEM #11-b:**

**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**

<b>Policy</b>	<b>Recommendation</b>
3.4.2 Instruction Programs and Courses	<ul style="list-style-type: none"><li>Added language to address modifications to existing programs that result in a reduction of total credit hours.</li></ul>
3.4.3 New Program Requests	<ul style="list-style-type: none"><li>Added section B.2.b Bachelor’s Degrees with Fewer than 120 Credit Hours.</li></ul>

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

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

##### A. Levels of Instructional Programs

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

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

B. Addition, Modification, and Deletion of Courses

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

C. Deletion, Suspension, and Reinstatement of Programs

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

The institution's President or designee must notify OSRHE staff when a program is being suspended. While suspended, the program may not be advertised, no students may be recruited or admitted to the program, and the program 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

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 7 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or request information.

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.

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 to the Chancellor 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.

i. 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.

ii. 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

iii. 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.

f. 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.

g. 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.

h. 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.

i. 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.

ii. 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.

iii. 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.

iv. 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.

v. 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.

vi. 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.

vii. Program Review and Assessment

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

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

b. Bachelor's Degrees with Fewer than 120 Credit Hours

Bachelor's degrees offered in a reduced credit format must require a minimum of 90 credit hours and a maximum of 119 credit hours. These degrees are intentionally designed to prepare students for specific applied, technical, or workforce-focused occupations and must maintain academic rigor consistent with bachelor-level expectations. These bachelor's degrees are not intended to function as shortened versions of traditional baccalaureate programs, but as distinct pathways aligned to applied workforce preparation. In addition to the criteria listed in 3.4.3.B.1, proposals for these degrees must include the following:

- i. A clear rationale for the bachelor's degree, including why a reduced-credit structure is appropriate for the intended student population and how the program aligns with the institution's mission and applied workforce objectives. The rationale must also explain how the reduced credit structure is achieved (e.g., curricular redesign, applied learning integration, recognition of prior learning, etc.) and why this structure is appropriate for bachelor-level outcomes.
- ii. Evidence that the program addresses a documented critical workforce need, including alignment with state, regional, or industry-identified employment gaps.
- iii. Evidence of employer and student demand for the degree, including documentation that employers understand the distinctions between the proposed bachelor's degree and similar traditional 120 credit hour baccalaureate programs, and that graduates will have clear post-graduation employment opportunities aligned with program learning outcomes. Where applicable, proposals must also disclose known implications for licensure, graduate programs, or professional advancement pathways.
- iv. A description of program-level student learning outcomes, assessment methods, and instructional design demonstrating the degree maintains academic rigor comparable to similar 120 credit hour degrees. Institutions must explain how instructional time, depth of content, and student workload support

bachelor-level learning expectations within a reduced credit framework. Institutions must identify any substantive modifications to general education requirements, major coursework, or applied learning components used to achieve credit reduction and demonstrate how curricular coherence and bachelor-level depth are maintained.

- v. Evidence the institution has already obtained, or is in the process of seeking, any required approvals from specialized accreditors or external licensing bodies, if/where applicable. Institutions are responsible for confirming the degree structure is permissible under the standards of any applicable institutional or specialized accreditor. If a bachelor's degree in a reduced-credit format is not permitted by an accrediting body, the institution must disclose this and explain how compliance will be maintained.
- vi. An analysis of the impact of the bachelor's degree on existing programs, including whether the proposed program replaces, consolidates, or substantially overlaps with a current 120 credit hour bachelor's degree.
- vii. A description of intentional advising and communication strategies that clearly communicate to the students the:
  - a) Difference between the proposed bachelor's degree and similar traditional 120 credit hour baccalaureate programs in the same discipline; and
  - b) Potential academic, transferability, entry into graduate/professional programs, licensure, or employment implications associated with selecting the bachelor's degree with fewer than 120 credit hours.
- viii. A description of how the institution will monitor and evaluate the quality and effectiveness of the proposed bachelor's degree, including student outcomes, completion rates, and employment outcomes, and how evaluation results will be used for continuous program improvement.

#### 3.4.4. Protests of Letters of Intent or 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.
- E. If the State Regents defer or disapprove the program, the institution may resubmit a program proposal for reconsideration at a future date.

#### 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.

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*Approved May 31, 1995.*

*Revised September 5, 1997; January 29, 1999; February 7, 2008; June 21, 2012; June 29, 2017; June 27, 2019; April 15, 2021; October 21, 2021; April 28, 2022; June 29, 2023; September 5, 2024; February 6, 2025; April 16, 2026.*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #11-c:**

**Academic Policy.**

**SUBJECT:**

Possible action on the approval of proposed revisions to State Regents' policy 3.15 – *Undergraduate Degree Requirements*.

**RECOMMENDATION:**

**It is recommended the State Regents approve the proposed revisions to the Undergraduate Degree Requirements policy.**

**BACKGROUND:**

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

**POLICY ISSUES:**

The proposed revisions amend the Undergraduate Degree Requirements policy.

**ANALYSIS:**

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

**SUMMARY OF POLICY REVISIONS**

<b>Policy</b>	<b>Recommendation</b>
3.15.2 Standards of Education for Completion of the AA and AS Degrees	<ul style="list-style-type: none"><li>• Added language clarifying the requirements for satisfying the computer proficiency assessment requirement.</li></ul>
3.15.4 Standards for Awarding Baccalaureate Degrees	<ul style="list-style-type: none"><li>• Added language clarifying electives can be selected from courses complementary to the student's major.</li><li>• Added General Education requirements for bachelor's degrees with fewer than 120 credit hours.</li><li>• Added language allowing institutions to offer bachelor's degrees with fewer than 120 credit hours.</li></ul>

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

### 3.15 UNDERGRADUATE DEGREE REQUIREMENTS

#### 3.15.1 Purpose

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

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

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

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

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

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

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

- E. A minimum of 15 credit hours of coursework applied toward the associate degree shall be taken from the awarding institution.

3.15.3 Standards of Education for Completion of the AAS Degrees

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

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

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

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

3.15.4 Standards for Awarding Baccalaureate Degrees

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

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

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

Bachelor’s Degrees with Fewer than 120 Credit Hours

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

C. Types of Baccalaureate Degrees

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

It is conceivable that an institution might offer more than one type of degree in a discipline.

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

D. Requirements and Standards

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

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

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

3-2. A minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution.

4-3. Each baccalaureate degree awarded by a State System institution shall be based on a minimum of 40 hours of general education excluding physical education activity courses.

5-4. Students recommended for the baccalaureate degree must achieve a GPA of 2.0 as a minimum on all course work attempted, excluding any courses repeated, rerieved or renewed as detailed in the State Regents' Grading policy, and excluding physical education activity courses.

~~6-1. The requirements and standards set forth in this policy statement should be considered minimum.~~

5. Demonstrate successful completion of a course in one of the following areas at the high school or college level: computing systems, networking, programming, computer applications, desktop publishing, web design or cybersecurity.

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

6. Each baccalaureate degree granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-granting institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a

university, college, or program must be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in a State System college or university shall govern lower division prerequisites and all degree requirements, provided that the student has had continuous enrollment as defined in the official college or university publications.

7. The requirements and standards set forth in this policy statement should be considered minimum.

E. Summary of Minimum Standards for a Baccalaureate Degree

Bachelor of Arts Degree

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

Bachelor of Science Degree

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

Bachelor of (Specialty) Degree

	Number of Credit Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	40
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30

Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

Bachelor's Degrees with Fewer than 120 Credit Hours

	<u>Number of Credit Hours Required</u>
<u>Total semester credit hours required</u>	<u>90</u>
<u>General education</u>	<u>30</u>
<u>Liberal arts and sciences course work</u>	<u>30</u>
<u>Credit in residence at the awarding institution (10 of the final 22 hours or 50 percent of the major also required in residence)</u>	<u>22</u>
<u>Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)</u>	<u>45</u>
<u>Area of specialization (50 percent must be upper-division)</u>	<u>40</u>

3.15.5 General Education Framework

A. General Education Outcomes

The following framework should be followed by each institution when developing or reviewing its general education program.

1. All institutions in the State System will require a general education component in each undergraduate degree program.
2. Faculty should provide the oversight for general education and each institution should regularly assess the effectiveness of its general education program.
3. Institutions should clearly and publicly articulate the purposes, content, and intended learning outcomes of the general education provided to students.
4. An institution's general education program should impart common knowledge and intellectual concepts that every educated person should possess.
5. Effective general education should help students gain competence in independent intellectual inquiry and stimulate the examination and understanding of personal, social, and civic engagement.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #11-d:**

**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**

<b>Policy</b>	<b>Recommendation</b>
3.10.1 Purpose	<ul style="list-style-type: none"><li>• Updated language to be more concise.</li></ul>
3.10.2 Guiding Principles	<ul style="list-style-type: none"><li>• This was formerly the Definitions section, which was moved to the Procedures Handbook.</li><li>• This section now provides specific guidance on quality concurrent enrollment programs.</li></ul>
3.10.3 Dual Credit	<ul style="list-style-type: none"><li>• Eligibility requirements that were previously in this section have been moved to another section in the Concurrent Enrollment policy.</li></ul>

	<ul style="list-style-type: none"> <li>References statutory language.</li> </ul>
3.10.4 Program Curriculum Standards	<ul style="list-style-type: none"> <li>Dual credit is now in 3.10.3.</li> <li>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.</li> </ul>
3.10.5 Student Eligibility and Support	<ul style="list-style-type: none"> <li>The requirements for collegiate experience that were formerly section 3.10.5 are not included in section 3.10.4.</li> <li>This section includes the student eligibility requirements that were previously included in section 3.10.3.</li> </ul>
3.10.6 Policy Exception	<ul style="list-style-type: none"> <li>New section that provides guidance to State System institutions that want to allow for an exception to the Concurrent Enrollment policy.</li> </ul>
3.10.7 Faculty or Instructor Qualifications and Support	<ul style="list-style-type: none"> <li>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.</li> </ul>
3.10.8 Transferability of Credit	<ul style="list-style-type: none"> <li>New section that requires institutions to be transparent on how a concurrent course applies toward degree requirements and how it transfers to other institutions.</li> </ul>
3.10.9 Memorandum of Understanding	<ul style="list-style-type: none"> <li>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.</li> </ul>
3.10.10 Off-Campus Geographic Service Areas	<ul style="list-style-type: none"> <li>This section was created from existing policy.</li> <li>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.</li> <li>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.</li> <li>Adds clarification that geographic service areas do not apply to online courses.</li> </ul>
3.10.11 Early College Programs	<ul style="list-style-type: none"> <li>Updated language to ensure institutions develop quality Early College programs.</li> </ul>

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 Eligibility Requirements Guiding Principles

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
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~~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~~
- e. ~~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 Collegiate ExperienceProgram and Curriculum Standards

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 Off Campus Concurrent EnrollmentStudent Eligibility and Support

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.e.~~
- ~~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~~ Targeted Admissions Design

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.

1. 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 students earning a meaningful credential in conjunction with their high school diploma.

2. Program Design and Benefit to Students

- ~~d. An early college program must ultimately lead to a meaningful credential to students to earn 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 targeted population of program participants.~~
- ~~e. Institutions must clearly demonstrate and report detailed explanations of the discrete benefits the student will have gained after completing the early college program.~~

C. Student Support

Before implementing an early college program, an institution should:

- ~~a.1. Before implementing an early college program, an institution should~~  
B~~build a strong partnership with participating high schools.~~
- ~~b.2. Before implementing an early college program, an institution should~~  
e~~arefully~~ d~~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.~~
- ~~e.3. In recognition of developmental and preparational differences between early college participants and traditional concurrent students, institutions should~~ i~~Implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.~~
- ~~d. Institutions must provide traditional support systems vital to college success to early college student participants.~~

3-D. Cost of Participation

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

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

~~e.~~ ~~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.~~

~~e.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.

#### ~~4.E.~~ Evaluation Authorization

~~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 signed 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.

#### ~~B.F.~~ 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.

~~3.10.53.10.12~~ 3.10.12 Accountability, Compliance, and Data Reporting

~~State Regents' staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:~~ All State System institutions offering concurrent enrollment programs shall follow NACEP standards of practice.

A. Institutions will submit an annual report to State Regents' staff using the appropriate form available on the State Regents' website.

B. State Regents' staff 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

e.d. Early college courses

~~1. Average grade point average of all concurrent enrollment students;~~

~~2. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and~~

~~3. Average grade point average of concurrent enrollments students who specifically participated in off-campus concurrent enrollment courses.~~

~~4. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in an early college program.~~

~~5. Average grade point average of concurrent enrollment students who specifically participated in an early college program.~~

6.2. Number of degrees or certificates awarded to students who specifically participated in an early college program.

7.3. Demographic information demonstrating targeted underserved populations benefitting from and being served by an early college program.

- C. ~~To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, i~~Institutions that conduct off-campus concurrent enrollment shall annually submit:
1. A copy of each signed off-campus concurrent enrollment MOU; and
  - ~~2.1.~~ A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

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*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**  
May 29, 2026

**AGENDA ITEM #11-e:**

**Academic Policy.**

**SUBJECT:**

Possible action on policy exception request from the University of Oklahoma.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

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

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

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

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

**POLICY ISSUES:**

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

**ANALYSIS:**

University of Oklahoma (OU) is requesting approval for the following exceptions to the OSRHE Concurrent Enrollment policy.

First, OU requests to employ the following enrollment admission criteria for Norman Public Schools (NPS) concurrent students who plan to enroll in English courses during the 2026-2027 academic year:

<b>OSRHE Policy</b>	<b>Proposed Exception</b>
24 ACT or 1160 SAT OR high school GPA 3.0 and class rank top 33.3 percent	19 English ACT or 510 Reading and Writing SAT AND 3.0 high school GPA

Second, OU requests an enrollment admission exception for NPS concurrent students who plan to enroll in mathematics courses.

<b>OSRHE Policy</b>	<b>Proposed Exception</b>
24 ACT or 1160 SAT OR high school GPA 3.0 and class rank top 33.3 percent	19 Math ACT or 510 Math SAT AND 3.0 high school GPA

Over the past three academic years, an average of 78 Norman Public Schools concurrent students participated under this admission criteria. Across this period, students earned grades of an A or B at an average rate of approximately 86 percent. Withdrawals and cancellations averaged fewer than 10 students per year, while unsuccessful outcomes averaged just over three students annually, indicating consistent academic performance among participating students.

Staff analysis of OU’s requests determined that an exception to the Concurrent Enrollment policy is warranted. OU will be required to submit student-level data for each student enrolled in courses under the authorization granted by this action after the conclusion of the 2026–2027 academic year. State Regents’ approval is recommended.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**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, 39 private and out-of-state institutions are authorized to operate in Oklahoma:

- Academy of Art University
- ATA College
- Baylor University
- Biola University
- California Coast University
- California Institute of Applied Technology
- Central Oklahoma College
- Chamberlain University
- Chicago School (The)
- Claremont Lincoln University
- Columbia College
- Embry Riddle Aeronautical University
- Evangel University Assemblies of God
- Golden Gate University
- Heavy Equipment Colleges of America
- John Brown University
- Los Angeles Film School
- Miller-Motte College
- National University
- Nelson University
- New York University
- Ottawa University
- Pepperdine University
- San Diego Global Knowledge University
- San Jose State University
- South University
- Southern California University of Health Sciences
- Southwestern Law School
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- University of California Berkeley
- University of California Davis
- University of San Diego
- University of Saint Augustine for Health Sciences
- Upper Iowa University
- Walden University
- Westcliff University
- Wichita State University

**POLICY ISSUES:**

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

**ANALYSIS:**

Implementation of SB 550 requires authorization for out-of-state institutions to offer online only distance education in Oklahoma, as a result of which institutions that have been offering online only programs in Oklahoma must now obtain authorization to continue doing so. By the application deadline for this meeting, State Regents’ staff received an application for initial authorization, accompanied by payment of the application fee, from the following institutions:

- California Institute of Integral Studies
- Ultimate Medical Academy

**Institutional Summaries**

The tables below summarize the institutions’ presence and activities in Oklahoma during the reporting period, the 2024-2025 academic year. Detailed Oklahoma program offerings and enrollment are provided in a supplement to this agenda, available upon request.

**California Institute of Integral Studies**

Although California Institute of Integral Studies (CIIS) 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, CIIS 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.

California Institute of Integral Studies' (CIIS) main campus is located in San Francisco, California, and has no parent company. The institution is private non-profit, is accredited by the WASC Senior College and University Commission, and its Federal Financial Responsibility Composite Score<sup>1</sup> 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	0	0	0	0
Bachelor's Programs	0	0	0	0
Master's Programs	0	0	0	0
Doctoral Programs	3	3	0	3
Other Degree Programs	0	0	0	0
Totals	3	3	0	3

**Ultimate Medical Academy**

Although Ultimate Medical Academy (UMA) 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, UMA 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.

UMA's main campus is located in Tampa, Florida and it is a private, non-profit institution owned by Vocate Education Solutions, Inc. The institution is accredited by the Accrediting Bureau of Health Education Schools, and its federal financial responsibility composite score<sup>1</sup> is 1.8.

**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	6	213	80	128
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	6	213	80	128

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

The FFRC score reflects the overall relative financial health of an institution along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible. Schools with a score of less than 1.5 but greater than or equal

to 1.0 are considered financially responsible but require additional oversight. These schools are subject to cash monitoring and other participation requirements.

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

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**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, 39 private and out-of-state institutions are authorized to operate in Oklahoma:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Academy of Art University</li><li>• ATA College</li><li>• Baylor University</li></ul> | <ul style="list-style-type: none"><li>• Biola University</li><li>• California Institute of Applied Technology</li><li>• Central Oklahoma College</li></ul> |
|---|--|

- 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 St. Augustine for Health Sciences
- Upper Iowa University
- Walden University
- Westcliff University
- Wichita State University

**POLICY ISSUES:**

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

**ANALYSIS:**

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

- Central Oklahoma College
- Heavy Equipment College
- Ottawa University
- New York University
- Southwestern Law School
- Upper Iowa University
- Walden University

The information below summarizes these institutions’ Oklahoma program offerings and enrollment during the reporting period, the 2024-2025 academic year. Details for courses and enrollment can be found in the Supplement available upon request.

**Central Oklahoma College**

Central Oklahoma College’s (Central OC) main campus is located in Oklahoma City, and it is owned by the parent company Central State Beauty Academy, Inc., dba Central Oklahoma College. The institution is private for-profit, is accredited by the Accrediting Commission of Career Schools and Colleges, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 3.0.

**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	4	112	65	108
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	4	112	65	108

**Heavy Equipment College**

Heavy Equipment College's (HEC) main campus is located in Oklahoma City, and it is owned by the parent company Argosy Investments. The institution is private for-profit, is accredited by the Accrediting Commission of Career Schools and Colleges, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 1.3.

**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	5	3	0
Bachelor's Programs	0	0	0	0
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	1	5	3	0

**Ottawa University**

Ottawa University's (OU) main campus is located in Ottawa, Kansas and it has no parent company. The institution is private non-profit, is accredited by the Higher Learning Commission, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 0.6.

**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	0	0	0	0
Bachelor's Programs	12	16	1	5
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	12	16	1	5

**New York University**

New York University's (NYU) main campus is located in New York, New York and it has no parent company. The institution is private non-profit, is accredited by the Middle States Commission on Higher Education, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 3.0.

New York University is a SARA-participating institution that has a physical location in Tulsa. There it offers nine independent, in-person courses which can voluntarily be applied as general education or elective credit to most NYU degrees (offered in Oklahoma through SARA). Student data for the independent courses are provided in the table below.

**Southwestern Law School**

Southwestern Law School's (SWL) main campus is located in Los Angeles, California and it has no parent company. The institution is private non-profit, is accredited by the American Bar Association, and its Federal Financial Responsibility Composite Score<sup>1</sup> is 3.0.

**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	0	0	0	0
Bachelor's Programs	0	0	0	0
Master's Programs	0	0	0	0
Doctoral Programs	1	0	0	0
Other Degree Programs	0	0	0	0
Totals	1	0	0	0

**Upper Iowa University**

Upper Iowa University's main campus is located in Fayette, Iowa and it has no parent company. The institution is private non-profit, is accredited by the Higher Learning Commission, and its Federal Financial Responsibility Composite Score<sup>1</sup> 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	5	4	4
Bachelor's Programs	4	4	0	4
Master's Programs	0	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	6	9	4	8

**Walden University**

Walden University's main campus is located in Minneapolis, Minnesota and its parent company is Covista, Inc. (FKA Adtalem Global Education, Inc.). The institution is private for-profit, is accredited by the Higher Learning Commission. Walden University submitted a Federal Financial Responsibility Composite Score<sup>1</sup> 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, Walden University's independent auditor,

PricewaterhouseCoopers, LLP, calculates from the institution's own most recent audited financial statement a score of 1.4.

**Degree Programs Offered in Oklahoma - Summary**

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	51	12	1	7
Associate Programs	0	0	0	0
Bachelor's Programs	18	130	7	104
Master's Programs	35	204	20	140
Doctoral Programs	27	74	8	55
Other Degree Programs	8	1	0	1
Totals	139	421	36	307

After reviewing the applications and required documentation, State Regents' staff determined that these institutions meet the authorization requirements established in the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents approve these institutions' requests for authorization through the 2026-2027 academic year.

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

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

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

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #13:**

**Budget Report and Revenue Update.**

**SUBJECT:**

Report on State budget and revenue.

*Oral Presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #14:**

**Performance Funding Formula.**

**SUBJECT:**

Possible action on proposed revisions to State Regents' policy 4.2.2 – *Performance Funding Formula*.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the revisions to policy for the Performance Funding Formula methodology effective with the Fiscal Year 2027 allocation process.**

**BACKGROUND:**

The Oklahoma State Regents began a formal review of its current performance funding formula with the creation of a Performance Funding Formula Committee in February 2024. The review was initiated to evaluate the effectiveness of the existing funding methodology and to consider potential revisions that would better align state appropriations with Oklahoma's higher education priorities, workforce needs, and student success goals.

As part of the review process, the State Regents engaged HCM Strategists, a national higher education policy and finance consulting firm, to assist with evaluation of the current model and development of recommendations for a revised funding approach. Over the course of the review, the Committee and State Regents received multiple presentations and updates regarding national best practices in higher education finance, performance funding structures utilized in other states, institutional mission differentiation, workforce alignment, and outcome-based funding metrics.

**POLICY ISSUES:**

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

**ANALYSIS:**

The State Regents' Funding Formula Committee adopted the following guiding principles in development of the recommendations for a new performance funding formula:

1. Reflect and support Blueprint 2030 strategic plan.
2. Align and complement state priorities and initiatives.
3. Provide evidence-based incentives to improve access and success for all students.
4. Strive for a model that is sustainable, consistent and reliable.

5. Use metrics based on available, reliable and consistent data.
6. Establish a model that acknowledges the varied mission and structures among system institutions.
7. Be simple to understand communicate.
8. Provide rationale for increased funding.
9. Involve stakeholder input.

The revised formula framework is structured around four major components:

1. Enrollment (25 percent) – recognizes institutional enrollment and access, including undergraduate and graduate enrollment, adult learners, Pell-eligible students, and academically underprepared students.
2. Retention & Success (30 percent) – emphasizes student progression and completion outcomes, including retention, credit hour accumulation, transfer success, on-time undergraduate completions, total completions, and graduate completions.
3. Opportunity (20 percent) - provides additional emphasis on completion outcomes for priority student populations, including adult learners, Pell-eligible students, and academically underprepared students.
4. Workforce (25 percent) – aligns funding with workforce and economic development priorities through measures related to STEM completions, critical occupation completions, graduate employment, and wage outcomes.

Each of the metrics used to define each measure with the key components are listed in the following table.

**Enrollment – 25%**

<b>Metric</b>	<b>Weight</b>	<b>Definition</b>
Undergraduate headcount enrollment	14%	Three-year average of the number of undergraduate degree-seeking students enrolled in at least one credit-bearing course at an institution during an academic year. Each student is counted once per institution, regardless of the number of courses taken. Excludes concurrent enrollment.
Undergraduate FTE enrollment	14%	Three-year average of FTE enrollment, which is a measurement of undergraduate degree-seeking student enrollment based on credit hours, calculated by dividing total enrolled credit hours by the IPEDS full-time credit-hour standard of 15 credit hours per semester for undergraduate students. Excludes concurrent enrollment credit hours.
Adult enrollment	14%	Three-year average of the number of adult undergraduate degree-seeking students enrolled in at least one credit-bearing course at an institution during an academic year. Each student is counted once per institution, regardless of the number of courses taken. To be classified as an adult student enrollment, a student must be 25 years of age or older at the start of the semester of earliest enrollment.

Pell enrollment	14%	Three-year average of the number of undergraduate degree-seeking students who are identified as a Pell recipient - meaning they received a Federal Pell Grant - in at least one semester of the academic year at the cohort institution. Pell recipient status is based on institution-reported financial aid data, which may be updated as processing continues.
Underprepared enrollment	14%	Three-year average of the number of undergraduate degree-seeking students who do not meet college-readiness benchmarks, identified by having an ACT composite score of 18 or below or, if ACT data are unavailable, a high school GPA below 2.50. Students lacking both ACT and GPA data are not classified as under-prepared.
Graduate headcount enrollment	14%	Three-year average of the number of graduate students enrolled in at least one credit-bearing course at an institution during an academic year. Each student is counted once per institution, regardless of the number of courses taken.
Graduate FTE enrollment	14%	Three-year average of graduate FTE enrollment, which is a measurement of graduate student enrollment based on credit hours, calculated by dividing total enrolled credit hours by the IPEDS full-time credit-hour standard of 12 credit hours per semester for graduate students.

**Retention & Success – 30%**

<b>Metric</b>	<b>Weight</b>	<b>Definition</b>
Retained students	20%	Three-year average of the number of undergraduate degree-seeking students who return to the same institution in the following academic year (fall or spring), or who earn an eligible undergraduate award at the institution during the cohort year or the summer immediately after. Students must continue at the same institution to be counted as retained.
Students accumulating 24 hours	20%	Three-year average of the number of undergraduate degree-seeking students who accumulated 24 or more credit hours within their first academic year. The cohort includes two groups of students: 1) first-time, full-time, degree-seeking undergraduate students who enrolled in the fall semester of the academic year, and 2) first-time, degree-seeking undergraduate students who enrolled in the summer semester and subsequently continued at the same institution into the fall semester, where they were enrolled as full-time, degree-seeking students. Concurrent high school students enrolled in the fall semester were excluded from the cohort. Credit hour accumulation reflects institutional reporting for the full academic year (summer, fall, spring). Students must have remained at the same institution through the fall semester to be included in the summer-to-fall cohort group.
Transfer students (two-year tier only)	20%	Three-year average of the number of undergraduate, degree-seeking students who were enrolled at a two-year institution during the fall or spring semester of the cohort academic year and subsequently enrolled at a four-year institution during either the same academic year or the following academic year. To be

		counted as a transfer, the student must enroll at the four-year institution as a degree-seeking undergraduate and must not be concurrently enrolled at the original two-year cohort institution at the time of transfer. Concurrent high school students are excluded. If a student earned multiple awards at the two-year cohort institution, only the highest-level award is used for classification purposes.
Completions within 150% of time	20%	Three-year average of the number of first-time, degree-seeking undergraduate students who complete an undergraduate award at the same institution within 150% of the standard time to degree—three years for two-year programs and six years for four-year programs. Students are counted once at the highest award level earned. The cohort includes two groups of first-time, degree-seeking undergraduate students: 1) students who first enrolled in the fall semester of the cohort academic year, and 2) students who first enrolled in the summer semester of the cohort academic year and continued at the same institution into the subsequent fall as degree-seeking students. Concurrent high school students enrolled in the fall term are excluded. Full-time status is determined based on the fall enrollment record. Students are counted as completers if they earn any undergraduate award—including associate degrees, bachelor’s degrees, or undergraduate certificates or other curriculum awards—within 150% of the standard time to completion. If multiple awards are earned within the timeframe, the student is counted once under the highest award level earned. This measure reflects within-institution completions and does not include awards earned at other institutions in the system. Institutions classified as two-year institutions but offering bachelor’s degree programs are included in the four-year completion timeframe for students pursuing those programs.
Total undergraduate completions	20%	Three-year average of the total number of undergraduate awards conferred. Counts include every undergraduate award reported by institutions to OSRHE, including associate degrees, bachelor’s degrees, and other approved undergraduate certificates and curriculum awards. If a student earns multiple undergraduate awards within the same academic year at the same institution, each award is counted separately. As a result, totals reflect awards conferred, not unique students. All awards are attributed to the academic year in which they are officially conferred, regardless of when program requirements were completed. Awards are reported by the institution granting the credential, and counts reflect within-institution completions only.
Graduate completions (regional and research tier only)	20%	Three-year sum of the number of graduate credentials conferred by each institution. Graduate completions include all graduate certificates, master’s degrees, first professional degrees, and doctoral degrees awarded during the academic year, as reported by institutions to the Oklahoma State Regents for Higher Education (OSRHE). If a student earns multiple graduate awards within the same academic year at the same institution, each award is counted separately. As a result, totals reflect the number

		of graduate awards conferred rather than the number of unique students. All awards are attributed to the academic year in which the credential was officially conferred, regardless of when program requirements were completed. Awards are reported by the institution granting the credential, and the metric reflects within-institution counts only.
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**Opportunity – 20%**

<b>Metric</b>	<b>Weight</b>	<b>Definition</b>
Adult completions	33%	Three-year average of the number of undergraduate awards earned by students classified as adults. An adult student is defined as a student who is age 25 or older at the start of the academic term in which the award is conferred. Age is calculated using the student’s date of birth and an assumed term start date (Fall: August 15; Spring: February 15; Summer: June 15). Undergraduate awards include all associate degrees, bachelor’s degrees, certificates, and other undergraduate-level credentials. Counts represent awards conferred, not unique students. All awards earned by a student are included, including multiple awards earned by the same student, regardless of level. This measure does not apply a time-to-degree constraint (e.g., 150% of standard time) and does not limit students to a single count based on highest award earned. A single student may contribute multiple awards within a year, across multiple years, and across institutions. Student categories are not mutually exclusive. Awards included in the adult student count may also be included in other categories (e.g., Pell recipients or under-prepared students) if the award earner meets those criteria.
Pell completions	33%	Three-year average of the number of undergraduate awards earned by students classified as Pell Grant recipients. Pell status is determined using the Pell Grant Flag from the data warehouse for the term in which the award is conferred. Undergraduate awards include all associate degrees, bachelor’s degrees, certificates, and other undergraduate-level credentials. Counts represent awards conferred, not unique students. All awards earned by a student are included, including multiple awards earned by the same student, regardless of level. This measure does not apply a time-to-degree constraint (e.g., 150% of standard time) and does not limit students to a single count based on highest award earned. A single student may contribute multiple awards within a year, across multiple years, and across institutions. Student categories are not mutually exclusive. Awards included in the Pell student count may also be included in other categories (e.g., adult or under-prepared students) if the award earner meets those criteria.
Underprepared completions	33%	Three-year average of the number of undergraduate awards earned by students classified as underprepared. Students are classified as under-prepared based on the following hierarchy: ACT composite score less than 19, when available; if ACT data

		are unavailable, a cumulative high school GPA below 2.50 is used. Undergraduate awards include all associate degrees, bachelor’s degrees, certificates, and other undergraduate-level credentials. Counts represent awards conferred, not unique students. All awards earned by a student are included, including multiple awards earned by the same student, regardless of level. This measure does not apply a time-to-degree constraint (e.g., 150% of standard time) and does not limit students to a single count based on highest award earned. A single student may contribute multiple awards within a year, across multiple years, and across institutions. Student categories are not mutually exclusive. Awards included in the under-prepared student count may also be included in other categories (e.g., adult or Pell recipients) if the award earner meets those criteria.
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**Workforce– 25%**

<b>Metric</b>	<b>Weight</b>	<b>Definition</b>
STEM completions	40%	Three-year average of the number of undergraduate and graduate awards conferred by each institution in Science, Technology, Engineering, and Mathematics (STEM) programs. STEM fields are defined using the Oklahoma State Regents for Higher Education (OSRHE) STEM-designated CIP code list, which is based on the NCES 2020 CIP taxonomy, includes all CIP codes on the U.S. Department of Homeland Security’s STEM Designated Degree Program List, and incorporates additional OSRHE-approved six-digit CIP codes recognized as STEM. The full list is available on the OSRHE website. Counts include all undergraduate and graduate awards conferred in STEM-designated programs as reported by institutions to OSRHE. If a student earns multiple awards within the same academic year at the same institution, each award is counted separately. As a result, totals reflect the number of awards conferred rather than the number of unique students. All awards are attributed to the academic year in which the credential was officially conferred, regardless of when program requirements were completed. Awards are reported by the institution granting the credential, and the metric reflects within-institution counts only.
Critical Occupation completions	40%	Three-year average of the number of undergraduate and graduate awards conferred by each institution in academic programs aligned with Oklahoma’s Top 100 Critical Occupations. These occupations are designated by Oklahoma Works and represent fields with high demand and strong projected job growth in the state. Programs are identified using the Oklahoma State Regents for Higher Education (OSRHE) CIP-to-SOC crosswalk, which aligns academic program Classification of Instructional Program (CIP) codes with the Standard Occupational Classification (SOC) codes associated with the Top 100 Critical Occupations. The list of approved Critical Occupation CIP codes is maintained by OSRHE and is available on the OSRHE website. Counts include

		all undergraduate and graduate awards conferred in programs aligned with Critical Occupations, as reported by institutions to OSRHE. If a student earns multiple awards within the same academic year at the same institution, each award is counted separately. As a result, totals reflect the number of awards conferred rather than the number of unique students. All awards are attributed to the academic year in which the credential was officially conferred, regardless of when program requirements were completed. Awards are reported by the institution granting the credential, and the metric reflects within-institution counts only.
Number of graduates employed - 1 year	5%	Number of graduates who appear as employed in Oklahoma 1 year post-graduation based on matches to Oklahoma Employment Security Commission (OESC) or Oklahoma Tax Commission (OTC) employment records. Graduates working outside Oklahoma or pursuing other positive outcomes (e.g., continuing education) are not included in the employment count.
Number of graduates employed - 5 year	5%	Number of graduates who appear as employed in Oklahoma 5 years post-graduation based on matches to Oklahoma Employment Security Commission (OESC) or Oklahoma Tax Commission (OTC) employment records. Graduates working outside Oklahoma or pursuing other positive outcomes (e.g., continuing education) are not included in the employment count.
Median wage of graduates - 1 year	5%	Product of the median annual wages of graduates one year after earning their most recent degree from an Oklahoma public higher education institution and the total number of graduates identified as employed. For four-year degree-granting institutions, the median wage is calculated for graduates whose highest award is a bachelor's degree. For two-year degree-granting institutions, the median wage is calculated for graduates whose highest award is an associate degree. The resulting median wage value is multiplied by the total number of employed graduates to determine the value used in the funding formula calculation.
Median wage of graduates - 5 year	5%	Product of the median annual wages of graduates five years after earning their most recent degree from an Oklahoma public higher education institution and the total number of graduates identified as employed. For four-year degree-granting institutions, the median wage is calculated for graduates whose highest award is a bachelor's degree. For two-year degree-granting institutions, the median wage is calculated for graduates whose highest award is an associate degree. The resulting median wage value is multiplied by the total number of employed graduates to determine the value used in the funding formula calculation.

The revised methodology utilizes a peer-sector allocation model in which institutions compete for a share of funding within their respective institutional tier. The model is intended to recognize the differing missions, structures, and operating environments of research universities, regional universities, and two-year institutions.

The proposed revisions also include implementation provisions intended to support a measured transition to the new methodology. Implementation would begin in Fiscal Year 2027 with 5 percent of institutional base funding allocated through the performance funding model, increasing incrementally by an additional 5 percent annually until 25 percent of institutional base funding is allocated through the model. The proposal also establishes a stop-loss provision limiting reductions in an institution’s prior year base allocation to no more than 2 percent in a single fiscal year.

A summary of revisions to policy 4.2.2 is listed below.

<b>Policy</b>	<b>Recommendation</b>
4.2.2 C. Calculation of <del>incentive and</del> performance funding <u>formula</u>	<ul style="list-style-type: none"> <li>• Deleted references to prior funding formula.</li> <li>• Added the new major elements for the recommended formula. New criteria added to incorporate measures for student opportunity and workforce outcomes.</li> </ul>
4.2.2 D. Hold Harmless Provision	<ul style="list-style-type: none"> <li>• Renamed section to Implementation Provisions to cover broader provisions.</li> <li>• Deleted obsolete language and practices.</li> <li>• Updated to include implementation provisions and practices.</li> </ul>

Attachment.

## 4.2 EDUCATIONAL AND GENERAL BUDGETS

### 4.2.2 Guidelines and Approach

C. Calculation of ~~incentive and~~ performance funding should be based on the following major elements:

- ~~1. Increases in non-cohort total of degrees and certificates conferred by an institution in an academic year;~~
- ~~2. Increases in first-time full-time graduation rate (bachelors 6 years, associates 3 years, and certificates 2 years);~~
- ~~3. Increases in progression rate as calculated by the successful transfer of a student from a two-year institution to a four-year institution;~~
- ~~4. Increases in retention from freshman to sophomore year of first-time full-time students;~~
- ~~5. Increases in retention from freshman to sophomore year of first-time full-time students receiving Pell grants;~~
- ~~6. Increases in the number of students earning 24 hours of college level credit in the first academic year;~~
- ~~7. Percentage of the Complete College America target goal for a campus reached each year not to exceed 100 percent;~~
- ~~8. Submission of a college completion plan as a component of the institutional academic plan; and~~
- ~~9. Program accreditation.~~

Core Costs – first 10 percent of formula funding set aside for those institutions one standard deviation below their tier and/or the system average per FTE funding

1. Enrollment – 25 percent of formula funding comprised of undergraduate headcount enrollment; undergraduate full-time equivalent enrollment, adult undergraduate enrollment, Pell undergraduate enrollment, underprepared undergraduate enrollment, graduate headcount enrollment, and graduate full-time equivalent enrollment.
2. Retention & Success – 30 percent of formula funding comprised of number of retained students, number of students accumulating 24 credit hours, number of transfer students (two-year tier only), number of students completing on-time, total completions, and graduate completions (regional and research tiers only)
3. Opportunity – 20 percent of formula funding comprised of adult student completions; Pell student completions; and underprepared student completions.
4. Workforce – 25 percent of formula funding comprised of STEM degree completions, Critical Occupation degree completions, number of graduates employed in Oklahoma 1 year after graduation, number of graduates employed in Oklahoma 5 years after graduation, wage earnings 1 year after graduation, and wage earnings 5 years after graduation.

D. ~~Hold Harmless~~ Implementation Provisions:

~~1. No institution with state funding over one hundred percent (100%) of its budget need shall receive additional state funds.~~

2. 1. 70 O.S. § 4420.1 provides that the State Regents shall not consider the ad valorem tax revenue of a college area career-technical district when allocating appropriated funds.

~~3. 2. Each fiscal year, a minimum of ten percent (10%) of new funds received from legislative allocations shall be allocated as equity adjustments.~~

~~4. The concept of Academic Planning and Resource Allocation, or “APRA,” will be continued, allowing institutions to delete programs without reductions in resources.~~

~~5. Institutional base budgets shall be held harmless as new funds are allocated~~

2. The implementation will begin with a base-year allocation from FY2026 and provide for 5 percent of this base (FY26) funding to be allocated using the performance funding model in the first year (FY27), increasing by an additional 5 percent each year, until 25 percent of the base funding is achieved. The formula would be fully implemented by fiscal year 2031. The base allocation will adjust each year following the initial implementation in FY2027, using the FY2026 allocation as the base year. In addition to up to 25% of the prior year base funding, any new appropriated funds will also be allocated using the performance funding model beginning in FY27.

3. A stop-loss provision is established that no institution should lose more than 2 percent from the prior fiscal year base allocation.

4. To address the research-intensive differentiation and the unique function and missions within the system, a tier component will be utilized in that institutions will compete for a share of their respective tier total funding.

5. All factors of the performance funding formula will be reviewed annually by the performance funding committee for potential revisions under Regents’ direction.

6. The constituent agencies listed below will not be included in the performance funding formula allocation due to their unique functions and lack of specific metric used within the formula:

- a. OSU Center for Health Sciences
- b. OSU School of Veterinary Medicine
- c. OSU Agricultural Experiment Station
- d. OSU Cooperative Extension
- e. OSU Tulsa
- f. University of Oklahoma Health Sciences Center
- g. University of Oklahoma Law School
- h. University of Oklahoma Tulsa

7. FY2027 Hold Harmless Provision: All institutions will receive at least their FY26 base funding level in FY27. During—and only during—the first year of implementation of the performance funding formula (FY27), institutions that would otherwise receive a funding reduction under the formula will instead be restored to their FY26 base funding level.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #15:**

**E&G Budget.**

**SUBJECT:**

Possible action on allocation of state appropriated funds to institutions and programs for FY27 and acceptance of FY27 Budget Principles and Guidelines.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of state appropriated operating funds for FY27 in an amount that totals \$1,114.2 million, as presented in the following schedules.**

**ANALYSIS:**

**State Appropriated Funds**

The 2026 Oklahoma Legislature, in Senate Bill 1177, appropriated and authorized funds totaling \$1,114,154,570 to higher education for FY27 educational operations. Funding for the Oklahoma Higher Learning Access Program, also known as Oklahoma's Promise in the amount of \$80.7 million is included in the total. Funding for Oklahoma's Promise was included in the appropriation bill for the first time in legislation enacted in 2024 (HB 4157) directed the Legislature to include authorization for transfer to the program to be included in appropriations legislation, a change from a direct apportionment as determined by the State Board of Equalization to the trust fund. Total state appropriations for FY27 represent an increase in state operational support for higher education of \$15,748,644, or 1.43 percent. The increase is largely attributable to a \$10 million increase in Oklahoma's Promise funding. Funding for institutional operations remained flat.

The emphasis of FY27 allocations continue to address priorities outlined in the strategic plan *Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce* adopted by the State Regents in February 2023. Priorities include producing workforce ready graduates; stimulating growth in the student pipeline; focusing on student success; and improving system efficiency and effectiveness. Initiatives as presented in the item were also submitted to the Governor and Legislature in the State Regents' budget needs request for additional state funding as approved on October 23, 2025. The implementation of the revised performance funding model as outlined in Agenda Item #14 is effective for the first time with the FY27 allocations.

Critical workforce development initiatives funded by FY27 allocations will target science, technology, engineering and mathematics (STEM), nursing and other critical occupations as the second year of the three-year funding guarantee. Allocations are targeted toward specific programs as detailed below and in supplemental schedules.

**Strategic Goal: Initiatives to Produce Workforce-Ready Graduates:**

**Oklahoma’s Critical Workforce Development Initiative (\$11.5 million):**

FY27 allocations include continued, second-year of three-year guaranteed allocation funding of \$11,500,000 targeted toward workforce development. Funds are distributed to our institutions based upon a methodology that provided minimum allocations of \$125,000 combined with additional funding based upon a three-year average (academic years 2022-2024) computing equal weights of credit hour production and number of graduates produced in STEM-related programs and healthcare fields. Institutions have discretion to budget their allocation to their most crucial needs in STEM fields of study, including but not limited to, engineering, computer sciences, data analytics and nursing. The funds are considered “at-risk” based upon future degree production over the next three academic years.

At the close of fiscal year 2028, the Regents may assess the efficacy of the program and compare alternative methods of allocation available. This approach follows steps taken in FY23, when the State Regents allocated \$11.5 million to Oklahoma’s public colleges and universities from funds designated to incentivize increased production of STEM and healthcare graduates. This funding was awarded with the understanding that at the end of a three-year period, funds could be reallocated based upon credit hour production and degrees conferred in those critical occupations.

**Strategic Goal: Initiatives to Grow the Student Pipeline:**

**Concurrent Enrollment Waiver Program:**

The FY27 allocation provides a base allocation of \$20,492,168, for concurrent enrollment tuition waiver reimbursement to state system institutions, representing no change since FY25. Budgeting the base allocation and utilizing one-time carryover funding, institutions will be reimbursed for one hundred percent (100.0%) of total eligible waivers for high school seniors and juniors that institutions provided in FY26. Pursuant to statute and State Regents’ policy, the high school senior concurrent enrollment tuition waivers must be fully funded before reimbursement for concurrent enrollment tuition waivers are granted to high school juniors.

**Oklahoma’s Promise Scholarship Program (\$80.7 million):**

Oklahoma’s Promise allows eighth, ninth, tenth and eleventh grade students from qualifying families to earn a college or technology center tuition scholarship. Students must also meet academic and conduct requirements in high school. As previously noted, the Legislature included state support for the scholarship program in the FY27 appropriation. An increase in funding of \$10 million was added to the \$70.7 million base funding to support the projected growth in participation in the program.

**Strategic Goal: Improve System Efficiency and Effectiveness:**

**Legislative Initiatives:**

*Rising Scholars Award Program* – (\$4.73 million) – Legislation in HB1281 (2026) authorized the expansion and renaming of the Oklahoma Academic Scholars Program to the Oklahoma Rising Scholars Award. This increase in FY27 funding is provided to offset a portion of the projected costs of expanding the scholarship award to cover the full cost of attendance for up to five years of undergraduate and/or graduate study in public or private institutions of higher education in Oklahoma. Recipients of this scholarship represent students meeting at least one of the following criteria: (1) the top 0.5% of those taking the ACT with an exceptional GPA and/or class rank; (2) a Presidential Scholar; (3) a National Merit Scholar; (4) a National Merit Finalist, or (5) an institutional nominee meeting certain exceptional academic

achievements.

### **Operational Realignments:**

Due to a shift in research matching requirements for programs restructured at the federal level, this recommendation contains the realignment of previously designated matching funds to support core administrative operations. Redeployment of funds will be utilized for staffing demands and modernization efforts in support of Blueprint 2030 initiatives. Efforts will continue into FY27 to review programs for obsolescence and more effective alignments to ensure priority objectives and outcomes are sufficiently supported. Active awards are still being administered.

## **BUDGET PRINCIPLES AND GUIDELINES:**

Each year, the State Regents approve budget principles and guidelines for institutions to use in preparing their annual budgets. The guidelines for institutions acknowledge mandatory cost increases, maintain the limits on the share of the budget to be spent on administration, and restate the financial accounting and reporting requirements. These guidelines are grounded in the principles of quality as the primary consideration, differentiation among institutions, efficiency, and seamless delivery of programs for optimal use of state funding.

### **Oklahoma State Regents for Higher Education BUDGET PRINCIPLES AND GUIDELINES Fiscal Year 2027**

#### **I. STATE REGENTS' BUDGET ALLOCATION PRINCIPLES**

**State Support.** The Oklahoma State System of Higher Education received a flat base in state appropriations for FY27 operational needs with a slight increase in funding for targeted programs. Institutions are facing increases in costs for healthcare, retirement contributions, fuel, utilities, and other general operating expenses. The State Regents encourage institutions to operate as cost-effectively as possible and to invest in processes to enhance revenue from grants, contracts, gifts, donations, auxiliaries, and other earned income.

**Focus on Resources.** Emphasis on innovation, efficiency and cost-saving measures will continue to be the system focus for the next fiscal year. Because of the conditions described above, institutions should investigate new approaches to offering learning experiences, designing courses, organizing academic programs, and providing administrative services on their campuses. Different approaches and processes may provide both fewer expenses and more responsive programs for constituents. The State Regents urge institutions to collaborate and to share resources where it is economical to do so and pledge to continue initiatives to ensure the efficient operation of the system as a whole.

**E&G Budgets.** Educational and General (E&G) budgets support institutional missions of teaching, research, and public service. To accomplish the goals of the Academic Planning and Resource Allocation (APRA) system, it is the State Regents' intent to protect the operating budgets of the colleges and universities, particularly in recognition of increased mandatory costs and the need for competitive faculty salaries.

**Scholarships.** Funding needs for *Oklahoma's Promise*, or Oklahoma Higher Learning Access Program, and all scholarship programs under State Regents' administration will continue to be a priority to ensure that awards for all eligible students are fully funded.

## II. INSTITUTIONS' BUDGET ALLOCATION PRICIPLES AND GUIDELINES

**Principles.** Establishment of priorities in programs and services, and allocation of resources to these priorities, is necessary for the higher education system to serve Oklahoma effectively. As State Regents, governing boards, and presidents undertake to focus resources for optimal use of state funding, the FY27 budgets should reflect the following principles:

**Quality** – Resources should be focused on 1) increasing retention and graduation rates and 2) enhancing the quality of priority programs and courses in the institution's academic plan, including libraries and other resources for obtaining and using information.

**Differentiation** – Resources should be focused on enhancing the institution's clearly, differentiated central academic mission and eliminating unnecessary programmatic duplication, rather than spreading dollars thinly across all existing programs and services.

**Efficiency** – Resources should be allocated internally within each institution to ensure operations that are as efficient as possible. Collaboration and sharing of resources within and among institutions should be encouraged.

**Seamless Delivery** – Resources should be allocated to ensure that students and programs are able to move among institutions easily and smoothly. Bureaucratic and unnecessary academic hurdles should be minimized for students who wish to participate in more than one institution. Programs, too, should be shared among institutions with a minimum of administrative and academic overhead.

**Guidelines.** Within the context of the above principles, FY27 institutional budgets should evidence these specific guidelines:

**Mandatory Cost Increases** – The first priority on the campuses will be funding mandatory cost increases. Estimates for mandatory costs are approximately \$71.2 million. These costs include health and dental insurance, retirement contributions, fuel, utilities, and other operating expenses.

**Administrative Cost Budget Caps** – For FY27, the following caps are approved for expenditures budgeted under the functional category of *Institutional Support*:

OU, OSU	10%
Health Sciences Center, Law, Vet Medicine, OSU-COM	13%
Institutions with enrollments of 3,500 FTE	13%
Institutions with enrollments below 3,500 FTE	16%

Although the caps are unchanged from the previous year, institutions are strongly encouraged to contain administrative costs at their current percentage of E&G budget.

**Tuition Revenue** – Institutions should demonstrate to students that revenue from any increase in tuition will be used for programs that directly benefit students, such as faculty compensation, technology, library acquisitions, and counseling services.

**Use of Revenue from Dedicated Fees** – Institutions that charge students special fees for library materials and services, classroom and laboratory materials, technology, etc. must ensure that the revenues are spent for the approved purpose of the fee. Likewise, traditional E&G support for the above and similar purposes should not be diminished as a result of fee revenue.

**Consistency** – By law, institutional budgets must be prepared in accordance with financial accounting and reporting standards of the National Association of College and University Business Officers. Institutions will continue to submit budgets for State Regents’ approval by function and object. Institutions will transmit summary budgets to the Office of Management and Enterprise Services by object under three activities: Educational and General, Part I (Fund 290), Educational and General, Part 2 (Fund 430), and Agency Special (700 Fund Series).

*Attachments.*

**ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION**  
**Fiscal Year 2027 (DRAFT)**

	<b>A</b> FY-26 Total State Alloc. Funds	<b>B</b> FY-26 Funding % of Total	<b>C</b> FY-27 Funding Formula 95% of FY26 Base (if applicable)	<b>D</b> FY-27 Performance Funding Formula Adjustment (5% of Results)	<b>F</b> FY-27 Subtotal 95% of FY26 Base and 5% of FY27 Performance Funding Formula	<b>G</b> FY-27 Program Adjustments	<b>H</b> FY-27 Total State Alloc. Funds	<b>I</b> FY-27 \$ Chg From FY'26 Alloc. Allocation	<b>J</b> FY-27 % Chg. From FY'26 Alloc. Allocation
<b>University of Oklahoma:</b>									
OU, Norman	134,862,520	16.60%	128,119,394	6,360,540	134,479,934		134,479,934	(382,586)	-0.28%
Intensive Mathematics Tutoring Program	3,000,000	0.37%			3,000,000		3,000,000	0	0.00%
OUHSC	81,360,511	10.01%			81,360,511		81,360,511	0	0.00%
OU Tulsa	6,500,999	0.80%			6,500,999		6,500,999	0	0.00%
OU Law Center	5,160,921	0.64%			5,160,921		5,160,921	0	0.00%
<b>TOTAL, OU:</b>	<b>230,884,951</b>	<b>28.41%</b>			<b>230,502,365</b>		<b>230,502,365</b>	<b>(382,586)</b>	<b>-0.17%</b>
<b>Oklahoma State University:</b>									
OSU, Stillwater	120,749,943	14.86%	114,712,446	6,420,083	121,132,529		121,132,529	382,586	0.32%
OSU Agriculture Experiment Station	22,162,361	2.73%			22,162,361		22,162,361	0	0.00%
Cooperative Extension Division	23,525,406	2.90%			23,525,406		23,525,406	0	0.00%
OSU Center for Health Sciences	13,427,106	1.65%			13,427,106		13,427,106	0	0.00%
School of Veterinary Medicine	9,289,695	1.14%			9,289,695		9,289,695	0	0.00%
OSU, Oklahoma City	13,035,609	1.60%	12,383,828	611,610	12,995,438		12,995,438	(40,170)	-0.31%
OSU Institute of Tech, Okmulgee	12,987,728	1.60%	12,338,342	561,493	12,899,835		12,899,835	(87,893)	-0.68%
OSU-Tulsa	9,403,458	1.16%			9,403,458		9,403,458	0	0.00%
<b>TOTAL, OSU:</b>	<b>224,581,307</b>	<b>27.64%</b>			<b>224,835,829</b>		<b>224,835,829</b>	<b>254,522</b>	<b>0.11%</b>
<b>*University of Central Oklahoma</b>	<b>51,363,515</b>	<b>6.32%</b>	<b>48,795,339</b>	<b>2,820,831</b>	<b>51,616,170</b>		<b>51,616,170</b>	<b>252,655</b>	<b>0.49%</b>
<b>East Central University</b>	<b>15,801,815</b>	<b>1.94%</b>	<b>15,011,724</b>	<b>668,413</b>	<b>15,680,137</b>		<b>15,680,137</b>	<b>(121,678)</b>	<b>-0.77%</b>
<b>Northeastern State University</b>	<b>32,919,906</b>	<b>4.05%</b>	<b>31,273,911</b>	<b>1,622,576</b>	<b>32,896,487</b>		<b>32,896,487</b>	<b>(23,419)</b>	<b>-0.07%</b>
<b>Southeastern Oklahoma State University</b>	<b>18,119,807</b>	<b>2.23%</b>	<b>17,213,816</b>	<b>969,380</b>	<b>18,183,196</b>		<b>18,183,196</b>	<b>63,390</b>	<b>0.35%</b>
<b>Southwestern Oklahoma State University</b>	<b>21,582,762</b>	<b>2.66%</b>	<b>20,503,624</b>	<b>1,395,747</b>	<b>21,899,371</b>		<b>21,899,371</b>	<b>316,609</b>	<b>1.47%</b>
<b>*Cameron University</b>	<b>18,635,555</b>	<b>2.29%</b>	<b>17,703,777</b>	<b>769,821</b>	<b>18,473,598</b>		<b>18,473,598</b>	<b>(161,957)</b>	<b>-0.87%</b>
<b>Langston University</b>	<b>11,457,061</b>	<b>1.41%</b>	<b>10,884,208</b>	<b>386,596</b>	<b>11,270,804</b>		<b>11,270,804</b>	<b>(186,257)</b>	<b>-1.63%</b>
Statewide Plan	911,060	0.11%			911,060		911,060		0.00%
Federal Research Match	4,972,862	0.61%			4,972,862		4,972,862		0.00%
LU-Tulsa	1,811,944	0.22%			1,811,944		1,811,944		0.00%
Agricultural Exper Station Funds	248,871	0.03%			248,871		248,871		0.00%
Langston Honors Scholarship Program	175,290	0.02%			175,290		175,290		0.00%

**ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION**  
**Fiscal Year 2027 (DRAFT)**

	A FY-26 Total State Alloc. Funds	B FY-26 Funding % of Total	C FY-27 Funding Formula 95% of FY26 Base (if applicable)	D FY-27 Performance Funding Formula Adjustment (5% of Results)	F FY-27 Subtotal 95% of FY26 Base and 5% of FY27 Performance Funding Formula	G FY-27 Program Adjustments	H FY-27 Total State Alloc. Funds	I FY-27 \$ Chg From FY'26 Alloc. Allocation	J FY-27 % Chg. From FY'26 Alloc. Allocation
Langston Honors Program Admin	89,507	0.01%			89,507		89,507		0.00%
<b>TOTAL, Langston University:</b>	<b>19,666,596</b>	<b>2.4%</b>			<b>19,480,339</b>		<b>19,480,339</b>	<b>(186,257)</b>	<b>-0.95%</b>
NW Okla State University	9,573,536	1.18%	9,094,859	414,438	9,509,297		9,509,297	(64,239)	-0.67%
Oklahoma Panhandle State University	6,639,132	0.82%	6,307,176	339,189	6,646,365		6,646,365	7,232	0.11%
Rogers State University	14,592,601	1.80%	13,862,971	763,173	14,626,144		14,626,144	33,543	0.23%
University of Science & Arts of Okla	6,724,616	0.83%	6,388,385	220,350	6,608,735		6,608,735	(115,881)	-1.72%
Carl Albert State College	6,026,565	0.74%	5,725,237	292,378	6,017,615		6,017,615	(8,950)	-0.15%
Connors State College	6,553,934	0.81%	6,226,237	436,543	6,662,780		6,662,780	108,846	1.66%
Eastern Oklahoma State College	6,018,744	0.74%	5,717,807	180,562	5,898,369		5,898,369	(120,375)	-2.00%
Murray State College	6,216,763	0.77%	5,905,925	293,778	6,199,703		6,199,703	(17,060)	-0.27%
Northeastern Oklahoma A&M College	7,857,001	0.97%	7,464,151	276,084	7,740,235		7,740,235	(116,766)	-1.49%
Northern Oklahoma College	10,113,988	1.24%	9,608,288	462,183	10,070,471		10,070,471	(43,516)	-0.43%
Redlands Community College	5,829,599	0.72%	5,538,119	182,141	5,720,260		5,720,260	(109,339)	-1.88%
Seminole State College	5,574,702	0.69%	5,295,967	254,988	5,550,955		5,550,955	(23,747)	-0.43%
Western Oklahoma State College	5,325,466	0.66%	5,059,193	203,815	5,263,008		5,263,008	(62,458)	-1.17%
Oklahoma City Community College	26,256,879	3.23%	24,944,035	1,642,713	26,586,748		26,586,748	329,869	1.26%
Rose State College	18,598,980	2.29%	17,669,031	757,379	18,426,410		18,426,410	(172,570)	-0.93%
Tulsa Community College	37,088,222	4.56%	35,233,811	2,218,544	37,452,355		37,452,355	364,133	0.98%
Ponca City Learning Site	520,722				520,722		520,722	0	0.00%
Critical Workforce Development Initiatives (see attached)	11,500,000				11,500,000		11,500,000	0	0.00%
Section 13 Offset Funds (see attached schedule)	19,948,766				19,948,766		19,948,766	0	0.00%
Higher Ed User Fees	2,368,955				2,368,955		2,368,955	0	0.00%
Microcredential -Workforce Development	1,800,000				1,800,000	(100,000)	1,700,000	(100,000)	-5.56%
Innovation Council	0				0	100,000	100,000	100,000	
Innovation and Efficiency Matching Fund	2,034,863				2,034,863		2,034,863	0	0.00%
Performance Funding Initiation	0				0	1,018,644	1,018,644	1,018,644	
<b>Institutions, Constituent Agencies, Centers &amp; Learning Sites Subtotal</b>	<b>850,720,249</b>	<b>100.00%</b>	<b>598,981,603</b>	<b>31,525,348</b>	<b>850,720,249</b>	<b>1,018,644</b>	<b>851,738,893</b>	<b>1,018,644</b>	<b>0.12%</b>

**ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION**  
**Fiscal Year 2027 (DRAFT)**

	A FY-26 Total State Alloc. Funds	B FY-26 Funding % of Total	C FY-27 Funding Formula 95% of FY26 Base (if applicable)	D FY-27 Performance Funding Formula Adjustment (5% of Results)	F FY-27 Subtotal 95% of FY26 Base and 5% of FY27 Performance Funding Formula	G FY-27 Program Adjustments	H FY-27 Total State Alloc. Funds	I FY-27 \$ Chg From FY'26 Alloc. Allocation	J FY-27 % Chg. From FY'26 Alloc. Allocation
<b>Governance &amp; Operations Support:</b>									
State Regents' Core Operations	6,366,842				6,366,842	672,075	7,038,917	672,075	10.56%
Regents' IT	2,212,428				2,212,428	194,464	2,406,892	194,464	8.79%
Oklahoma Teacher Connection	402,282				402,282	40,437	442,719	40,437	10.05%
Scholarship Administration	634,524				634,524	74,322	708,846	74,322	11.71%
<b>Governance &amp; Operations Support Subtotal</b>	<b>9,616,076</b>				<b>9,616,076</b>	<b>981,298</b>	<b>10,597,374</b>	<b>981,298</b>	<b>10.20%</b>
<b>Financial Aid Programs:</b>									
Academic Scholars/Rising Scholars Program	9,155,862				9,155,862	4,730,000	13,885,862	4,730,000	51.66%
Chiropractic Scholarships	28,318				28,318		28,318	0	0.00%
Concurrent Enrollment Tuition Waiver for HS Seniors	20,492,168				20,492,168		20,492,168	0	0.00%
George & Donna Nigh Scholarships	49,555				49,555		49,555	0	0.00%
Oklahoma National Guard Educational Assistance Scholarship	12,000,000				12,000,000		12,000,000	0	0.00%
Oklahoma Tuition Aid Grant Program	17,010,329				17,010,329		17,010,329	0	0.00%
Oklahoma Tuition Equalization Program (Private Schools)	2,926,186				2,926,186		2,926,186	0	0.00%
Prospective Teacher Scholarships	70,793				70,793		70,793	0	0.00%
Regional University Scholarships	1,021,517				1,021,517		1,021,517	0	0.00%
International Scholarship Program	90,847				90,847		90,847	0	0.00%
Wm. P. Willis Scholarships	59,997				59,997		59,997	0	0.00%
Adult Degree Completion and Workforce Re-entry Scholarships	1,150,000				1,150,000		1,150,000	0	0.00%
Inspired to Teach	41,586,893				41,586,893		41,586,893	0	0.00%
Inspired to Teach Administration	450,000				450,000		450,000	0	0.00%
<b>Sub-Total Financial Aid Programs</b>	<b>106,092,467</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>106,092,467</b>	<b>4,730,000</b>	<b>110,822,467</b>	<b>4,730,000</b>	<b>4.46%</b>
<b>Other Special Programs:</b>									
Adult Degree Completion Program	635,747				635,747		635,747	0	0.00%
Online Educational Resources	300,000				300,000		300,000	0	0.00%
Endowed Chairs Program	21,529,849				21,529,849		21,529,849	0	0.00%
EPSCoR/Research	1,850,423				1,850,423	(1,850,423)	(0)	(1,850,423)	-100.00%
Grant Programs/Economic Dev/OEIS	296,834				296,834		296,834	0	0.00%
Jane Brooks School - USAO	18,156				18,156		18,156	0	0.00%

**ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION**  
**Fiscal Year 2027 (DRAFT)**

	<b>A</b> FY-26 Total State Alloc. Funds	<b>B</b> FY-26 Funding % of Total	<b>C</b> FY-27 Funding Formula 95% of FY26 Base (if applicable)	<b>D</b> FY-27 Performance Funding Formula Adjustment (5% of Results)	<b>F</b> FY-27 Subtotal 95% of FY26 Base and 5% of FY27 Performance Funding Formula	<b>G</b> FY-27 Program Adjustments	<b>H</b> FY-27 Total State Alloc. Funds	<b>I</b> FY-27 \$ Chg From FY'26 Alloc. Allocation	<b>J</b> FY-27 % Chg. From FY'26 Alloc. Allocation
Debt Service/Endowed Chairs	26,555,028				26,555,028		26,555,028	0	0.00%
Scholar-Leadership Program	205,398				205,398		205,398	0	0.00%
Statewide Literacy Program	49,173				49,173		49,173	0	0.00%
Student Preparation Program	788,811				788,811		788,811	0	0.00%
Summer Academies Program	426,286				426,286		426,286	0	0.00%
System Shared Resources:									
Academic Library Databases	275,313				275,313		275,313	0	0.00%
System Legal Services	35,361				35,361		35,361	0	0.00%
System Safety, Health & Environmental Resource Center	45,574				45,574		45,574	0	0.00%
Internet 2	1,026,883				1,026,883		1,026,883	0	0.00%
Financial/Data Analytics	1,401,700				1,401,700		1,401,700	0	0.00%
Student Health Services Grant Program	4,000,000				4,000,000		4,000,000	0	0.00%
Hunger Pantry Project	200,000				200,000		200,000	0	0.00%
Teacher Shortage Incentive Program (Math/Science Program)	270,405				270,405		270,405	0	0.00%
Blueprint 2030 Operational Initiatives					0	869,125	869,125	869,125	
<b>Sub-Total Other Special Programs</b>	<b>59,910,941</b>				<b>59,910,941</b>	<b>(981,298)</b>	<b>58,929,643</b>	<b>(981,298)</b>	<b>-1.64%</b>
<b>Capital and Master Lease</b>	<b>1,325,883</b>				<b>1,325,883</b>		<b>1,325,883</b>	<b>0</b>	<b>0.00%</b>
<b>TOTAL FY-27 Operating Allocation</b>	<b>1,027,665,616</b>				<b>1,027,665,616</b>	<b>5,748,644</b>	<b>1,033,414,260</b>	<b>5,748,644</b>	<b>0.56%</b>
<b>Oklahoma's Promise - Authorization</b>	<b>70,740,310</b>				<b>70,740,310</b>	<b>10,000,000</b>	<b>80,740,310</b>	<b>10,000,000</b>	<b>14.14%</b>
<b>SUBTOTAL FY-27 Legislative Allocation</b>	<b>1,098,405,926</b>				<b>1,098,405,926</b>	<b>15,748,644</b>	<b>1,114,154,570</b>	<b>15,748,644</b>	<b>1.43%</b>
<b>Capital Asset Management Deferred Maintenance</b>	<b>101,250,000</b>				<b>0</b>		<b>0</b>	<b>(101,250,000)</b>	<b>-100.00%</b>
<b>TOTAL FY-27 Total Appropriation/Authorization</b>	<b>1,199,655,926</b>				<b>1,098,405,926</b>	<b>15,748,644</b>	<b>1,114,154,570</b>	<b>(85,501,356)</b>	<b>-7.13%</b>

\*Note: FY26 base funding adjusted for one-time targeted initiatives for the University of Central Oklahoma and Cameron University

Hold Harmless Allocation resulting from implementation of revised  
Performance Funding Formula in FY27

	FY26 Base Allocation	95% of FY26 Base Allocation	5% of FY27 Performance Funding Formula Result (year 1 of 5 year phase-in of 5%)	Stop-loss provision provision of 2%	FY27 Hold Harmless Allocation	FY27 Base Allocation: (95% of FY26 Base, 5% of FY27 PFF Results, 2% stop-loss, and hold harmless allocation)	\$ Change from FY'26	% Change from FY'26
OU, Norman	\$134,862,520	\$128,119,394	\$6,360,540		\$382,586	\$134,862,520	\$0	0.00%
OSU, Stillwater	\$120,749,943	\$114,712,446	\$6,420,083			\$121,132,529	\$382,586	0.32%
OSU-Oklahoma City	\$13,035,609	\$12,383,828	\$611,610		\$40,170	\$13,035,608	(\$0)	0.00%
OSU IT, OKM	\$12,987,728	\$12,338,342	\$561,493		\$87,893	\$12,987,728	(\$0)	0.00%
University of Central Oklahoma	\$51,363,515	\$48,795,339	\$2,820,831			\$51,616,170	\$252,655	0.49%
East Central University	\$15,801,815	\$15,011,724	\$668,413		\$121,678	\$15,801,815	\$0	0.00%
Northeastern State University	\$32,919,906	\$31,273,911	\$1,622,576		\$23,419	\$32,919,906	\$0	0.00%
Southeastern Oklahoma State University	\$18,119,807	\$17,213,816	\$969,380			\$18,183,196	\$63,390	0.35%
Southwestern Oklahoma State University	\$21,582,762	\$20,503,624	\$1,395,747			\$21,899,371	\$316,609	1.47%
Cameron University	\$18,635,555	\$17,703,777	\$769,821		\$161,957	\$18,635,555	\$0	0.00%
Langston University	\$11,457,061	\$10,884,208	\$386,596		\$186,257	\$11,457,061	\$0	0.00%
NW Okla State University	\$9,573,536	\$9,094,859	\$414,438		\$64,239	\$9,573,536	\$0	0.00%
Oklahoma Panhandle State University	\$6,639,132	\$6,307,176	\$339,189			\$6,646,365	\$7,232	0.11%
Rogers State University	\$14,592,601	\$13,862,971	\$763,173			\$14,626,144	\$33,543	0.23%
University of Science & Arts of Okla	\$6,724,616	\$6,388,385	\$220,350		\$115,881	\$6,724,616	\$0	0.00%
Carl Albert State College	\$6,026,565	\$5,725,237	\$292,378		\$8,950	\$6,026,565	(\$0)	0.00%
Connors State College	\$6,553,934	\$6,226,237	\$436,543			\$6,662,780	\$108,846	1.66%
Eastern Oklahoma State College	\$6,018,744	\$5,717,807	\$174,218	\$6,345	\$120,374	\$6,018,744	\$0	0.00%
Murray State College	\$6,216,763	\$5,905,925	\$293,778		\$17,060	\$6,216,763	(\$0)	0.00%
Northeastern Oklahoma A&M College	\$7,857,001	\$7,464,151	\$276,084		\$116,766	\$7,857,001	(\$0)	0.00%
Northern Oklahoma College	\$10,113,988	\$9,608,288	\$462,183		\$43,516	\$10,113,987	(\$0)	0.00%
Redlands Community College	\$5,829,599	\$5,538,119	\$182,141		\$109,339	\$5,829,599	\$0	0.00%
Seminole State College	\$5,574,702	\$5,295,967	\$254,988		\$23,747	\$5,574,702	(\$0)	0.00%
Western Oklahoma State College	\$5,325,466	\$5,059,193	\$203,815		\$62,458	\$5,325,466	(\$0)	0.00%
Oklahoma City Community College	\$26,256,879	\$24,944,035	\$1,642,713			\$26,586,748	\$329,869	1.26%
Rose State College	\$18,598,980	\$17,669,031	\$757,379		\$172,570	\$18,598,980	(\$0)	0.00%
Tulsa Community College	\$37,088,222	\$35,233,811	\$2,218,544			\$37,452,355	\$364,133	0.98%
<b>TOTALS</b>	<b>\$630,506,950</b>	<b>\$598,981,603</b>	<b>\$31,519,004</b>	<b>\$6,345</b>	<b>\$1,858,860</b>	<b>\$632,365,812</b>	<b>\$1,858,861</b>	<b>0.29%</b>

<b>Critical Workforce Development Initiatives</b>	
<b>FY2027 Allocations</b>	
Cameron University	\$ 264,822
Carl Albert State College	\$ 125,000
Connors State College	\$ 289,418
East Central University	\$ 276,385
Eastern Oklahoma State College	\$ 125,000
Langston University	\$ 228,974
Murray State College	\$ 232,525
Northeastern Oklahoma A&M College	\$ 125,000
Northeastern State University	\$ 450,285
Northern Oklahoma College	\$ 249,575
Northwestern Oklahoma State University	\$ 125,000
Oklahoma City Community College	\$ 574,370
Oklahoma Panhandle State University	\$ 228,909
Oklahoma State University	\$ 1,657,287
OSU – Oklahoma City	\$ 354,376
OSU Center of Health Sciences	\$ 396,488
OSU Institute of Technology – Okmulgee	\$ 308,481
OSU Vet Med	\$ 125,000
Redlands Community College	\$ 125,000
Rogers State University	\$ 271,435
Rose State College	\$ 345,500
Seminole State College	\$ 125,000
Southeastern Oklahoma State University	\$ 283,743
Southwestern Oklahoma State University	\$ 457,470
Tulsa Community College	\$ 718,420
University of Central Oklahoma	\$ 654,317
University of Oklahoma	\$ 1,314,057
University of Oklahoma Health Sciences Center	\$ 818,163
University of Science and Arts	\$ 125,000
Western Oklahoma State College	\$ 125,000
	\$ 11,500,000

Section 13 Offset Allocation  
FY2027 Allocation

	FY'26 Allocation	FY'27 Allocation	\$ Change from FY'26	% Change from FY'26
Cameron University	\$313,371	\$313,371	\$0	0.00%
Carl Albert State College	\$1,000,000	\$1,000,000	\$0	0.00%
Connors State College	\$1,000,000	\$1,000,000	\$0	0.00%
East Central University	\$313,371	\$313,371	\$0	0.00%
Eastern Oklahoma State College	\$1,000,000	\$1,000,000	\$0	0.00%
Murray State College	\$1,000,000	\$1,000,000	\$0	0.00%
Northeastern A&M College	\$1,000,000	\$1,000,000	\$0	0.00%
Northeastern State University	\$373,671	\$373,671	\$0	0.00%
Northwestern OK State University	\$313,371	\$313,371	\$0	0.00%
OK City Comm. College	\$1,267,350	\$1,267,350	\$0	0.00%
OSU-Oklahoma City	\$1,000,000	\$1,000,000	\$0	0.00%
OSU IT, OKM	\$1,000,000	\$1,000,000	\$0	0.00%
OSU-Tulsa	\$1,000,000	\$1,000,000	\$0	0.00%
OK Panhandle State University	\$313,371	\$313,371	\$0	0.00%
Redlands Comm. College	\$1,000,000	\$1,000,000	\$0	0.00%
Rogers State University	\$1,000,000	\$1,000,000	\$0	0.00%
Rose State College	\$1,000,000	\$1,000,000	\$0	0.00%
Seminole State College	\$1,000,000	\$1,000,000	\$0	0.00%
Southeastern OK State University	\$313,371	\$313,371	\$0	0.00%
Southwestern OK State University	\$313,371	\$313,371	\$0	0.00%
Tulsa Community College	\$1,716,400	\$1,716,400	\$0	0.00%
University of Central Oklahoma	\$1,397,421	\$1,397,421	\$0	0.00%
University of Science & Arts	\$313,371	\$313,371	\$0	0.00%
Western OK State College	\$1,000,000	\$1,000,000	\$0	0.00%
TOTALS	\$19,948,439	\$19,948,439	\$0	0.00%

Oklahoma State Regents for Higher Education  
*Concurrently Enrolled High School Senior Waivers*  
*2025-2026 Year-End Report*  
**High School Seniors**

Institution	Total Dollars Waived Summer 2025, Fall 2025 and Spring 2026	% of Total	Total to be received as reimbursement	Total Number of Seniors	Total Hours Waived	Average Amount Per Hour
Cameron University	\$ 1,014,771	5.23%	\$ 1,014,771	992	5,622	180.50
Carl Albert State College	478,485	2.47%	478,485	788	4,557	105.00
Connors State College	358,857	1.85%	358,857	503	3,297	108.84
East Central University	132,640	0.68%	132,640	119	615	215.67
Eastern Oklahoma State College	249,560	1.29%	249,560	423	2,162	115.43
Langston University	14,378	0.07%	14,378	30	90	159.76
Murray State College	1,117,144	5.76%	1,117,144	1,301	6,368	175.43
Murray State College (outside service area)	164,685	0.85%	164,685	184	919	179.20
Northeastern Oklahoma A&M College	191,052	0.99%	191,052	296	1,678	113.86
Northeastern State University	429,429	2.21%	429,429	347	1,827	235.05
Northern Oklahoma College	516,935	2.67%	516,935	739	4,213	122.70
Northwestern Oklahoma State	515,837	2.66%	515,837	431	2,192	235.33
Oklahoma City Community College	1,527,599	7.88%	1,527,599	2,527	14,743	103.62
Oklahoma Panhandle State University	192,812	0.99%	192,812	207	1,121	172.00
Oklahoma State University	892,459	4.60%	892,459	915	4,943	180.55
Oklahoma State University - OKC	617,912	3.19%	617,912	840	4,755	129.95
Oklahoma State University IT - Okm	374,570	1.93%	374,570	412	2,457	152.45
Redlands Community College	1,537,097	7.93%	1,537,097	1,845	9,927	154.84
Rogers State University	730,840	3.77%	730,840	2,033	4,249	172.00
Rose State College	971,536	5.01%	971,536	1,398	7,713	125.96
Seminole State College	301,859	1.56%	301,859	501	2,773	108.86
Seminole State College (outside service area)	12,075	0.06%	12,075	24	111	108.78
Southeastern Oklahoma State	412,668	2.13%	412,668	317	1,751	235.68
Southeastern Oklahoma State (outside service area)	2,596	0.01%	2,596	5	18	144.20
Southwestern Oklahoma State University	1,403,733	7.24%	1,403,733	1,067	5,733	244.85
Southwestern Oklahoma State University (outside service area)	63,175	0.33%	63,175	63	408	154.84
Tulsa Community College	3,115,964	16.07%	3,115,964	4,573	26,735	116.55
University of Central Oklahoma	1,005,206	5.18%	1,005,206	775	3,864	260.15
University of Central Oklahoma (outside service area)	20,755	0.11%	20,755	9	80	259.44
University of Oklahoma	650,422	3.35%	650,422	728	3,643	178.54
University of Science and Arts of Oklahoma	43,316	0.22%	43,316	44	196	221.00
Western Oklahoma State College	333,212	1.72%	333,212	493	2,861	116.47
<b>TOTAL</b>	<b>\$ 19,393,577</b>	<b>100.00%</b>	<b>\$19,393,577</b>	<b>24,929</b>	<b>131,621</b>	<b>\$147.34</b>

Note: OSU-Tulsa reported with the OSU Main Campus.

Oklahoma State Regents for Higher Education  
*Concurrently Enrolled High School Junior Waivers*  
 2025-2026 Year-End Report  
**High School Juniors**

Institution	Total Dollars Waived Summer 2025, Fall 2025 and Spring 2026	% of Total	Total to be received as reimbursement	Total Number of Juniors	Total Hours Waived	Average Amount Per Hour
Cameron University	\$ 402,154	4.32%	\$ 402,154	610	2,228	180.50
Carl Albert State College	232,575	2.50%	232,575	545	2,215	105.00
Connors State College	193,816	2.08%	193,816	513	1,780	108.89
East Central University	36,312	0.39%	36,312	42	169	214.86
Eastern Oklahoma State College	48,019	0.52%	48,019	105	416	115.43
Langston University	6,710	0.07%	6,710	12	42	159.76
Murray State College	561,800	6.03%	561,800	1,039	3,359	167.25
Murray State College (outside service area)	73,076	0.78%	73,076	112	424	172.35
Northeastern Oklahoma A&M College	96,621	1.04%	96,621	215	849	113.81
Northeastern State University	166,488	1.79%	166,488	161	708	235.15
Northern Oklahoma College	211,658	2.27%	211,658	469	1,725	122.70
Northwestern Oklahoma State	268,063	2.88%	268,063	302	1,141	234.94
Oklahoma City Community College	709,537	7.62%	709,537	1,545	6,849	103.60
Oklahoma Panhandle State University	58,136	0.62%	58,136	90	338	172.00
Oklahoma State University	302,331	3.25%	302,331	456	1,675	180.55
Oklahoma State University - OKC	200,383	2.15%	200,383	418	1,542	129.95
Oklahoma State University IT - Okm	260,842	2.80%	260,842	392	1,711	152.45
Redlands Community College	776,368	8.33%	776,368	1,430	5,014	154.84
Rogers State University	402,308	4.32%	402,308	843	2,339	172.00
Rose State College	470,452	5.05%	470,452	978	3,735	125.96
Seminole State College	136,889	1.47%	136,889	334	1,259	108.73
Seminole State College (outside service area)	2,942	0.03%	2,942	9	27	108.96
Southeastern Oklahoma State	65,856	0.71%	65,856	83	280	235.20
Southeastern Oklahoma State (outside service area)	2,596	0.03%	2,596	5	18	144.20
Southwestern Oklahoma State University	1,430,266	15.35%	1,430,266	1,228	5,837	245.03
Southwestern Oklahoma State University (outside service area)	9,755	0.10%	9,755	16	63	154.84
Tulsa Community College	1,593,122	17.10%	1,593,122	3,158	13,669	116.55
University of Central Oklahoma	265,123	2.85%	265,123	302	1,019	260.18
University of Oklahoma	105,052	1.13%	105,052	158	588	178.66
University of Science and Arts	52,377	0.56%	52,377	71	237	221.00
Western Oklahoma State	174,537	1.87%	174,537	368	1,501	116.28
<b>TOTAL</b>	<b>\$ 9,316,164</b>	<b>100.00%</b>	<b>\$ 9,316,164</b>	<b>16,009</b>	<b>62,757</b>	<b>\$148.45</b>

Note: OSU-Tulsa is reported with the OSU Main Campus.

High School Seniors	\$19,393,577
High School Juniors	\$9,316,164
Total	<b>\$28,709,741</b>

Oklahoma State Regents for Higher Education

FY-27 Allocation of Capital and Master Lease Funds  
Proposed for FY27

May 29, 2026

**Master Lease**

Professional Services - Annual Allotment

\$100,000

Sub-Total

100,000

**Total**

\$100,000



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #16:**

**Tuition and Fees.**

**SUBJECT:**

Possible action on FY27 Tuition and Mandatory Fee Principles and Guidelines.

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY27 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.**

**BACKGROUND:**

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY27 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

**POLICY ISSUES:**

The proposed FY26 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

**ANALYSIS:**

The guidelines address six issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents' publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits, 4) State Regents' communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous year. The guidelines require documentation of institutions and governing boards to justify tuition and mandatory fee increases. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested in lieu of a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following FY27 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education  
**TUITION AND FEE APPROVAL GUIDELINES**  
**Fiscal Year 2027**

**Responsibility to Establish Tuition and Fees.** The Oklahoma Constitution, statutes, and State Regents for Higher Education policy confer responsibility for the establishment of tuition and fees at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students' needs and ability to pay, and propose tuition and fees to their respective governing board; 2) Governing boards review presidents' proposals and make a recommendation to the State Regents for Higher Education; 3) the State Regents for Higher Education review governing boards' recommendations, approve tuition and fees within legislatively prescribed statutory limits, and report to the Legislature annually their actions; and 4) the Legislature reviews State Regents for Higher Education actions.

**Publication of Peer Information for Planning Purposes.** Pursuant to 70 O. S. Section 3218.8, tuition and mandatory fees at public higher education institutions in Oklahoma will be compared to tuition and mandatory fees at peer (i.e., like-type) institutions in other states. State Regents will annually monitor and publish tuition and mandatory fees at peer institutions. Published in a timely fashion, the information will show the level of tuition and mandatory fees at each institution in Oklahoma compared to the legislative peer limit and the maximum possible dollar and percentage increase for the next academic year.

**Compliance with Legislative Peer Limits.** The Oklahoma Constitution authorizes the Oklahoma State Regents for Higher Education to establish tuition and mandatory fees within limits prescribed by the Legislature. At the research institutions, resident undergraduate tuition and mandatory fees must be at levels less than the average resident tuition and mandatory fee rates charged at public institutions in the Big Twelve Conference. At the regional and community colleges, resident undergraduate tuition and mandatory fee rates must be at levels less than the average tuition and mandatory fee rates charged at like-type institutions in surrounding and other states. Nonresident undergraduate tuition and mandatory fee rates must be at levels less than 105 percent of the average nonresident tuition and mandatory fee rates charged at their respective peer institutions. For graduate and professional programs, resident and nonresident tuition and mandatory fee rates shall remain less than the average tuition and mandatory fee rates at like-type graduate and professional programs.

**Establishment of Guaranteed Tuition Rates.** House Bill 2103 passed during the 2007 legislative session authorized the State Regents to establish a guaranteed tuition rate program for first-time, full-time resident students beginning with the FY2008-09 academic year. Students will have the option to participate in the guaranteed tuition rate or the non-guaranteed tuition rate at the time of first enrollment and will be guaranteed this rate for four years, or the normal time-to-completion of the program as determined by the institution. Each institution shall provide students with the annual non-guaranteed tuition rate charged and the percentage increase that it would have to increase to equal or exceed the guaranteed tuition rate for the succeeding four years. The guaranteed rate shall not exceed 115 percent of the non-guaranteed tuition rate charged to students at the same institution.

**Communication Between State Regents and Students.** Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2027 fall semester, the hearing took place at the State Regents for Higher Education meeting in Oklahoma City, Oklahoma on Thursday, April 16, 2026. The State Regents for Higher

Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

**Guidelines to Institutions and Governing Boards.** Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

- 1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
- 2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;
- 3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of students to meet the cost of attendance;
- 4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
- 5) Detailed justification for all tuition and mandatory fee increases; and
- 6) Dedication to cost-effectiveness in institutional operations.

**Use of Revenue from Dedicated Fees.** Institutions that charge students academic services fees, i.e. special fees for library materials and services, classroom and laboratory materials, technology, etc., must ensure that 1) the revenues are spent for the approved purpose of the fee and 2) that these fees must not exceed the cost of providing the service. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure 1) that the fees are required to meet specific costs and 2) that they are not requested to obscure, in essence, a tuition increase. According to existing policy, institutions submit requests related to academic services fees to the State Regents for Higher Education by February 1 of the year prior to the effective date of the fee request.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #17:**

**EPSCoR.**

**SUBJECT:**

Possible action on matching funds for NASA EPSCoR projects.

**RECOMMENDATION:**

**It is recommended that the State Regents approve EPSCoR matching funds that total \$140,000 to Oklahoma State University for NASA EPSCoR projects as listed below.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

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

The State Regents have committed \$150,000 in matching funds for three-year NASA EPSCoR program for the proposal "Hybrid CPU/GPU Parallelization and Reduced-order Models for Efficient Nonlinear Multiscale Modeling of Advanced Composite Materials." In October of 2025 the proposal submitted by Oklahoma State University was awarded federal funding in the amount of \$1,000,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the second year of this award.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #18-a:**

**Contracts and Purchases.**

**SUBJECT:**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY2026 purchases for amounts exceeding \$100,000.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Purchases Over \$100,000

OneNet

- 1) Vendor to be determined for an expenditure in an amount not to exceed \$300,000.00. This expenditure will be a result of a formal bid by the Oklahoma State Regents for Higher Education for the purchase and installation of a new roof mounted chiller for the redundant chilled water system for the RP3 data center. This new chiller will replace an existing chiller that was installed over 15 years ago and has reached its end of life. It is currently running in a degraded state as replacement parts are no longer manufactured and are becoming increasingly difficult to source. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)
- 2) Dobson Technologies in the amount of \$392,274.00 for cable and fiber relocation due to the Oklahoma Department of Transportation (ODOT) I-40 road projects from Douglas to 59th Street in Oklahoma City. (Funded from 720-OneNet)

Multiple Funds

- 3) Vendor to be determined for an expenditure in an amount not to exceed \$300,000.00. This expenditure will provide an upgraded and modernized server backup infrastructure for mission-critical OSRHE and OneNet servers. The existing solution relies on antiquated hardware, has insufficient capacity, and requires significant manual processes. This new solution consists of hardware, software, and 5 years of support included. OneNet's portion will be recovered through OneNet subscriber fees. (Funded from 210-Core, 718-OneNet)

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #18-b:**

**Contracts and Purchases.**

**SUBJECT:**

Possible action on contracts exceeding \$100,000 for FY2027.

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY2027 purchases for amounts exceeding \$100,000.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Purchases Over \$100,000

Core

- 1) Department of Libraries in the amount of \$153,991.00 for the Academic Journal Database EBSCO. This database provides a subscription for academic libraries at institutions in the state of Oklahoma and alleviates costs for add-ons. (Funded from 210-Core).
- 2) ACT in the amount of \$633,752.00 for the PreACT to be made available to all Oklahoma school districts. The PreACT is administered in the fall of the sophomore year to support college readiness. Approximately 93 percent of public school districts participate each year. (Funded from 210-Core).
- 3) SAS in the amount of \$563,218.25 for professional services provided by SAS Institute to support Phase 3 of the SAS modernization initiative, including planning, configuration, migration assistance, and technical expertise required to transition and stabilize OSRHE's SAS environments. These services supplement internal IT staff by providing specialized vendor support necessary to advance the migration from legacy SAS platforms toward newer SAS Viya environments, while reducing operational risk and ensuring alignment with SAS best practices and support lifecycle

requirements. This effort carries over into the new fiscal year as part of a multi-year modernization strategy. (Funded from 210-Core).

- 4) SAS in the amount of \$686,621.00 for the annual maintenance and licensing for the SAS Viya platform, which provides enterprise analytics, reporting, and data management capabilities used across OSRHE. This maintenance includes ongoing software licensing, vendor support, security updates, and platform upgrades, ensuring continued vendor support and compliance with SAS support lifecycle requirements. The maintenance also supports OSRHE's ongoing Phase 3 SAS modernization efforts and the transition to newer Viya environments as older versions approach end-of-support. (Funded from 210-Core).
- 5) Ellucian in the amount of \$195,009.00 for the annual maintenance and support for the Ellucian Banner enterprise administrative system, which supports core OSRHE business functions including finance, human resources, and reporting. This maintenance includes software updates, regulatory and tax updates, security patches, and vendor support services required to keep the Banner platform in a supported and compliant status. Ongoing maintenance ensures continued vendor support, timely delivery of required updates, and operational stability for mission-critical administrative systems. (Funded from 210-Core).
- 6) The University of Missouri, Great Plains Network, in the amount of \$181,000.00 for annual membership fees that provide Internet2 connectivity. The Great Plains Network is a consortium of universities in the Midwest, partnering to connect its members to the National Research and Education infrastructure, including Internet2, and facilitate the use of advanced cyberinfrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium to benefit Oklahoma research institutions by reducing internet-related costs. (Funded from 210-Core)

#### OCAP

- 7) Embrace Software (XAP LLC), in the amount of \$295,194 for the Embrace Software (XAP LLC) for the operation and maintenance of the Student Portal, also referred to as OKcollegestart.org. (Funded from 701-OCAP).

#### OneNet

- 8) The University of Indiana in the amount of \$910,000.00 for network monitoring services provided by the Global Research Network Operating Center (GRNOC). Cost recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 9) Copper River in the amount of \$415,000.00 for maintenance renewal to support ADVA network equipment and software integrated into the OneNet network. Cost recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 10) Dobson Technologies Transport and Telcom in the amount of \$350,000.00 for location and marking as necessary of approximately 1,200 miles of OneNet and OCAN fiber across the state due to road construction and digging projects. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 11) American Telephone and Telegraph Corporation for \$1,877,000.00 for circuits to provide services to OneNet subscribers. These costs are for current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).

- 12) Cox Communications for \$813,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 13) Cox Oklahoma Telcom for \$454,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718- OneNet) .
- 14) Dobson Technologies Transport for \$1,973,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 15) Hilliary Erate & Universal Services LLC, for \$131,000.00 for circuits to provide service to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 16) Indian Nations Fiber Optics for \$240,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 17) KPowernet dba KAMO for \$126,000.00 for circuits to provide service to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 18) MBO Networks, LLC for \$364,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 19) Panhandle Telephone Cooperative for \$156,000.00 for circuits to provide service to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 20) Pine Telephone Company for \$302,000.00 for circuits to provide service to OneNet subscribers. These costs are related to services for current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 21) Pioneer Long Distance Inc. for \$398,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet). Utility
- 22) Vyve/BCI Broadband for \$208,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 23) Windstream Oklahoma LLC for \$284,000.00 for circuits to provide services to OneNet subscribers. These costs are current OneNet subscribers, which OneNet invoices annually or monthly to recover these circuit cost obligations. (Funded from 718-OneNet).
- 24) Norlem Technology Consulting for \$350,000.00 for Palo Alto firewall license renewal credits to support OneNet's managed virtual firewall services. These services also provide additional security measures that protect OneNet and OSRHE staff from cyber threats. Norlem provides network

traffic monitoring for security against suspicious and malicious activity on the network. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet).

- 25) MidCon Recovery Solutions LLC in the amount of \$137,000.00 for leasing of rack and power space in the MidCon Data Center. This space is needed to co-locate equipment to access and employ fiber and fiber connections to subscribers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet).
- 26) Blackboard for \$415,000.00 for service. Blackboard Learn Saas is an online learning service in which four schools participate: Northeastern State University, Carl Albert State College, Murray State College, and Redlands Community College. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 27) Presidio in the amount of \$254,000.00 for Juniper maintenance renewal to support Juniper network equipment integrated into the OneNet network. Cost recovered through OneNet subscriber fees. (Funded from 718-OneNet).

#### OCAN

- 28) Dobson Technologies Transport and Telecom Solutions in the amount of \$580,000.00 for fiber maintenance and repairs of the Oklahoma Community Anchor Network (OCAN). Costs recovered through OCAN subscriber fees. (Funded from 720-OCAN).
- 29) Dobson Technologies Transport and Telcom in the amount of \$400,000.00 for fiber optic relocation of the Oklahoma Community Achor Network (OCAN) due to road construction. Cost recovered through OCAN subscriber fees. (Funded from 720-OCAN).

#### Multiple Funds

- 30) Krush Digital Media in the amount of \$522,000.00 for a one-year renewal of the current contract serving as the State Regents' marketing 'agency of record' for FY27 statewide advertising campaigns, including execution of marketing strategies and development of creative assets for key initiatives to include Oklahoma's Promise, UpskillOK, Reach Higher, Inspired to Teach, and FAFSA completion. (Funded from 210-Core and 701-OCAP).

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #19:**

**Investments.**

**SUBJECT:**

Possible action on new Investment Managers.

*This item will be available at the meeting.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #20:**

**Legislative Update.**

**SUBJECT:**

Update on legislative activity.

*Oral Presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #21-a:**

**Administrative Operations.**

**SUBJECT:**

Posting of proposed revisions to Chapter 2 – *Administrative Operations* – of the OSRHE Policy and Procedures Manual.

**RECOMMENDATION:**

**This item is for posting only.**

**BACKGROUND:**

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

**POLICY ISSUES:**

The proposed revisions amend Chapter 2 (Administrative Operations) policy.

**ANALYSIS:**

The proposed revisions establish the OSRHE Innovation Council, which is designed to foster collaboration, advance educational innovation, and support strategic initiatives across Oklahoma’s State System institutions. The Innovation Council will replace the Online Consortium of Oklahoma and the Council on Learning Excellence, consolidating their work into a single governance structure. It will also eliminate the subscription-based financial model and sunset the numerous subcommittees currently maintained by each organization, streamlining participation and reducing administrative burden while continuing to promote student success, institutional effectiveness, and transformative educational practices. In addition, the Innovation Council will support the Artificial Intelligence initiatives in the state of Oklahoma. The recommendations for revisions are outlined in the table below.

**SUMMARY OF POLICY REVISIONS**

<b>Policy</b>	<b>Recommendation</b>
2.30 Innovation Council	<ul style="list-style-type: none"><li>• New policy adding council developed to advance educational innovation.</li></ul>

Attachment

## EXCERPT

### **2.30 INNOVATION COUNCIL**

#### 2.30.1. Purpose

The purpose of the Innovation Council (IC) is to advance educational innovation across Oklahoma's higher education institutions by fostering collaboration, supporting evidence-based practices, and promoting student success and institutional excellence.

#### 2.30.2. Membership and Voting Privileges

The IC membership will consist of one representative from each State System institution as designated by the President.

- A. All members shall have equal standing and only IC members are eligible to vote.
- B. Voting privileges may not be transferred to another council member or assigned delegate unless permitted by the council's procedures.

A minimum of three industry partners (i.e. health care, manufacturing, aerospace) and workforce development leaders, as invited by OSRHE, will serve in an advisory capacity as ex-officio members.

A quorum shall consist of a majority of the voting members present. Guests are permitted to attend meetings, but discussion of agenda items may be limited to council members.

#### 2.30.3. Meetings

Meetings of the IC shall generally be held on the last Tuesday of each month (except August and December), at 2:00 p.m. at the State Regents' office.

As deemed necessary and appropriate, the IC may hold meetings at other locations as recommended by the council and approved by the chair.

#### 2.30.4. Officers

Officers of the IC shall consist of a chair and vice-chair, who shall serve one-year terms. The chair will preside at IC meetings.

##### A. Duties of the chair

- 1. Preside at IC meetings;
- 2. Prepare the agenda for IC meetings, with assistance from State Regents' staff;
- 3. Appoint members to committee meetings in partnership with State Regents' staff

##### B. Duties of the vice-chair

- 1. The vice-chair shall serve in the capacity of chair during the absence of the chair.

Should the chair be unable to serve a full term, the vice-chair shall assume the position of chair for the remainder of the term. Should the vice-chair be unable to serve a full term, the council shall use the procedures presented in 2.30.5.

2.30.5. Election of Officers

On a rotating basis, and by institutional tier (research, regional, two-year), the vice chair shall be nominated by the tier filling the chair role during the following year (vice chair is considered chair-elect and automatically becomes chair the following year). For purposes of this section, OSU Institute of Technology and OSU-OKC are included in the two-year tier. Nominations should be submitted electronically to the Associate Vice Chancellor of Innovation by May 30th of each year.

The chair and vice chair shall be seated at the July meeting of the Innovation Council.

2.30.6. Committees

A. Executive Committee

The council may establish an executive committee to provide leadership between the full council and to coordinate council work. The composition, voting privileges, and quorum requirements of the executive committee shall be established by the council.

B. Standing Committees

The following are standing committees of the IC. Committees will be comprised of representatives from both research institutions, four representatives from regional institutions, four representatives from community colleges, and at least one representative from industry and workforce.

1. AI Impact Committee

The AI Impact Committee serves to establish best practices for ethical and responsible use of Artificial Intelligence in academia.

2. Online Learning Committee

The Online Learning Committee serves to establish and promote shared standards and evidence-based practices for online course design, delivery, accessibility, and continuous improvement. This committee will make recommendations on quality assurance metrics and convenings.

3. Open Educational Resources Committee

The Open Educational Resources Committee (OER) serves to provide best practices in OER adoption, creation, and affordability projects that expand access and reduce costs.

4. Accessibility Committee

The Accessibility Committee will provide best practices and shared standards of course design and accessibility support.

5. Ad-Hoc Committee

The IC Chairperson may, at their discretion and in consultation with the Associate Vice Chancellor of Innovation, form ad-hoc committees as needed. These committees are generally formed to work on a specific project and then dissolved once their work is complete. The IC Chairperson, in consultation with OSRHE staff, will determine the composition and chairperson of these committees

2.30.7. Annual Plan

The Innovation Council shall approve an annual plan of work, which shall remain active until outlined goals are achieved.

In addition, an Annual Report of key deliverables and outcomes will be shared with the Chancellor, State Regents, and other Councils, as requested.

2.30.8. Parliamentary Procedure

The council will generally follow Robert's Rules of Order (current edition).

2.30.9. Amendments

These provisions may be amended by a majority vote of the council and subject to approval by the State Regents.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #21-b:**

**Administrative Operations.**

**SUBJECT:**

Posting of proposed revisions to State Regents' Personnel Policies and Procedures, Section 5.8 – *Longevity Pay Plan*.

**RECOMMENDATION:**

**This item is for posting only.**

**BACKGROUND:**

In January 2008, the State Regents adopted a Longevity Pay Plan for employees as authorized under 74 O.S. §840-2.18 and administered in accordance with rules promulgated by OMES Human Capital Management. In the 2026 legislative session, the Legislature passed SB 169, which increases longevity payments across all years of service, as listed below. Governor Stitt signed SB 169 on April 29, 2026, with an effective date of July 1, 2026.

Years of Service	Annual Longevity Payment
At least 2 years but less than 4 years	\$375.00
At least 4 years but less than 6 years	\$639.00
At least 6 years but less than 8 years	\$939.99
At least 8 years but less than 10 years	\$1,275.00
At least 10 years but less than 12 years	\$1,593.00
At least 12 years but less than 14 years	\$1,875.00
At least 14 years but less than 16 years	\$2,250.00
At least 16 years but less than 18 years	\$2,532.00
At least 18 years but less than 20 years	\$2,850.00
At least 20 years	\$3,000.00
For each additional two years of service after the first twenty (20) years an additional Three Hundred Dollars (\$300.00) shall be added to the amount stated above for twenty (20) years of service.	

**POLICY ISSUES:**

The proposed revisions amend the State Regents' longevity pay plan benefit.

**ANALYSIS:**

The attached revisions to section 5-8 of the State Regents Personnel Policies and Procedures are necessary to remain consistent with the longevity pay plan authorized for state employees under 74 O.S. §840-2.18 and updated by SB 169 passed during the 2026 legislative session.

Attachment

**5-8. Longevity Pay Plan.**

5-8-1. Effective January 1, 2008, State Regents' employees will participate in the Longevity Pay Plan authorized by 74 O.S. §840-2.18 and administered in accordance with rules promulgated by the [Office of Personnel Management](#)~~Office of Management and Enterprise Services – Human Capital Management~~. This plan rewards employees in state service with an annual payment pursuant to the following schedule:

Years of Service	Annual Longevity Payment
At least 2 years but less than 4 years	<del>\$250.00</del> <a href="#">\$375.00</a>
At least 4 years but less than 6 years	<del>\$426.00</del> <a href="#">\$639.00</a>
At least 6 years but less than 8 years	<del>\$626.00</del> <a href="#">\$939.99</a>
At least 8 years but less than 10 years	<del>\$850.00</del> <a href="#">\$1,275.00</a>
At least 10 years but less than 12 years	<del>\$1,062.00</del> <a href="#">\$1,593.00</a>
At least 12 years but less than 14 years	<del>\$1,250.00</del> <a href="#">\$1,875.00</a>
At least 14 years but less than 16 years	<del>\$1,500.00</del> <a href="#">\$2,250.00</a>
At least 16 years but less than 18 years	<del>\$1,688.00</del> <a href="#">\$2,532.00</a>
At least 18 years but less than 20 years	<del>\$1,900.00</del> <a href="#">\$2,850.00</a>
At least 20 years	<del>\$2,000.00</del> <a href="#">\$3,000.00</a>
For each additional two years of service after the first twenty (20) years an additional <del>Two Hundred Dollars (\$200.00)</del> <a href="#">Three Hundred Dollars (\$300.00)</a> shall be added to the amount stated above for twenty (20) years of service.	

5-8-2. To receive longevity pay an employee must have been continuously employed with the state for a minimum of two (2) years. A break in service of more than thirty (30) calendar days ends continuous service.

5-8-3. Creditable service for purposes of the Longevity Pay Plan is service that counts toward the calculation of the longevity payment. Creditable service is cumulative and may include full-time and/or part-time service with another state agency, institutions within the Oklahoma State System for Higher Education, and other entities as defined by the [Office of Personnel Management](#)~~Office of Management and Enterprise Services – Human Capital Management~~ rules. Creditable service for State Regents' employees will be certified by the Payroll Department.

5-8-4. Eligible employees will receive their longevity payments during the month ~~following~~ of their anniversary date.

5-8-5. Longevity payments are compensation for purposes of Oklahoma Teachers' Retirement System (OTRS). Contributions to OTRS will be made in accordance with Section 5-7-1 of the Oklahoma State Regents Personnel Policies and Procedures.

5-8-6. Longevity payments are not compensation for purposes of Section 5-7-2 of the Oklahoma State Regents Personnel Policies and Procedures and no contributions will be made to TIAA-CREF.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #22-a:**

**High School Course for College Admission.**

**SUBJECT:**

Possible action to ratify a request for a high school course to be considered for college admission.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify a request to approve a high school course for college admission.**

**BACKGROUND:**

Since Fall 2010, the State Regents' high school curricular requirements for college admission have included four units of English, three units of mathematics, three units of laboratory science, three units in history and citizenship skills, and two units from the aforementioned subjects or selected from computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.

The State Regents have a statutorily mandated function regarding high school courses that satisfy college admission curricular requirements. 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. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy high school college preparatory/work ready curriculum graduation requirements. On March 3, 2016, the State Regents revised the Institutional Admission and Retention policy to align with 70 O.S. § 11-103.6 by designating the State Regents as the responsible entity for approving courses for college admission.

Based on the extended time periods between State Regents' meetings during certain points of the year, relying on the State Regents to approve high school courses for college admission could significantly delay the timeframe in which courses are approved. As such, to make the approval process more efficient, on March 3, 2016, the State Regents delegated authority to the Chancellor to approve high school courses for college admission, pending State Regents' ratification.

**POLICY ISSUES:**

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed in policy section 3.9.2 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

“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.”.

**ANALYSIS:**

Prior to May 29, 2026, State Regents' staff received a request from Union Public Schools to approve Survey of College Math for college admission under the mathematics subject area.

Through the Council on Instruction, State Regents' staff recruited qualified college faculty to conduct a review of the course. After a comprehensive review of the course objectives and learning outcomes, the reviewers determined that this course meets the requirement for college admission. Therefore, the course was approved for college admission by the Chancellor. State Regents' ratification is requested.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #22-b:**

**State Authorization Reciprocity Agreement.**

**SUBJECT:**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

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

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

SARA website. According to this source, in Fall 2024 (most recent data available), Oklahoma public and private institutions enrolled a total of 9,507 (up by 536 from 8,971 the previous year) out-of-state students in distance education programs, more than 4.5 times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

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

#### **POLICY ISSUES:**

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

#### **ANALYSIS:**

Prior to May 29, 2026, State Regents' staff received a SARA renewal application from the institutions listed below:

- Southeastern Oklahoma State University,
- Northeastern State University,
- Oklahoma State University – Oklahoma City,
- Seminole State College,
- Northern Oklahoma College, and
- Oklahoma City University.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #22-c:**

**Contracts and Purchases.**

**SUBJECT:**

Possible action on purchases exceeding \$25,000 but less than \$100,000.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases exceeding \$25,000 but less than \$100,000 between March 13, 2026 and April 28, 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 March 13, 2026 and April 28, 2026, there were 3 purchases exceeding \$25,000 but less than \$100,000:

Core

- 1) Transvault Software LTD in the amount of \$25,866.88 for managed services to complete the final phase of email migration system to Source One to MimeCast retention system. (Funded from 210-Core).

OneNet

- 2) Presidio Holding Inc. in the amount of \$80,285.76 to provide services to subscribers of OneNet's managed router service. Training passes are also included to provide OneNet's network engineering staff training on Juniper equipment used to provide OneNet's service. Costs are recovered through OneNet subscriber fees. (Funded 718-OneNet).
- 3) Norlem Technology in the amount of \$38,773.02 for OKTA service to provide second factor authorization to secure external and internal services. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #22-d:**

**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:

**Director of Network Infrastructure.** It is recommended that the State Regents ratify the appointment of Ian Litchfield as the Director of Network Infrastructure for OneNet, effective May 1, 2026, filling the vacancy created by the retirement of Randy Crosby. As Director of Network Infrastructure, he will oversee the engineering requirements and relevant staff in support of fiber, microwave and satellite technologies as well as all facilities, facility equipment and optical line systems supported by OneNet. Mr. Litchfield has been employed by the Oklahoma State Regents for Higher Education since 2008, serving in positions of increasing responsibility, most recently as a Project Manager.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #23-a:**

**Reports.**

**SUBJECT:**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

The Current Status Report on New Program Requests tracks the status of all program requests received since July 1, 2025, as well as requests pending from the previous year.

**POLICY ISSUES:**

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

**ANALYSIS:**

The Current Status Report on New Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2025-2026) and can be found online at [Status Report of New Program Requests](#).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #23-b (1):**

**Annual Reports.**

**SUBJECT:**

Possible action to acknowledge receipt of the Oklahoma National Guard Educational Assistance Program Year-End Report for 2025-2026.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Oklahoma National Guard Educational Assistance Program Year-End Report for 2025-2026.**

**BACKGROUND:**

During the 2022 session, the Oklahoma Legislature approved SB 1418 (now 70 O.S. §§ 3231 & 3232) creating the Oklahoma National Guard Educational Assistance Program (Program). Subject to available funding, the bill authorizes educational benefits equivalent to resident tuition, mandatory fees, and academic service fees, not to exceed 18 credit hours per semester at institutions in the Oklahoma State System of Higher Education (OSRHE). In addition to a maximum of 120 credit hours of undergraduate coursework, the bill authorizes for up to 40 credit hours of graduate coursework toward a master's degree. The new Program replaced the State Regents' Oklahoma National Guard Tuition Waiver program created in policy in 1995. Under the new Program, institutions receive funding for 100% of the educational benefit costs.

SB 1418 created the Oklahoma National Guard Educational Assistance Revolving Fund, a continuing fund not subject to fiscal year limitations consisting of state appropriations, from which the benefits are to be paid by the State Regents. For FY2023, the State Regents did not receive any state appropriations designated for the revolving fund. The State Regents received \$9 million in supplemental appropriations from the Oklahoma Legislature in the 2023 session to meet FY2023 benefit costs. For FY2024, FY2025, and FY2026, the State Regents were appropriated \$12 million each year to cover the benefit costs for those years.

During the 2024-2025 academic year, questions were raised regarding the interpretation of statute and administrative rules related to flight fees for the program and in response OSRHE pursued statutory clarification and adopted both emergency and permanent rule changes on the matter. As a result, for the 2024-2025 academic year, eligible aviation students received awards that included flight fees as part of their academic service fees when those costs were integral to their degree program.

Beginning Fall 2025, the Oklahoma National Guard Educational Assistance Program no longer covers flight fees associated with flight programs, though tuition and mandatory fees for those programs remain covered. The program also no longer covers new enrollments in the Executive MBA program at the University of Oklahoma. Students who previously received Program funding for these programs continue to be supported through completion, but no new participants are accepted.

**POLICY ISSUES:**

The goal of the Oklahoma National Guard Educational Assistance Program (ONGEAP) is to increase the recruitment and retention of members of the Oklahoma National Guard by offering enhanced educational benefits.

**ANALYSIS:**

Program participation and disbursements declined modestly in 2025-2026. This reflects recent Oklahoma National Guard policy changes to stay within its \$12 million annual appropriation, including the decision to exclude flight fees from coverage and to stop accepting new enrollments in the Executive MBA program. The Oklahoma National Guard also moved application deadlines earlier in the cycle, improving administrative efficiency but likely reducing participation by shortening the window for late applicants. ONGEAP continues to serve a substantial number of undergraduate and graduate students, with full-time enrollees representing the largest share of both participants and funding.

Funding for the 2025-2026 ONGEAP primarily went to the state's research universities, which received more than 66% of the \$11.36 million total and enrolled nearly half (48.7%) of the 1,569 Oklahoma National Guard members who benefited from the program during the academic year. Four-year public regional institutions received just over 27% of funding while serving roughly 30% of recipients, and two-year colleges received approximately 6.5% of funding while supporting about 21% of service members.

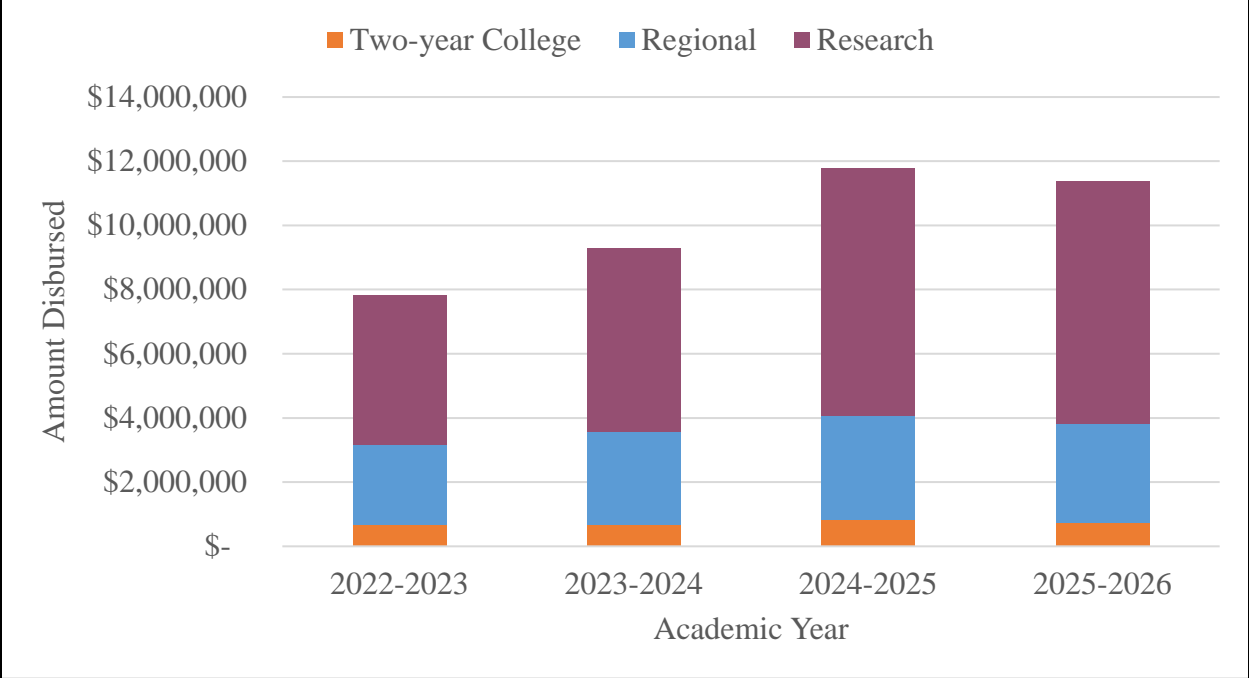
**FIGURE 1: 2025-2026 PROGRAM FUNDING AND PARTICIPATION BY INSTITUTION AND TIER**

<b>Research-Public Institutions</b>	<b>Amounts</b>	<b>% of Amount</b>	<b>Service Members</b>	<b>% Service Members</b>
Oklahoma State University	\$3,844,022.21	33.83%	396	25.24%
University of Oklahoma	\$3,565,166.97	31.38%	353	22.50%
University of Oklahoma HSC	\$142,555.08	1.25%	15	0.96%
Subtotal-Research Public Institutions	\$7,551,744.26	66.47%	764	48.69%
<b>4-Year-Public Institutions</b>	<b>Amounts</b>	<b>% of Amount</b>	<b>Service Members</b>	<b>% Service Members</b>
Cameron University	\$135,492.80	1.19%	30	1.91%
East Central University	\$187,594.80	1.65%	35	2.23%
Langston University	\$41,570.94	0.37%	5	0.32%
Northeastern State University	\$340,765.35	3.00%	62	3.95%
Northwestern Oklahoma State University	\$35,096.50	0.31%	6	0.38%
Oklahoma Panhandle State University	\$ 10,300.05	0.09%	2	0.13%
Rogers State University	\$360,989.00	3.18%	55	3.51%
Southeastern Oklahoma State University	\$191,135.00	1.68%	32	2.04%
Southwestern Oklahoma State University	\$324,930.54	2.86%	48	3.06%
University of Central Oklahoma	\$1,436,103.23	12.64%	197	12.56%
University of Science and Arts of Oklahoma	\$8,790.00	0.08%	2	0.13%
Subtotal-4-Year Public Institutions	\$3,072,768.21	27.04%	474	30.21%
<b>2-Year-Public Institutions</b>	<b>Amounts</b>	<b>% of Amount</b>	<b>Service Members</b>	<b>% Service Members</b>
Carl Albert State College	\$12,900.00	0.11%	4	0.25%

Connors State College	\$8,412.00	0.07%	2	0.13%
Eastern Oklahoma State College	\$5,844.40	0.05%	1	0.06%
Murray State College	\$15,929.60	0.14%	6	0.38%
NEO A&M College	\$6,971.25	0.06%	3	0.19%
Northern Oklahoma College	\$38,239.17	0.34%	10	0.64%
Oklahoma City Community College	\$166,725.26	1.47%	96	6.12%
Oklahoma State University - Oklahoma City	\$76,691.40	0.67%	40	2.55%
OSU Institute of Technology	\$127,387.08	1.12%	30	1.91%
Redlands Community College	\$2,279.08	0.02%	4	0.25%
Rose State College	\$103,296.68	0.91%	46	2.93%
Seminole State College	\$12,880.00	0.11%	4	0.25%
Tulsa Community College	\$157,471.00	1.39%	83	5.29%
Western Oklahoma State College	\$2,172.00	0.02%	2	0.13%
Subtotal-2-Year-Public Institutions	\$737,198.92	6.49%	331	21.10%
<b>Total</b>	<b>\$11,361,711.39</b>	<b>100.00%</b>	<b>1,569</b>	<b>100.00%</b>

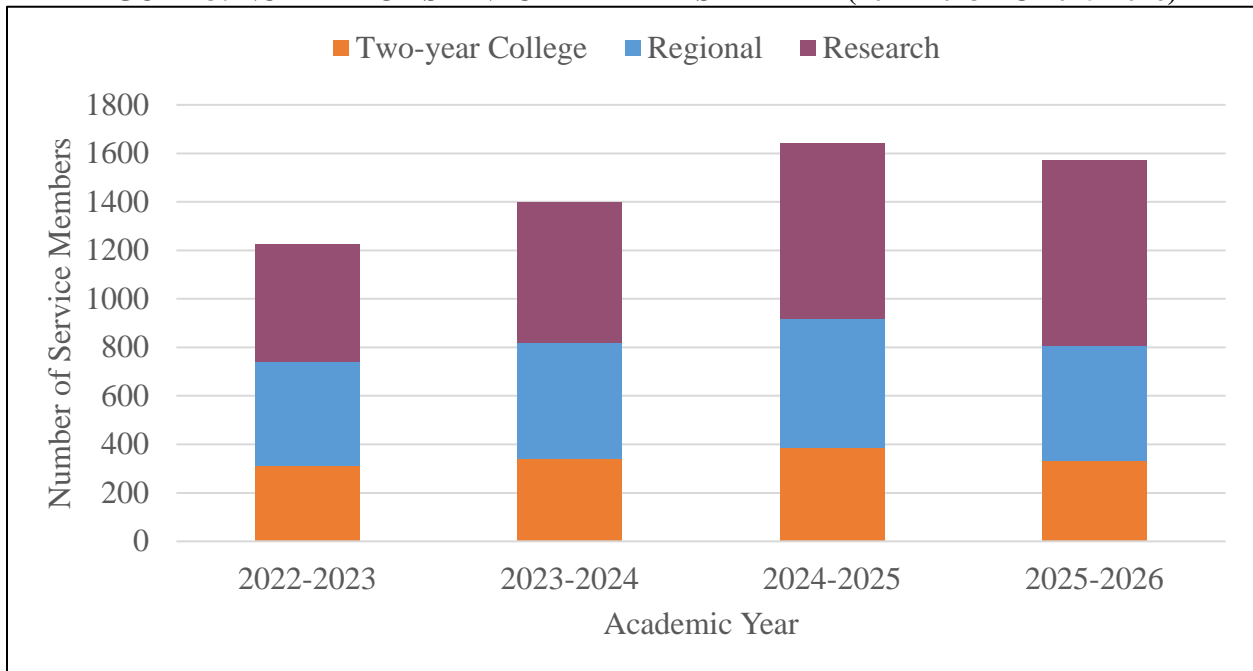
Disbursements under ONGEAP grew significantly through 2024-2025, rising from \$7.83 million in 2022-2023 to a peak of \$11.79 million in 2024-2025, before declining slightly to \$11.36 million in 2025-2026. Research universities have consistently accounted for the largest share of disbursements across all four years.

**FIGURE 2: AMOUNT DISBURSED BY TIER (2022-2023 TO 2025-2026)**



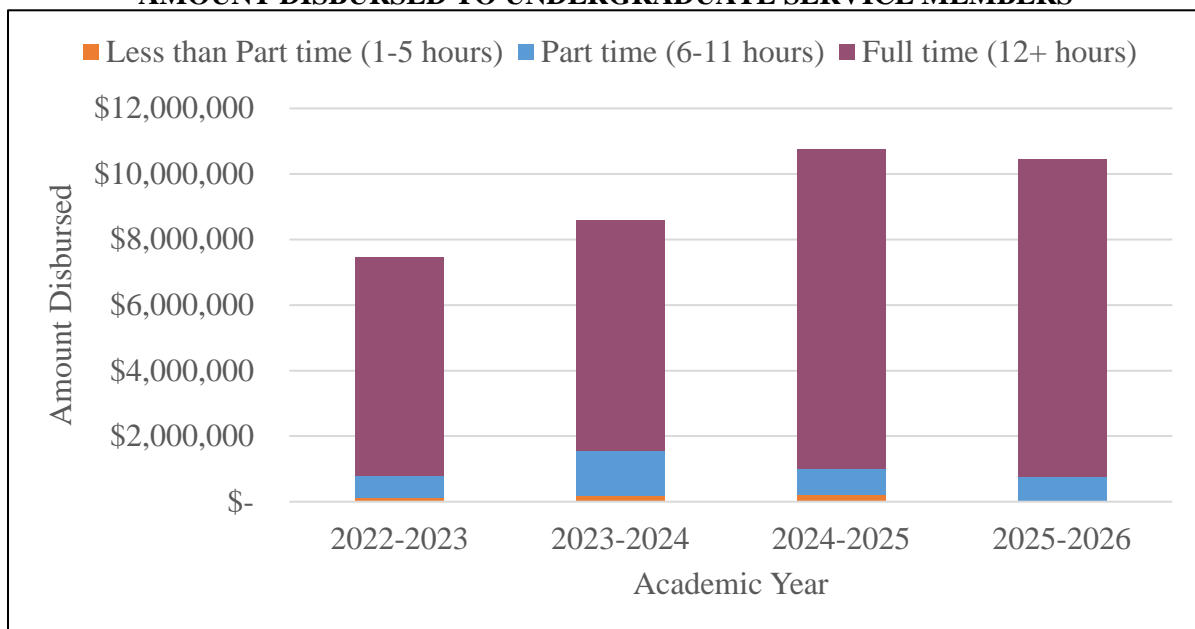
Participation in ONGEAP grew steadily from 2022-2023 through 2024-2025, before dipping slightly in 2025-2026 to 1,569 service members. Research universities have continued to serve the largest share of participants, followed by four-year regional institutions and two-year colleges.

**FIGURE 3: NUMBER OF SERVICE MEMBERS BY TIER (2022-2023 TO 2025-2026)**

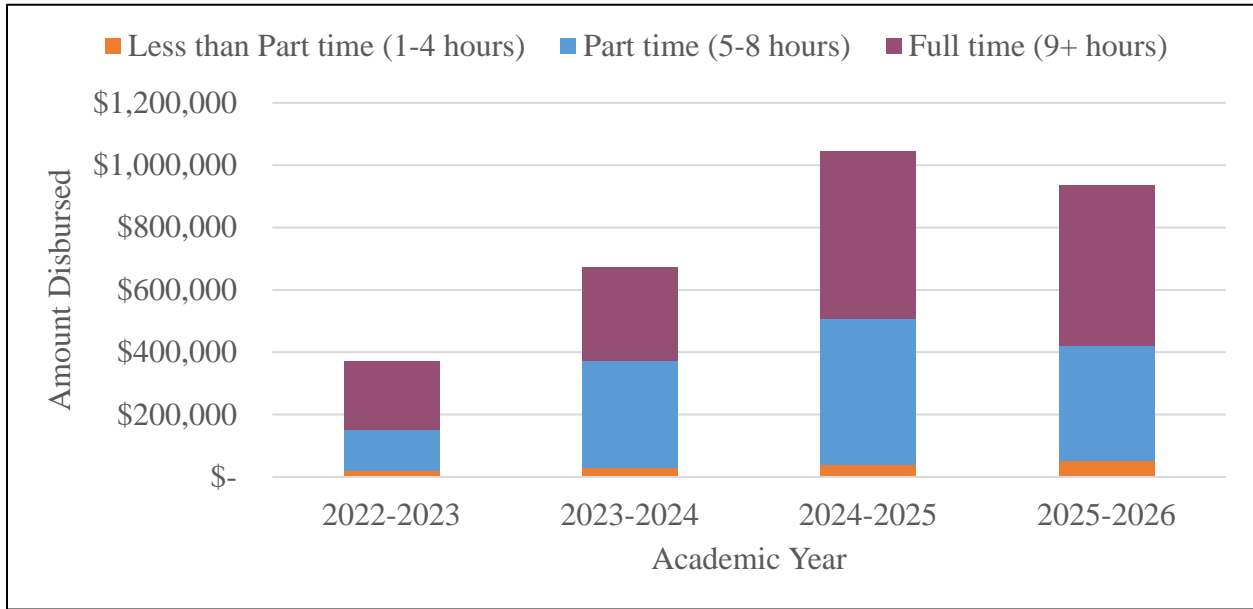


Full-time students received the majority of ONGEAP disbursements at the undergraduate level, consistently accounting for the largest share of funding across all four years. At the graduate level, disbursements were more evenly divided between full-time and part-time students, with part-time enrollees receiving a comparable share in recent years. Less-than-part-time students received the smallest portion of funding at both levels.

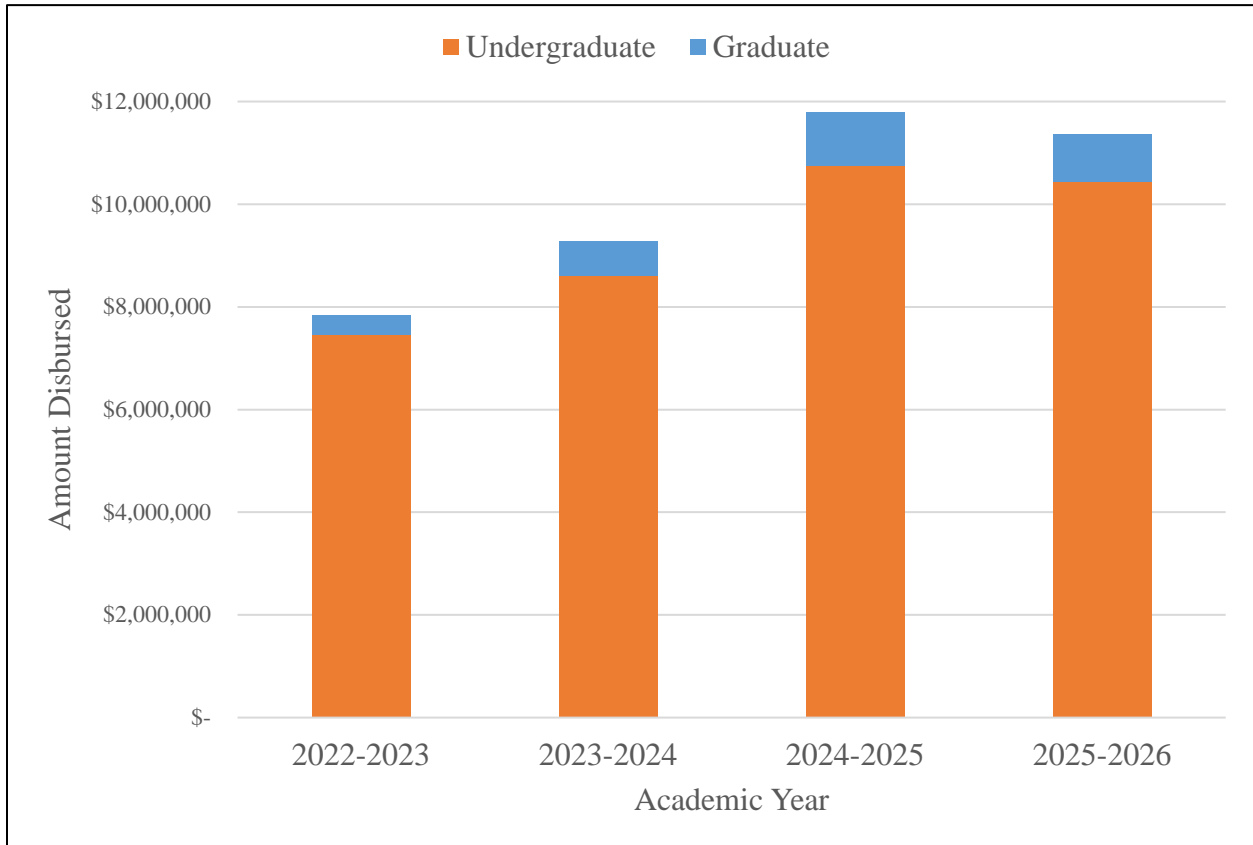
**FIGURE 4: AMOUNT DISBURSED TO UNDERGRADUATE AND GRADUATE SERVICE MEMBERS (2022-2023 TO 2025-2026)**  
**AMOUNT DISBURSED TO UNDERGRADUATE SERVICE MEMBERS**



**AMOUNT DISBURSED TO GRADUATE SERVICE MEMBERS**



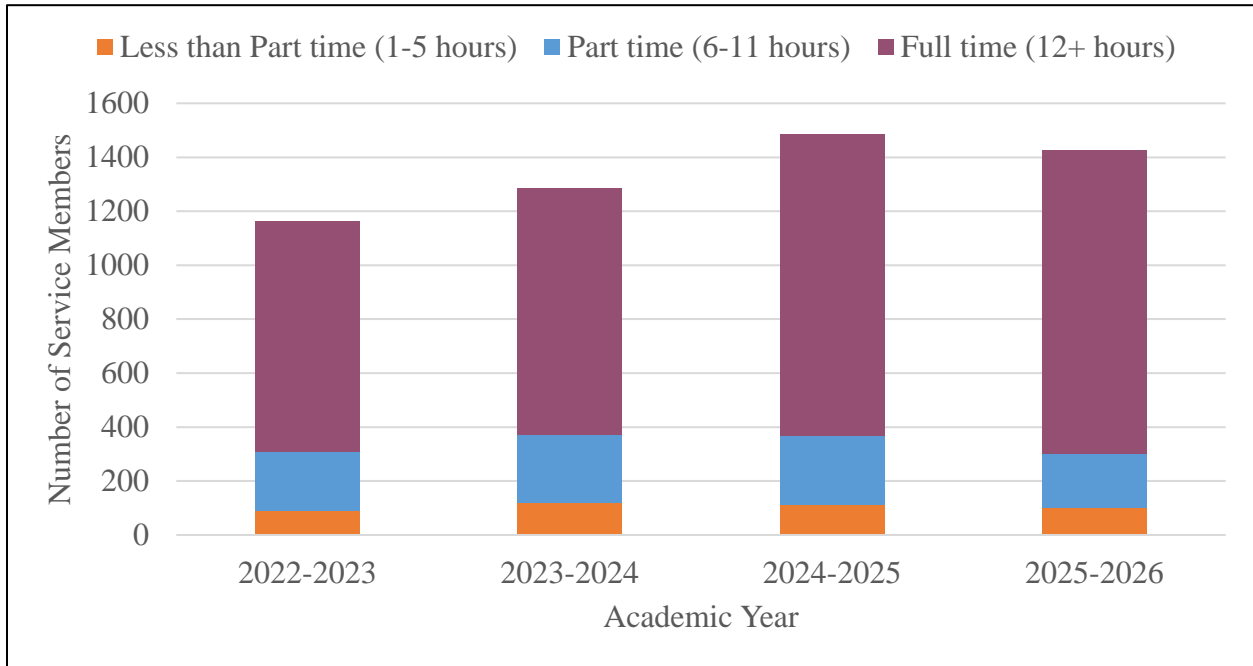
**AMOUNT DISBURSED TO GRADUATE AND UNDERGRADUATE SERVICE MEMBERS**



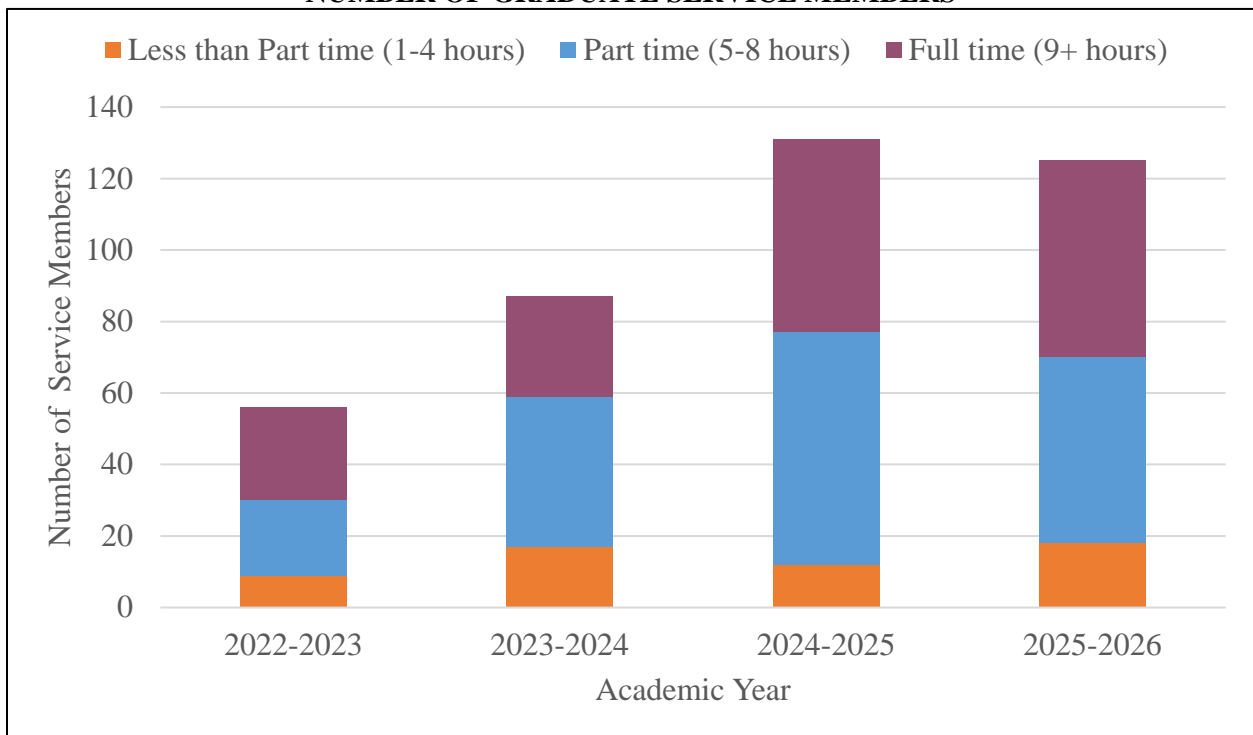
Full-time students made up the largest group of the program participants among undergraduates, while graduate participation was more evenly split between full-time and part-time enrollees. Less-than-part-time students represented the smallest share at both levels.

**FIGURE 5: NUMBER OF UNDERGRADUATE AND GRADUATE SERVICE MEMBERS BY ENROLLMENT LEVEL (2022-2023 TO 2025-2026)**

**NUMBER OF UNDERGRADUATE SERVICE MEMBERS**

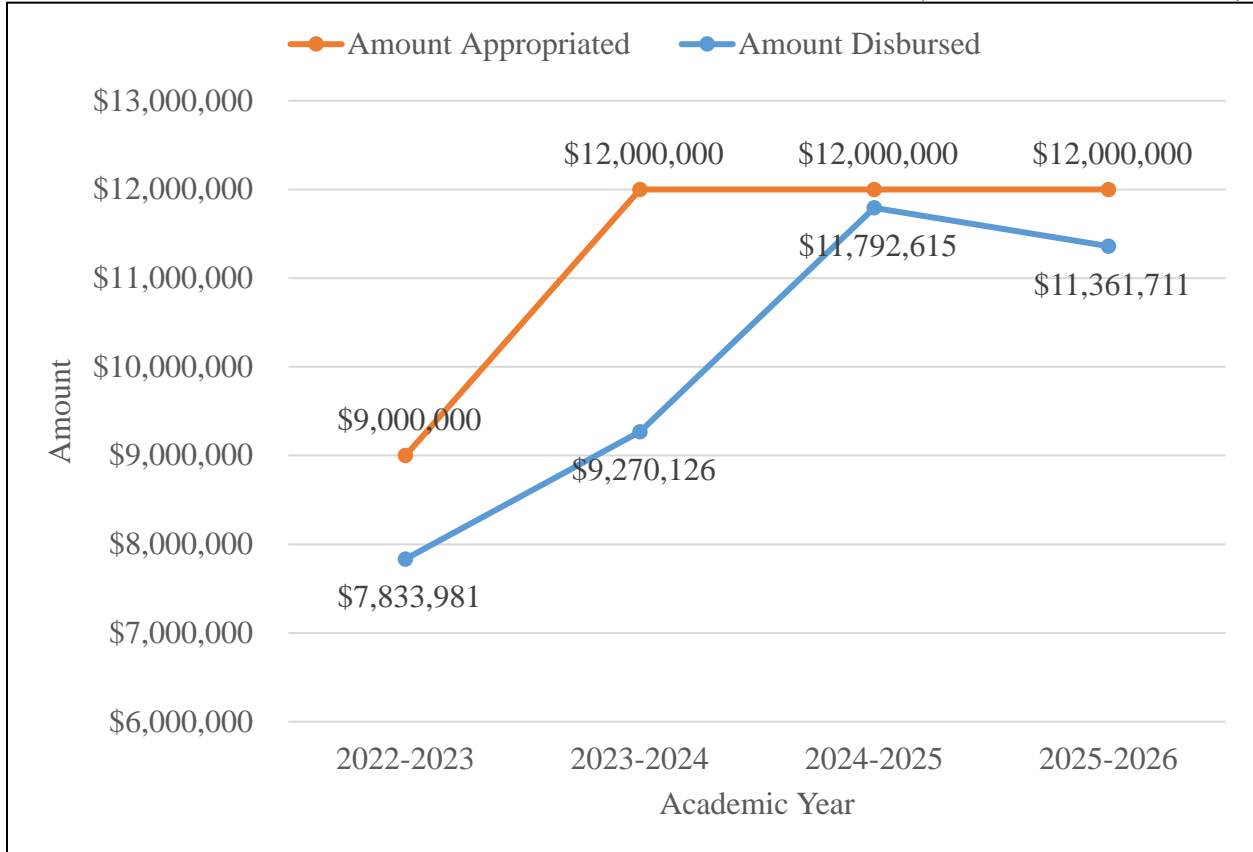


**NUMBER OF GRADUATE SERVICE MEMBERS**



Over the first four years of ONGEAP, appropriations and disbursements have moved into closer alignment. Appropriations totaled \$9 million in FY2023 and \$12 million in each of FY2024, FY2025, and FY2026. Actual disbursements were \$7,833,981 in 2022-2023, \$9,270,126 in 2023-2024, \$11,792,615 in 2024-2025, and \$11,361,711 in 2025-2026.

**FIGURE 6: PROGRAM APPROPRIATION AND DISBURSEMENTS (2022-2023 TO 2025-2026)**





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #23-b (2):**

**Annual Reports.**

**SUBJECT:**

Possible action to acknowledge receipt of the Chiropractic Education Scholarship Program Year-End Report for 2025-2026.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Chiropractic Education Scholarship Program Year-End Report for 2025-2026.**

**BACKGROUND:**

The State Regents allocated \$28,318 from appropriations made by the 2025 Oklahoma Legislature for the 2025-2026 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading to a Doctor of Chiropractic degree. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to \$6,000 annually for a maximum of four annual scholarships.

**ANALYSIS:**

The Oklahoma Board of Chiropractic Examiners approved twenty-three students for participation in the Chiropractic Education Scholarship Program for the 2025-2026 academic year. The awards distributed to each participating institution for the 2025-2026 academic year, totaling \$24,770, are shown below.

**2025-2026 Chiropractic Education Scholarship Program Awards**

<b>Institution</b>	<b>Awardees</b>	<b>Amount</b>
Cleveland College - Kansas City, KS	11	\$9,059
Life Chiropractic College - Marietta, GA	1	\$802
Parker College - Dallas, TX	11	\$14,909
<b>TOTAL</b>	<b>23</b>	<b>\$24,770</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
May 29, 2026

**AGENDA ITEM #23-b (3):**

**Annual Reports.**

**SUBJECT:**

Possible action to acknowledge receipt of the William P. Willis Scholarship Year-End Report for 2025-2026.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the William P. Willis Scholarship Year-End Report for 2025-2026.**

**BACKGROUND:**

In 1986, the Oklahoma Legislature created the William P. Willis Scholarship to honor the former Speaker of the House from Tahlequah, who served in the Legislature from 1959 to 1986. The statutes authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Each year, up to twenty-eight students are nominated for awards by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust and current appropriations provide nominees the following award amounts based on institutional tier – \$2,000 at community colleges, \$2,400 at regional universities, and \$3,000 at research universities.

**ANALYSIS:**

The attached table shows the award distributions to twenty-five students (one alternate recipient was awarded for the spring semester), totaling \$53,400 for the 2025-2026 academic year, distributed across 23 different institutions.

The program is funded by a trust fund originally created by the Oklahoma Legislature in 1986 and funded with \$1 million provided over the first four fiscal years. For many years, the trust fund was invested in a conservative cash management program administered by the State Treasurer's office that provided adequate earnings for the program scholarship costs. However, in recent years, the program trust fund balance and earnings have declined significantly due to reduced investment returns.

To address this issue, the State Regents approved an allocation of \$49,997 for FY2023 to help stabilize the trust fund balance. For FY2024, the State Regents approved \$59,997 to mitigate the decline. To counter this, the State Regents approved allocations of \$59,997 for FY2024, FY2025, and FY26 to stabilize the fund. As of April 7, 2026, the trust fund balance was \$843,169.

**William P. Willis Scholarship 2025-2026 Award Distribution**

<b>Institution</b>	<b>Fall 2025</b>	<b>Spring 2026</b>	<b>Total</b>
Cameron University	\$1,200.00	\$1,200.00	\$2,400.00
Connors State College	\$1,000.00	\$1,000.00	\$2,000.00
East Central University	\$1,200.00	\$1,200.00	\$2,400.00
Eastern Oklahoma State College	\$1,000.00	\$1,000.00	\$2,000.00
Murray State College	\$1,000.00	\$1,000.00	\$2,000.00
Northeastern Oklahoma A&M College	\$1,000.00	\$1,000.00	\$2,000.00
Northeastern State University	\$2,400.00	\$2,400.00	\$4,800.00
Northern Oklahoma College	\$1,000.00	\$1,000.00	\$2,000.00
Northwestern Oklahoma State University <sup>1</sup>	\$1,200.00	\$1,200.00	\$2,400.00
Oklahoma City Community College	\$1,000.00	—	\$1,000.00
Oklahoma Panhandle State University	\$1,200.00	\$1,200.00	\$2,400.00
Oklahoma State University	\$1,500.00	\$1,500.00	\$3,000.00
Redlands Community College	\$1,000.00	\$1,000.00	\$2,000.00
Rogers State University	\$1,200.00	\$1,200.00	\$2,400.00
Rose State College	\$1,000.00	\$1,000.00	\$2,000.00
Seminole State College	\$1,000.00	\$1,000.00	\$2,000.00
Southeastern Oklahoma State University	\$1,200.00	\$1,200.00	\$2,400.00
Southwestern Oklahoma State University	\$1,200.00	\$1,200.00	\$2,400.00
Tulsa Community College	\$1,000.00	\$1,000.00	\$2,000.00
University of Central Oklahoma	\$1,200.00	\$1,200.00	\$2,400.00
University of Oklahoma	\$1,500.00	\$1,500.00	\$3,000.00
University of Science and Arts of Oklahoma	\$1,200.00	\$1,200.00	\$2,400.00
Western Oklahoma State College	\$1,000.00	\$1,000.00	\$2,000.00
<b>Totals</b>	<b>\$27,200.00</b>	<b>\$26,200.00</b>	<b>\$53,400.00</b>

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<sup>1</sup> By statute, NSU is allotted two nominees; one must be a history major.

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

**AGENDA ITEM #25:**

**Proposed Executive Session.**

**SUBJECT:**

Possible discussion and vote to enter into executive session pursuant to:

- (1) 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (a) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma and the United States Court of Appeals for the Tenth Circuit; and (b) EEOC Charge #564-2024-02714 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-sixth Meeting**



April 16, 2026

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

Minutes of the Eight Hundred and Fifty-sixth Meeting  
April 16, 2026

**CONTENTS**

Announcement of Filing of Meeting and Posting of the Agenda .....	20404
Call to Order .....	20404
Minutes of Previous Meetings .....	20404
Comments from the Chair.....	20404
Comments from the Chancellor .....	20405
Public Hearing.....	20406
New Programs.....	20406
Program Deletions .....	20408
Academic Policy .....	20408
Early College Program.....	20410
Grant .....	20410
State Authorization .....	20410
Budget Report and Revenue Update.....	20411
E&G Allocation .....	20411
Master Lease .....	20411
Investments .....	20411
Legislative Update .....	20412
High School Indicators Report.....	20412
Consent Docket.....	20413
Reports .....	20414
Report of Committees.....	20414
Proposed Executive Session .....	20415
Announcement of Next Regular Meeting.....	20415
Adjournment .....	20415
Committee-of-the-Whole Minutes.....	20416

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**Minutes of the Eight Hundred and Fifty-sixth Meeting  
of the**

**Oklahoma State Regents for Higher Education**

April 16, 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, April 16, 2026, in the Regents Conference Room of the Oklahoma State Regents for Higher Education office (655 Research Parkway, Suite 200, Oklahoma City). 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, Ken Levit, Dennis Casey, Jeffrey W. Hickman, and Steven W. Taylor. Regents Phillip Mitchell “Mitch” Adwon and Michael C. Turpen were absent.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Casey moved, seconded by Regent Taylor, to approve the minutes of the State Regents’ meetings in March 2026. Voting for the motion were Regents Sherry, Warmington, Hilliary, Levit, Casey, Hickman, and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Warmington commented on several recent events and board matters. She noted that she attended the Association of Governing Boards National Conference on Trusteeship, where discussions focused on emerging issues in higher education, including artificial intelligence, academic innovation, workforce alignment, and governance best practices, and stated that the conference provided perspectives relevant to the work of the State Regents. She also referenced participation in

Higher Education Day at the Capitol and expressed appreciation to Governor Kevin Stitt, Senator Ally Seifried, Senator Adam Pugh, and Representative Mark Lawson for participating in the program. Chair Warmington remarked that the student speakers represented their institutions well and noted that the 2025 Distinguished Service Awards were presented during the event. She thanked Regents Hilliary and Hickman for attending. Chair Warmington further noted that the meeting would be the final meeting for Regents Hickman and Hilliary as members of the Board and expressed appreciation for their thoughtful leadership, commitment to the state system, and service to the State Regents. She stated that the Board would formally recognize them later in the meeting. Chair Warmington also announced that Governor Stitt had appointed Trevor Pemberton and Brian Beller to the Board, pending Senate confirmation, and stated that the Board looked forward to welcoming them at the May meeting.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Sean Burrage thanked Chair Warmington and the Regents for the thoughtful and engaged discussion during the previous day's meeting. He stated that the discussions regarding the proposed funding formula and 90-hour bachelor's degree initiatives were productive and emphasized the importance of carefully considering both issues due to their complexity and potential impact on Oklahoma higher education. Chancellor Burrage expressed appreciation for the Regents' engagement and noted that the opportunity to work with an engaged Board committed to long-term improvement in higher education was one of the reasons he was interested in serving as Chancellor. He also thanked Regents Hickman and Hilliary for their service and contributions to the work of the Board. Chancellor Burrage further reported that, since the last meeting, he had represented the State Regents and the state system at several events across the state and region. He noted that he spoke at the investiture of President Don Raleigh at Rogers State University and highlighted the institution's important role in its region. He also reported meeting with Valerie Greenhill to discuss ways the Southern Regional Education Board could serve as a resource for system initiatives. In addition, Chancellor Burrage stated that he participated in the Oklahoma Association of Community Colleges Student Awards Ceremony and the Oklahoma Association of College and University Business Officers spring conference. Chancellor Burrage concluded his remarks by expressing appreciation to the Oklahoma Legislature and Governor Kevin Stitt for

providing additional funding for the Oklahoma's Promise and Oklahoma Rising Scholars Award Program in the upcoming fiscal year budget. He noted that the investments would directly support student scholarships and expand access to higher education across the state.

6. **PUBLIC HEARING.** Chair Warmington introduced the next item as the annual public hearing on tuition and fees. Before hearing the public comments, Chair Warmington asked Vice Chancellor for Budget and Finance Nick Hathaway to review the tuition and fee items that are the focus of the testimony. Vice Chancellor Hathaway provided an overview of legislative tuition and mandatory fee limits as outlined in 70 O.S. § 3218.8. State Regents staff compiled a comparison of Oklahoma institutions' tuition and fees to peer institutions in the Big 12, surrounding states, and similar professional programs. Oklahoma's average resident tuition and fees remain below peer averages: 72.2% of the Big 12 average for research universities, 83.1% for regional universities, and 64.7% for community colleges. Vice Chancellor Hathaway also reported on academic services fee changes for FY2027. Nineteen of the state's 25 public institutions submitted a total of 269 requests—including 98 new fees, 111 modifications, and 60 deletions. The requested changes cover categories such as special instruction, facility and equipment utilization, testing and clinical services, classroom and lab supplies, and other special fees. Chair Warmington reviewed the procedures and guidelines for the public hearing, noting that each speaker would be allotted three minutes for commentary. No members of the public requested an opportunity to speak during the public hearing portion of the meeting.

7. **NEW PROGRAMS.**

- a. **Northeastern State University.** Regent Casey presented Agenda Item #7-a, which is a request from Northeastern State University to offer the Specialist in Education in School Psychology, and asked Dr. Stephanie Beauchamp, Interim Vice Chancellor for Academic and Student Affairs, to explain the request. Dr. Beauchamp indicated that it is a 72-credit hour program that is designed to strengthen school-based mental health services, intervention capacity, and multi-tiered systems of support across the region. Regent Taylor asked Dr. Beauchamp

to clarify what a “Specialist” designation is Dr. Beauchamp indicated educational specialist programs are between a master and a doctorate and these students will always have a master’s degree. Regent Taylor asked about delivery format. Dr. Beauchamp indicated the program is hybrid with the majority offered traditionally. Regent Casey moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Warmington, Hilliary, Levit, Casey, Hickman, Taylor, and Sherry. Voting against the motion were none.

b. **Rogers State University.**

(1) Regent Casey presented Agenda Item #7-b (1), which is a request from Rogers State University to offer the Master of Science in Automation, Data Analytics, and Sustainable Practices, 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 30-credit hour program that will provide coursework and practical application in preparing learners to become automation/data professionals. Regent Taylor inquired how the program will be delivered, and Dr. Beauchamp responded that it is a fully online program, however, there could be some in person components depending on whether the student takes the thesis option. Regent Casey moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Hilliary, Levit, Casey, Hickman, Sherry, and Warmington. Voting against the motion was Regent Taylor.

(2) Regent Casey presented Agenda Item #7-b (2), which is a request from Rogers State University to offer the Bachelor of Science in Secondary Education, and asked Dr. Stephanie Beauchamp, Interim Vice Chancellor for Academic and Student Affairs, to explain the item. Dr. Beauchamp indicated that the degree is a 121-credit hour program that 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.

Regent Warmington asked for clarification on the delivery format and about the typical delivery format for teacher education degrees across the state. Dr. Beauchamp clarified that the general education requirements can be taken in person or online and the major courses are offered in person. Regents discussed perspectives on online education. Regent Casey moved, seconded by Regent Levit, to approve the request. Voting for the motion were Regents Levit, Casey, Hickman, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.

8. **PROGRAM DELETIONS.** Regent Casey presented Agenda Item #8, which is the approval of institutional requests for program deletions from the University of Oklahoma, Rogers State University, the University of Central Oklahoma, and Tulsa 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 Hickman, to approve the request. Voting for the motion were Regents Casey, Hickman, Taylor, Sherry, Warmington, Hilliary, and Levit. Voting against the motion were none.

9. **ACADEMIC POLICY.**

- a. Regent Casey presented Agenda Item #9-a, which is a request to approve proposed revisions to State Regents' policy 3.4 – Academic Program Approval. Regent Casey asked Dr. Beauchamp to explain the policy revision process used by staff and involvement from institutions. Regent Casey moved, seconded by Regent Hickman, to approve the item. Voting for the motion were Regents Hickman, Taylor, Sherry, Warmington, Hilliary, Levit, and Casey. Voting against the motion were none.
- b. Regent Casey presented Agenda Item #9-b, which is a request to approve proposed revisions to State Regents' policy 3.9 – Institutional Admission and Retention. Regent Casey moved, seconded by Regent Sherry, to approve the item. Voting for

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

- c. Regent Casey presented Agenda Item #9-c, which is a request to approve proposed revisions to State Regents' policy 3.10 – Concurrent Enrollment. Regent Hickman asked about the provision for high school teachers to teach concurrent courses and whether this is new. Dr. Beauchamp indicated that the revision is putting into policy what is already occurring in practice and aligning with HLC policy. Regent Hickman raised an issue with what appears to be missing text in part of the policy revisions. Dr. Beauchamp responded that she will need to review the policy in greater detail to determine how to correct it. Regent Hickman also asked Dr. Beauchamp to explain the geographic service area provisions in the policy. He questioned whether the geographic service area provision is necessary. Regent Warmington stated that if there is uncertainty about the language in 3.10.7.a, there is no reason to vote on the policy today and recommended a vote to table to agenda item. Regent Hickman asked if the Regents have the power to amend a policy without going through the posting process. General Counsel Chris Turner recommended the practice of posting be followed by the Regents have power to revise policy without posting. Regent Hickman moved to table agenda item #9-c, seconded by Regent Hilliary. Voting for the motion were Regents Sherry, Warmington, Hilliary, Levit, Casey, Hickman, and Taylor. Voting against the motion were none.
- d. Regent Casey presented Agenda Item #9-d, which is a request to approve proposed revisions to State Regents' policy 3.12 – Grading. Regent Casey moved, seconded by Regent Levit, to approve the item. Voting for the motion were Regents Warmington, Hilliary, Levit, Casey, Hickman, Taylor, and Sherry. Voting against the motion were none.
- e. Regent Casey presented Agenda Item #9-e, which is a request to approve proposed revisions to State Regents' policy 3.16 – Credit for Prior Learning. Regent Casey moved, seconded by Regent Taylor, to approve the item. Voting for the motion

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

10. **EARLY COLLEGE PROGRAM.** Regent Casey presented Agenda Item #10, is the approval of a request from Northeastern State University and Connors State College to institute an early college program in partnership with Sequoyah High School with support from the Cherokee Nation. Regent Casey moved, seconded by Regent Hilliary, to approve the request. Voting for the motion were Regents Levit, Casey, Hickman, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.
11. **GRANTS.** Regent Casey presented Agenda Item #11, which is a request to approve Full STEM Ahead grants for the 2026-27 academic year. A total of 12 projects totaling \$73,203 are recommended for funding. These grants will provide STEM exploration opportunities for middle school students. Regent Casey moved, seconded by Regent Hilliary, to approve the request. Voting for the motion were Regents Casey, Hickman, Taylor, Sherry, Warmington, Hilliary, and Levit. Voting against the motion were none.
12. **STATE AUTHORIZATION.**
  - a. Regent Casey presented Item #12-a, which is a request from Fielding University for initial authorization to operate as a degree-granting institution in Oklahoma. After reviewing the application and required documentation, State Regents' staff determined that this institution meets the authorization requirements established in our policy. Regent Casey moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Hickman, Taylor, Sherry, Warmington, Hilliary, Levit, and Casey. Voting against the motion were none.
  - b. Regent Casey presented Item #12-b, which is the approval of requests from ATA College, Chamberlain University, Columbia College, and the University of St. Augustine for Health Sciences for re-authorization to operate as degree-granting institutions in Oklahoma. After reviewing the application and required documentation, State Regents' staff determined that these institution meet the authorization requirements established in our policy. Regent Casey moved,

seconded by Regent Levit, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Hilliary, Levit, Casey, and Hickman. 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. Mr. Hathaway reported positive trends in the state economy, noting that state revenue collections had increased by approximately \$485 million year over year. He reviewed the state's business conditions index and discussed indicators related to the future economic outlook. Mr. Hathaway explained that a business conditions index above 50 is generally considered indicative of economic growth and noted that the current index was 56.1. He stated that the overall economic health of the state appeared strong.
14. **E&G ALLOCATION.** Regent Hilliary presented Agenda Item #14, which is a request Item #14 is a request to 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. The current accumulated allocation to each institution, including this allocation, totals \$118,947,722.77. Regent Hilliary moved, seconded by Regent Sherry, to approve the item. Voting for the motion were Regents Sherry, Warmington, Hilliary, Levit, Casey, Hickman, and Taylor. Voting against the motion were none.
15. **MASTER LEASE PROGRAM.** Regent Hilliary presented Agenda Item #15, which is a request to authorize for submission to the Council of Bond Oversight the 2026 Equipment Master Lease Series. Projects from two entities total approximately \$2,300,000. Voting for the motion were Regents Warmington, Hilliary, Levit, Casey, Hickman, Taylor, and Sherry. Voting against the motion were none.
16. **INVESTMENTS.** Regent Taylor provided a status update on the State Regents' investment portfolio and presented Agenda #16, which is a request to approve a new investment manager recommendation. It is recommended that the State Regents approve \$10 million to Avalon BioVentures. The manager will source early stage, next-generation

therapeutics and drugs with the goal of improving patient outcomes and generating significant value for investors. Regent Taylor moved, seconded by Regent Hickman, to approve the recommendation. Voting for the motion were Regents Hilliary, Levit, Casey, Hickman, Taylor, Sherry, and Warmington. Voting against the motion were none.

17. **LEGISLATIVE UPDATE.** Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, provided the Regents with an update on current legislative activity. Dr. Jobe reported that a budget agreement had been signed and noted that, while the higher education system received a flat operating budget, additional funding was included for the Oklahoma's Promise and Oklahoma Rising Scholars Award Program programs. He stated that the State Regents had received positive feedback regarding the increased scholarship amounts for the Oklahoma Rising Scholars program and noted that the increases are viewed as an important strategy for retaining high-achieving students in Oklahoma for college. Dr. Jobe also discussed legislation related to concurrent enrollment credentials of value, accreditation, the Tobacco Settlement Endowment Trust, and Oklahoma's Promise. In addition, he reviewed several state questions expected to appear on the November general election ballot and provided an update regarding executive appointment confirmation hearings for Regents.
18. **HIGH SCHOOL INDICATORS REPORT.** Regent Sherry presented Agenda Item #18, which is a request to acknowledge receipt of the 2024 High School Indicators Report and asked Dr. Stephanie Baird, Associate Vice Chancellor for System Analysis and Reporting, to present the report. Dr. Baird noted that Section 13 of Senate Bill 183 requires the Oklahoma State Regents for Higher Education to provide reports evaluating college-going rates, academic performance, ACT scores, and developmental education participation for Oklahoma public high school graduates. Dr. Baird reported that 45,637 students graduated from Oklahoma public high schools during the 2023-24 academic year and that 40.3 percent enrolled at an Oklahoma college or university during the 2024-25 academic year. She further noted that, using National Student Clearinghouse StudentTracker data, an additional 6.5 percent of graduates enrolled at out-of-state institutions, resulting in an overall college-going rate of 46.8 percent for the 2024-25 entering cohort. Dr. Baird also reviewed data regarding the academic performance of first-time entering students,

reporting that 54.0 percent of first-time freshmen earned a GPA of 3.0 or higher in freshman-level coursework during Fall 2024 and that 78.0 percent earned at least a 2.0 GPA. She noted that students collectively completed more than 325,000 freshman-level credit hours, with over 91 percent earned by students with GPAs of 2.0 or higher. Dr. Baird then presented information regarding ACT performance for Oklahoma public high school graduates, stating that 42,965 graduates took the ACT in 2024 and that the statewide average composite score declined to 17.6. She further reported that only 11 percent of Oklahoma students met ACT college readiness benchmarks in all four subject areas and that only five percent met the ACT STEM readiness benchmark. Finally, Dr. Baird reviewed developmental education participation rates and reported that 28.7 percent of first-time entering students enrolled in at least one developmental education course in Fall 2024, including both traditional remedial coursework and co-requisite support courses. She explained that the report now includes co-requisite course enrollment data for the first time in order to provide a more comprehensive representation of developmental education participation and college readiness among entering students. Regent Sherry moved, seconded by Regent Taylor, to acknowledge receipt of the report. Voting for the motion were Regents Levit, Casey, Hickman, Taylor, Sherry, Warmington, and Hilliary. Voting against the motion were none.

19. **CONSENT DOCKET.** Regent Taylor moved, seconded by Regent Levit, to approve/ratify 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.

Voting for the motion were Regents Casey, Hickman, Taylor, Sherry, Warmington, Hilliary, and Levit. Voting against the motion were none. Regent Hilliary abstained from Item #19-a.

Chair Warmington recognized Regents Hickman and Hilliary and presented resolutions honoring both Regents for their service and leadership contributions to the Oklahoma State Regents for Higher Education and Oklahoma's state system of higher education. The resolutions recognized Regent Hickman's leadership as chair of the Board and chair of the Funding Formula Committee and recognized Regent Hilliary's leadership as chair of the Budget and Audit Committee. Both resolutions extended the title of "State Regent Emeritus" in recognition of their service and commitment to Oklahoma higher education and student success. Chair Warmington thanked both Regents for their leadership and service and opened the floor for comments from fellow Regents and the honorees.

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

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

21. **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.
22. **PROPOSED EXECUTIVE SESSION.** Chris Turner, General Counsel, advised Regents that an executive session was not needed.
23. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Warmington announced next meeting is scheduled to be held on Friday, May 29 at 9:00 a.m. at the State Regents office in Oklahoma City.
24. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

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Courtney Warmington, Chair

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Steven W. Taylor, Secretary

# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Park in Oklahoma City, Oklahoma

## MINUTES OF THE COMMITTEE-OF-THE-WHOLE

Wednesday, April 15, 2026

1. **ANNOUNCEMENT 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 1:00 p.m. on Wednesday, April 15, 2026, at the Presbyterian Health Foundation Conference Center in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 14, 2025, and amended on April 2, 2026. 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 1:00 p.m. and presided. Present for the meeting were State Regents Ken Levit, Jack Sherry, Steven W. Taylor, Dennis Casey, Courtney Warmington, Phillip Mitchell “Mitch” Adwon and Jeffrey W. Hickman. Regents Dustin J. Hilliary and Michael C. Turpen were absent.
3. **STATE REGENTS PERFORMANCE FUNDING FORMULA.** Discussion and update on progress toward the development of a new performance funding formula. Chair Warmington thanked Regent Hickman for his leadership in chairing the Funding Formula Committee for the past several years and expressed appreciation for his service alongside Regents Casey and Taylor. Chair Warmington introduced HCM Strategists consultants Tom Allison, Director of State Policy and Finance, and Brenae Smith, Associate Director. They provided a walkthrough of the latest iteration of the model and shared updates based on feedback received through the stakeholder engagement process. Chancellor Sean Burrage also thanked Regent Hickman for his service and work on the committee and board. Chancellor Burrage noted that most institutional funding has historically been driven by base allocations with limitations, including that the model does not account for enrollment changes and does not provide a meaningful pathway for institutions to increase funding when the overall higher education budget remains flat. He explained that the proposed model is intended to address those challenges by more closely aligning a portion of funding with enrollment, student success, and workforce outcomes while maintaining institutional stability through phased implementation and funding guardrails. He noted that no institution would experience more than a two percent reduction in funding in a single year and that only five percent of total appropriations would initially be subject to the model, gradually increasing over time. Chancellor Burrage stated that a clear outcomes-based model better positions higher education to demonstrate value and advocate for future investment. Director Allison reviewed the timeline for development of the new formula. In February 2026, OSRHE hosted engagement sessions with institutional councils and legislators. HCM developed recommended changes based on stakeholder feedback and circulated a proposal package to the Funding Formula Committee. Director Allison noted that the goal is for the Regents to consider the new model and begin implementation with future budget allocations following passage of the state budget. Regent Taylor commented that discussions regarding development of a new funding formula had actually been ongoing for approximately two years. Director Allison explained that Oklahoma has used the current performance-based funding formula since 2012, though it has only been used to distribute new appropriations, peaking at \$29 million in FY24. He reviewed the guiding principles of the proposed model, stating that it is intended to support the Blueprint 2030 strategic plan, align with state priorities and initiatives, provide evidence-based incentives to improve student access and success, create a sustainable and consistent model, and strengthen the state system’s ability to advocate for

increased funding. Director Allison reviewed the proposed framework for the model, which includes five primary components: core costs, enrollment, retention and success, opportunity, and workforce. Enrollment measures include first-time enrollment, headcount, adult students, Pell recipients, and academically underprepared students. Retention and success measures include student progression, transfer outcomes, on-time completions, and total completions. Opportunity measures focus on completions among Pell, adult, and academically underprepared students. Workforce measures include STEM and critical occupation completions, employment outcomes, and median wages of graduates employed in Oklahoma. Retention and success account for 30 percent of the framework, enrollment and workforce each account for 25 percent, and opportunity accounts for 20 percent.

Regent Hilliary entered the meeting at 1:50 p.m.

Director Allison stated that the proposed model aligns with Governor Stitt's Executive Order 2026-08 regarding workforce and economic development alignment. He noted that the Executive Order also references research and development, innovation, technology transfer, intellectual property, affordability, system efficiency, and measurable return on investment for students. Director Allison stated that the formula would initially apply only to main campuses. Regent Hickman commented that funding formulas for constituent agencies would likely be considered in a future phase. Director Allison reviewed the phased implementation schedule, beginning with five percent of appropriations subject to the model in year one and increasing to 25 percent by year five. He also reviewed stakeholder feedback received from institutions and Regents. Concerns raised included institutional mission differences, the use of current base funding, and the impact of peer performance on institutional funding outcomes. Director Allison noted that the addition of enrollment measures and total completions, in addition to on-time completions, helped address some stakeholder concerns. Some institutions also suggested consideration of delaying implementation until FY28. Associate Director Smith reviewed the proposed three-tier institutional structure consisting of community colleges, regional universities, and flagship institutions. She explained that the model utilizes FY26 budget data and a three-year average of academic performance data from FY23 through FY25. She noted that no major institutional funding shifts are expected during the first year of implementation. Associate Director Smith stated that the estimated annual cost of a hold harmless provision to level-fund institutions would be approximately \$1.7 million. Associate Director Smith also discussed ways institutions could improve outcomes under the proposed model, including strengthening recruitment efforts, increasing student retention and completion through student support services, and expanding STEM and critical occupation programs to improve workforce outcomes and employer partnerships. Regent Casey emphasized the importance of ensuring institutional funding stability. Director Allison responded that institutions should continue to receive increases in funding under the model, although increases may vary among institutions. Regent Hickman stated that the intent of the new funding formula was for it to be reviewed and adjusted as needed over time. Regent Warmington requested discussion comparing implementation with a year-one hold harmless provision versus delaying implementation until FY28. Director Allison discussed political and policy considerations associated with implementation timing and stated that a hold harmless provision may not be necessary if additional state appropriations are provided in FY28. Regent Taylor stated his support for implementing the model with the June 2026 allocations but expressed opposition to including a hold harmless provision. Regent Hilliary commented that a performance-based model may strengthen future legislative support for higher education funding. Regent Warmington also asked whether there were recurring concerns raised by stakeholders, and Director Allison discussed comments related to access metrics and the potential for future refinement of those measures.

4. **NATIONAL HIGHER EDUCATION TRNEDS.** Update and discussion on national trends and strategic issues in higher education, including, but not limited to, financial sustainability, academic innovations, degree policy, and workforce alignment. Senior Fellow and Consultant for the Association of Governing Boards Dr. Carlton Brown presented on the changing landscape in higher education. Top strategic issues for boards are reaffirming roles and responsibilities, developing and supporting higher education leaders, improving student access and success, ensuring institutional vitality, managing uncertainty, and renewing higher education’s purpose.

The Regents meeting briefly recessed at 2:40 p.m. due to a fire alarm. The meeting reconvened at 2:52 p.m. Present for the meeting were Regents Levit, Sherry, Taylor, Casey, Warmington, Hilliary, and Hickman. Regents Adwon and Turpen were absent.

Dr. Brown discussed several factors contributing to stress on higher education business models, including thinning operating margins, deferred maintenance, increasing costs, limited student ability to pay, cash flow concerns, declining investment returns, and liquidity challenges. He also discussed demographic changes affecting higher education, including a declining K-12 student population and increasing student diversity. Dr. Brown noted that approximately 43.1 million adults in the United States have some college credit but no degree. Dr. Brown discussed the evolving and increasingly blurred roles among higher education institutions. He noted the continued growth of early college and concurrent enrollment programs, universities offering associate degree programs, and community colleges offering bachelor’s degrees. He also discussed the increasing involvement of regional entities and businesses in developing educational programs, as well as the growth of online learning opportunities offered through major corporations. He stated that these developments contribute to changing perceptions regarding the traditional role of higher education. Dr. Brown also discussed competency-based education and the continued reliance on the traditional credit hour model. He noted that some employers no longer require college degrees for certain occupations. Potential responses discussed included relaxing credit transfer policies, expanding competency-based education models, strengthening industry alignment, developing stackable and integrated credentials, and expanding opportunities for experiential learning credit. At the conclusion of the presentation, Dr. Brown discussed considerations related to offering 90-hour bachelor’s degree programs, including performance expectations, industry connectivity, personalization, support services, transferability, and compatibility with graduate and professional education pathways. He also discussed questions related to instructional delivery models, including competency-based versus credit-hour structures, expanded coaching and professional development support, internships and practica opportunities, industry integration, general education requirements, and online learning. Dr. Brown and the Regents also discussed the continued importance of traditional in-person learning opportunities alongside online education offerings.

5. **ADJOURN.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Courtney Warmington, Chair

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Steven W. Taylor, Secretary

