OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

September 3, 2026

NOTE:

This document contains recommendations and reports to the State Regents regarding items on the September 3, 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 September 3, 2026.

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

AGENDA

Thursday, September 3, 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. **Mercer Report.** Update on the status of higher education investments. Page 1.

ACADEMIC

7. **New Programs.**

   a. The University of Oklahoma. Possible action on the request to offer the Bachelor of Applied Studies in Social Work in a reduced credit hour format. Page 3.

   b. Oklahoma State University.

      (1) Possible action on the request to offer the Bachelor of Applied Science in Artificial Intelligence in a reduced credit hour format. Page 19.

      (2) Possible action on the request to offer the Bachelor of Applied Science in Business Essentials and Applications in a reduced credit hour format. Page 27.

      (3) Possible action on the request to offer the Bachelor of Science in Engineering Technology in Mechatronics and Robotics. Page 35.

   c. Oklahoma Panhandle State University. Possible action on the request to offer the Bachelor of Arts in Liberal Arts. Page 41.

   d. Rogers State University. Possible action on the request to offer the Bachelor of Applied Science in Workforce Development in a reduced credit hour format. Page 47.

8. **Program Deletions.** Possible action on institutional requests for program deletions. Page 55.

9. **Academic Policy.**

    a. Possible action on posting of proposed revisions to State Regents' policy 3.7 – *Academic Program Review.* Page 61.

    b. Possible action on proposed revisions to State Regents' policy 3.18.7 – *In-State/Out-of-State Status of Enrolled Students*. Page 71.

10. **Early College Program.** Possible action on request from Murray State College to offer an Early College High School Program. Page 79.

11. **Teacher Education.**

    a. Possible action to allocate the Oklahoma Teacher Connection budget to fund Pre-Collegiate and Collegiate grant programs. Page 87.

    b. Possible action on Paid Student Teaching Contract and acceptance of funds from the Oklahoma State Department of Education. Page 93.

    c. Possible action to appoint Inspired to Teach Advisory Committee member. Page 111.

12. **Oklahoma Rising Scholars Award Program.** Possible action to authorize Freshman Institutional Nominees for Fall 2027. Page 113.

13. **Regional University Baccalaureate Scholarship Program.** Possible action to authorize freshman scholarship slots for Fall 2027. Page 119.

14. **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 125.

    b. Possible action on requests for re-authorization of (non-exempt) private and out-of-state degree-granting institutions to operate in Oklahoma. Page 129.

FISCAL

15. **Budget Report and Revenue Update.** Report on State budget and revenue. Page 135.

16. **E&G Budget.** Possible action to allocate supplemental Performance Funding Formula funds. Page 137.

17. **Master Lease.**

    a. Possible action on listing of potential Fall 2026 Master Lease Equipment projects for submission to the Council of Bond Oversight. Page 139.

    b. Possible action to increase the FY27 allocation of Capital and Master Lease funds for professional services. Page 141.

18. **Grant.** Possible action to accept grant funds from the National Council for State Authorization Reciprocity Agreements to support the Oklahoma State Regents for Higher Education in fulfilling

the duties of state membership in the State Authorization Reciprocity Agreements (SARA). Page 143.

19. **EPSCoR.**

    a. Possible action to allocate matching funds for NASA EPSCoR projects for FY27. Page 145.

    b. Possible action to allocate Oklahoma Research Day matching funds for FY27. Page 147.

20. **Contracts and Purchases.** Possible action on contracts exceeding $100,000 for FY2027. Page 149.

21. **Investments.** Possible action on new Investment Managers. Page 151.

EXECUTIVE

22. **Legislative Update.** Update on legislative activity. Page 153.

23. **State Regents' Meetings.** Possible action on proposed 2027 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 155.

24. **Administrative Rules.**

    a. Inspired to Teach. Possible action to adopt proposed permanent rule revisions and initiate the permanent rulemaking process. Page 157.

    b. Oklahoma's Promise. Possible action to adopt proposed permanent rule revisions and initiate the permanent rulemaking process. Page 165.

    c. Oklahoma Tuition Equalization Grant. Possible action to adopt proposed permanent rule revisions and initiate the permanent rulemaking process. Page 175.

25. **Oklahoma Free Speech Committee.** Possible action to ratify Chancellor's interim approval of student free speech training at the University of Oklahoma and Oklahoma State University. Page 177.

26. **Commendations**. Possible action to recognize staff for service on state and national projects. Page 179.

CONSENT DOCKET

27. **Consent Docket.** Possible action on the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

    a. Programs. Possible action on institutional requests for program modifications. Page 181.

    b. Scholars for Excellence in Child Care. Possible action to ratify the allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Human Services. Page 183.

c. State Authorization Reciprocity Agreement. Possible action to ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 185.

d. Contracts and Purchases.

(1) Possible action to ratify purchases exceeding $25,000 but less than $100,000. Page 187.

(2) Possible action to ratify FY27 agreement with the Oklahoma Department of Career and Technology Education. Page 191.

REPORTS

28. **Reports.**

a. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 195.

b. Possible action to acknowledge receipt of the Policy Exception Quarterly Report. Page 197.

c. Annual Reports.

(1) Possible action to acknowledge receipt of the Annual Status Report on Program Requests. Page 199.

(2) Possible action to acknowledge receipt of the FY27 Tuition and Fee Rates Report. Page 201. (Supplement)

(3) Possible action to acknowledge receipt of the Student Cost in the Oklahoma State System of Higher Education Report for FY2026-2027. Page 203. (Supplement)

(4) Possible action to acknowledge receipt of the FY27 Institutional Cash Flow Reserves Report. Page 207. (Supplement)

(5) Possible action to acknowledge receipt of the 2025-26 Salaries in the Oklahoma State System of Higher Education – Faculty and Select Administrative Positions Report. Page 209. (Supplement)

(6) Possible action to acknowledge receipt of the 2024-25 Concurrent Enrollment Annual Report. Page 211. (Supplement)

29. **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.

30. **Proposed Executive Session.** Page 213.

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 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, 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.

31. **Announcement of Next Regular Meeting.** The next regular meeting is scheduled for Thursday, October 22, 2026, at 9:00 a.m. at Southwestern Oklahoma State University in Weatherford.

32. **Adjourn.**

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

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #6:

Mercer Report.

SUBJECT:

Update on the status of higher education investments.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #7-a:

New Programs.

SUBJECT:

The University of Oklahoma. Possible action on the request to offer the Bachelor of Applied Studies in Social Work in a reduced credit hour format.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's (OU) request to offer the Bachelor of Applied Studies in Social Work program in a reduced credit format in Norman and Tulsa, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

BACKGROUND:

APRA Implementation

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

Total Changes	Change Type
38	Degree and/or certificate programs deleted
71	Degree and/or certificate programs added

OU offers 369 degree and/or certificate programs as follows:

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

0	Associate in Applied Science Degrees
120	Baccalaureate Degrees
104	Master's Degrees
60	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years in compliance with 70 O.S.§ 3253 and policy.

Program Development Process

OU's faculty developed the proposal, which was reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Applied Studies in Social Work program at its January 29, 2026, meeting. OU is currently approved to offer 104 degree and certificate programs through electronic delivery. OU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Applied Studies in Social Work

Program purpose. The proposed Bachelor of Applied Studies in Social Work program is a reduced credit bachelor's degree that will equip students with the knowledge, skills, and field-based experience necessary to serve diverse populations and address Oklahoma's growing workforce needs in social work and human services professions.

Program rationale and background. The proposed 90-credit hour Bachelor of Applied Studies in Social Work program will preserve the full integrity of OU's accredited social work curriculum while providing a more accessible and workforce-responsive pathway to degree completion. The proposed program maintains the same major and major support requirements, instructional time, academic rigor, student learning outcomes, and accreditation standards as the current 120-credit hour program. The reduction in total credit hours is achieved through fewer general education and elective requirements, allowing students to complete the degree more efficiently without compromising the quality or depth of social work education. The Bachelor of Applied Studies in Social Work program responds to Oklahoma's significant shortage of licensed social workers and the growing demand for professionals in behavioral health, child welfare, healthcare, community services, and justice-related settings. State workforce data indicates that the supply of licensed social workers falls well below current needs, while employer and alumni feedback consistently identify a critical demand for additional bachelor's-level practitioners. This gap represents a structural shortage that cannot be resolved without expanding the pipeline of bachelor's prepared social workers. By reducing the cost, time, and barriers associated with earning a degree, the proposed program expands access for transfer students, working adults, paraprofessionals, and individuals already serving vulnerable populations. The program is expected to strengthen Oklahoma's social work workforce pipeline by increasing the number of qualified graduates entering high-demand positions and supporting continued enrollment in advanced social work education.

Employment opportunities. Oklahoma continues to experience significant demand for bachelor's-prepared social workers across child welfare, behavioral health, healthcare, education, housing services, and justice-related settings. According to the Healthy Minds Policy Initiative's 2023 assessment of the state's behavioral health workforce, Oklahoma requires 86.5 licensed social workers per 100,000 residents but currently supplies only 58.3, highlighting a substantial workforce shortage. State data from Oklahoma Works and the Oklahoma Employment Security Commission project continued growth in occupations aligned with bachelor's level social work practice. State employment projections and employer feedback indicate continued demand for social workers serving as child welfare specialists, community mental health case managers, behavioral health rehabilitation specialists, and related human services professionals. As Oklahoma expands behavioral health services, diversion and reentry initiatives, and other community support programs, the need for qualified social workers is expected to continue growing. The proposed Bachelor of Applied Studies in Social Work will help address this workforce need by increasing access to an accredited social work degree while maintaining the same major requirements, academic rigor, and professional preparation as the institution's current Bachelor of Arts in Social Work. Because the proposed program is designed to meet social work accreditation standards and prepares graduates for the same employment opportunities as the existing program, it is expected to produce qualified professionals capable of entering high-demand social work and human services positions throughout Oklahoma. The reduced-credit-hour pathway may also expand participation among transfer students, working adults, and other populations, further strengthening the state's social work workforce pipeline.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Bachelor of Applied Studies in Social Work program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in July 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
Social Work/Case Management	11,161	11,587	426	2,461	$44,921

External stakeholders. A key external stakeholder for the proposed program is the Council of Social Work Education (CSWE), the accrediting body for social work programs. OU's School of Social Work consulted with CSWE regarding the proposed 90-credit hour program and confirmed that accreditation eligibility is based on meeting all required social work curriculum, practicum, and competency standards. Because the proposed program retains the same major coursework, field education requirements, student learning outcomes, and professional competencies as the current Bachelor of Arts in Social Work, the program is expected to maintain accreditation alignment and prepare graduates for the same employment opportunities. Employers in behavioral health, healthcare, child welfare, education, and community service organizations are also important stakeholders, as accreditation is a primary qualification for entry-level social work positions. Since the proposed Bachelor of Applied Studies in Social Work provides the same accredited social work education and professional preparation as the existing 120-credit hour program, graduates will be equally qualified to pursue employment and licensure pathways available to current social work graduates while helping address Oklahoma's growing workforce needs.

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	30	Fall 2030

Minimum Graduates from the program	30	2030-2031

Duplication and impact on existing programs. The proposed Bachelor of Applied Studies in Social Work program may share similar content with the following programs:

Institution	Program
OU	Bachelor of Arts in Social Work (210) – 120 credit hour program
OSU	Bachelor of Science in Sociology with option in Social Services (184) – 120 credit hour program
OSU	Bachelor of Arts in Sociology with option in Social Services (258) – 120 credit hour program
ECU	Bachelor of Social Work in Social Work (050) – 120 credit hour program
NSU	Bachelor of Social Work in Social Work (102) – 120 credit hour program
NWOSU	Bachelor of Social Work in Social Work (036) – 120 credit hour program
UCO	Bachelor of Arts in Sociology with option in Human Services (145) – 124 credit hour program

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
OU	Bachelor of Arts in Social Work (210)	Prior to 2004	688	198
OSU	Bachelor of Science in Sociology with option in Social Services (184)	Prior to 2011	928*	175*
OSU	Bachelor of Arts in Sociology with option in Social Services (258)	Prior to 2011	304*	44*
ECU	Bachelor of Social Work in Social Work (050)	Prior to 2015	500	91
NSU	Bachelor of Social Work in Social Work (102)	Prior to 2004	483	118
NWOSU	Bachelor of Social Work in Social Work (036)	Prior to 2005	190	47
UCO	Bachelor of Arts in Sociology with option in Human Services (145)	Prior to 2012	789*	190*

*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 June 3, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to persistent workforce shortages in social work and human services statewide, the proposed program will increase the number of qualified graduates entering high-demand professions while reducing barriers to degree completion. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Applied Studies in Social Work program will consist of 90 total credit hours as shown in the following table. A comparison of the credit hour distribution between the proposed 90-credit hour program and OU's existing 120-credit hour Bachelor of Arts in Social Work program is represented in the chart below and in Attachment A.

Content Area	Credit Hours
General Education	31
Major Requirements	47
Major Support Requirements	12
Total	90

The reduction from 120 to 90 credit hours was accomplished by strategically redesigning the overall degree requirements rather than reducing the rigor or depth of the proposed program. This reduction is shown in the following table.

Content Area	120 Credit Hour Program	90 Credit Hour Program	Change
General Education	43	31	-12 hours
Major Requirements	49	47	-2 hours
Major Support Requirements	9	12	+3 hours
Electives	19	0	-19 hours
Total Eliminated			-30 hours

The reduction in credit hours was achieved primarily through the elimination of open electives and streamlining of general education requirements rather than through reductions to the social work core curriculum. All foundational social work coursework and practicum experiences remain intact. The revised curriculum maintains the technical rigor and workforce-focused competencies of the existing program while providing a more efficient pathway to degree completion.

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 Applied Studies in Social Work program will be offered via traditional and electronic delivery. OU utilizes Canvas as its learning management system to deliver program content for online courses. Zoom is utilized for class meetings. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

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

Financing. The program will be funded through current budget allocations. Resource needs associated with growth will be funded through new revenue generated by the program. No additional funding is requested from the State Regents to support the program.

ATTACHMENT A

UNIVERSITY OF OKLAHOMA

BACHELOR OF APPLIED STUDIES IN SOCIAL WORK – 90 Credit Hour
BACHELOR OF ARTS IN SOCIAL WORK – 120 Credit Hour

Program Requirements		120-Hour Program	90-Hour Program
General Education		**43-56**	**31**
ENGL 1113	Principles of English Composition	3	3
ENGL 1213 or EXPO 1213	Principles of English Composition or Expository Writing	3	3
S WK 2223	Statistics for Social Work	---	3
MATH	Choose one course from the General Education Mathematics list	3	---
Language	0-10 hours, 2 courses of the same language. May be met with 2 years from high school.	0-13	0-10
Natural Science	Choose 2 courses from different disciplines, one must include a laboratory	7	7
P SC 1113	American Federal Government	3	3
Social Science	Choose one course from the General Education Social Science list	3	---
Artistic Forms	Choose one course from the General Education Artistic Forms List	3	---
World Culture	Choose one course from the General Education World Culture list	3	---
HIST 1483 or HIST 1493	United States to 1865 or United States, 1865 to the Present	3	3
Western Culture	Choose one course from the General Education Western Culture List	3	---
Humanities	Choose 2 Humanities courses from different areas	6	6
First Year Experience	Choose one course from approved list	3	---
Additional General Education	Additional General Education electives to bring the total to 30-31.	---	0-3
Major Requirements		**49**	**47**
S WK 2113	Introduction to Social Work	3	3
S WK 2223	Statistics for Social Work	3	---
S WK 3003	Interviewing Skills for Generalist Practice	3	3
S WK 3103	Generalist Practice with Individuals & Families	3	3
S WK 3113	Generalist Practice with Families & Groups	3	3
S WK 3233	Human Behavior: Individuals & Families	3	3
S WK 3313	Social Welfare Policy: Analysis & Practice	3	3
S WK 3323	Understanding Social Determinants of Health	3	3
S WK 4083	Undergraduate Social Work Research Methods I	3	3
S WK 4093	Undergraduate Social Work Research Methods II	3	3

S WK 4103	Generalist Practice with Organizations & Communities	3	3
S WK 4311	BASW Practicum Planning	---	1
S WK 4313	Practicum Seminar I	3	3
S WK 4315	Practicum I	5	5
S WK 4323	Practicum Seminar II	3	3
S WK 4325	Practicum II	5	5
Major Support Requirements		**9-11**	**12**
S WK Electives	Choose 12 hours of electives from the approved department list of electives	---	12
BIOL Elective	Select 3-5 hours from approved list of Biology courses	3-5	---
PSY 1113	Elements of Psychology	3	---
SOC 1113	Introduction to Sociology	3	---
Electives	Electives to bring total to minimum requirements	4-19	---
Total		**120**	**90**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #7-b (1):

New Programs.

SUBJECT:

Oklahoma State University. Possible action on the request to offer the Bachelor of Applied Science in Artificial Intelligence in a reduced credit hour format.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's (OSU) request to offer the Bachelor of Applied Science in Artificial Intelligence program in a reduced credit hour format in Stillwater and Tulsa, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

BACKGROUND:

APRA Implementation

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

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

OSU offers 433 degree and/or certificate programs as follows:

Total Programs	Program Type
164	Certificates

0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
123	Baccalaureate Degrees
91	Master's Degrees
55	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years in compliance with 70 O.S.§ 3253 and Oklahoma State Regents for Higher Educations' Academic Program Review policy.

Program Development Process

OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Bachelor of Applied Science in Artificial Intelligence program at its June 12, 2026, meeting. OSU is currently approved to offer 175 degree and certificate programs through electronic delivery. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Applied Science in Artificial Intelligence

Program purpose. The proposed Bachelor of Applied Science in Artificial Intelligence program is a reduced-credit bachelor's degree that will prepare students with the applied technical knowledge and interdisciplinary skills needed to develop, implement, and manage artificial intelligence solutions across a wide range of industries.

Program rationale and background. The proposed 92-credit hour Bachelor of Applied Science in Artificial Intelligence program addresses a growing workforce need for professionals with applied artificial intelligence skills while providing students with an accelerated pathway to degree completion. As artificial intelligence (AI) technologies continue to transform sectors such as business, healthcare, manufacturing, energy, agriculture, finance, cybersecurity, and government, employers increasingly seek professionals who can combine expertise in programming, data analytics, machine learning, and the responsible implementation of AI solutions. The proposed program will provide students with practical, workforce-focused preparation through applied learning experiences that emphasize the design, deployment, and ethical use of AI technologies. The program also addresses a critical workforce need by providing an accelerated pathway to a bachelor's degree that can be completed in three years, reducing both the time and cost required for students to enter the workforce. The proposed Bachelor of Applied Science in Artificial Intelligence program also aligns with Oklahoma's workforce development priorities by expanding access to talent preparation in one of the fastest-growing areas of computing and supporting the state's need for a highly skilled AI workforce.

Employment opportunities. The proposed program aligns with workforce demand for professionals who can develop, implement, and apply artificial intelligence, machine learning, data analytics, and software solutions across a variety of industries. As organizations increasingly integrate AI technologies into their operations, employers seek individuals who possess both technical expertise and an understanding of the ethical, secure, and responsible use of AI. The proposed program supports Oklahoma's workforce priorities by preparing graduates with the skills needed to address emerging opportunities in a rapidly evolving technology-driven economy. Graduates of the proposed program will be prepared for positions in AI, data analytics, software development, including occupations such as software developer, data scientist, computer and information systems manager, computer systems analyst, and computer and information research scientist. Several of these occupations, including software developer and data scientist, are identified among Oklahoma's Top 100 Critical Occupations due to their strong projected employment growth, competitive wages, and importance to the state's economy. Over the next five years, projected employment growth for these occupations includes a 22.1 percent increase for software developers, 31.8 percent increase for data scientists, 13.2 percent increase for computer and information systems managers, 8.2 percent increase for computer systems analysts, and a 12.8 percent increase for other computer-related occupations. These projections demonstrate a continued need for graduates with applied artificial intelligence and computing skills in Oklahoma and beyond.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Bachelor of Applied Science in Artificial Intelligence program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in July 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
Data Scientists	1,913	2,710	649	184	$86,299
Software Developers	7,211	9,013	1,801	573	$118,102
Computer & Information Research Scientists	706	782	77	48	$93,101

External stakeholders. In developing the proposed program, OSU engaged extensively with external stakeholders through a series of workforce roundtables conducted from May through September 2024. The university hosted 17 listening sessions across eight Oklahoma cities, bringing together representatives from businesses, educational organizations, government agencies, tribal nations, and community partners to discuss workforce needs and emerging industry trends. One of the roundtables focused specifically on Data Analytics and Artificial Intelligence, providing direct input regarding employer demand for artificial intelligence and data-driven skills. Stakeholders reported a growing need for employees who can develop, implement, and apply artificial intelligence technologies across multiple sectors, including energy, healthcare, manufacturing, construction, and information technology. Employers emphasized the importance of technical skills in programming, data analytics, machine learning, cybersecurity, and systems integration, as well as knowledge of the ethical and responsible use of AI. Participants also highlighted the need for flexible educational pathways that support working adults and individuals in rural communities. Stakeholder feedback directly influenced the design of the proposed program. The curriculum emphasizes applied learning and workforce preparation, incorporates a strong foundation in programming, data structures, systems, and mathematics, and includes required coursework addressing ethics, bias, privacy, security, and responsible AI implementation.

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

Productivity Category	Criteria	Deadline

Minimum Enrollment of majors in the program	12	Fall 2031
Minimum Graduates from the program	5	2031-2032

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

Institution	Program
OU	Bachelor of Science in Applied Artificial Intelligence (515) – 120 credit hour program
NSU	Bachelor of Science in Artificial Intelligence & Data Analytics (226) – 120 credit hour program
SWOSU	Bachelor of Science in Artificial Intelligence (115) – 120 credit hour program

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
OU	Bachelor of Science in Applied Artificial Intelligence (515)	5/31/24	0	0
NSU	Bachelor of Science in Artificial Intelligence & Data Analytics (226)	5/30/25	0	0
SWOSU	Bachelor of Science in Artificial Intelligence (115)	5/31/24	0	0

A system-wide letter of intent was communicated by email on June 15, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to the strong employer demand for artificial intelligence professionals and persistent workforce shortages statewide and nationally, the proposed program will strengthen Oklahoma's talent pipeline. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Applied Science in Artificial Intelligence program will consist of 92 total credit hours as shown in the following table. Curriculum for the proposed program is detailed in Attachment A.

Content Area	Credit Hours
General Education	30
College/Departmental Requirements	17
Major Requirements	36
Electives	9
Total	92

The reduced credit format was accomplished by strategically redesigning the overall degree requirements rather than reducing the rigor or depth of the proposed program. Despite the condensed credit structure, the proposed Bachelor of Applied Science in Artificial Intelligence maintains the same academic rigor and high standards as traditional 120 credit-hour degrees. The curriculum retains foundational mathematical and computational requirements, including Calculus I and II, Linear Algebra, Statistics, Data Structures, and Machine Learning. At least 40 credit hours must be completed at the upper-division level. Students must maintain a minimum 2.50 Major GPA with a minimum grade of a "C" in every major requirement. All graduates must complete a capstone project, demonstrating comprehensive integration of software engineering, artificial intelligence theory, and real-world execution prior to graduation.

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 Applied Science in Artificial Intelligence program will be offered via traditional and electronic delivery. OSU utilizes Canvas as its learning management system to deliver program content for online courses. Zoom is utilized for class meetings. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

Online pedagogy and training. Faculty who teach in online environments complete training in both technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OSU 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 current budget allocations. Resource needs associated with growth will be funded through new revenue generated by the program. No additional funding is requested from the State Regents to support the program.

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY

BACHELOR OF APPLIED SCIENCE IN ARTIFICIAL INTELLIGENCE

Program Requirements		Credit Hours
General Education		**30**
ENGL 1113 or ENGL 1313	Composition I or Critical Analysis & Writing I	3
ENGL 1213 or ENGL 1413 or ENGL 3323	Composition II or Critical Analysis & Writing II or Technical Writing	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History or American History to 1865 or American History Since 1865	3
POLS 1113	American Government	3
CS 1113	Computer Science I	3
Humanities	Select from approved list of Humanities courses	3
PHIL 3783	Ethics of Artificial Intelligence	3
Natural Sciences	Select from approved list of natural science courses. One must include a lab.	6
Society & Human Behavior	Select from approved list of society & human behavior courses	3
College/Departmental Requirements		**17**
UNIV 1111	First Year Seminar	1
CS 1103	Computer Programming	3
STAT 4013 or STAT 2013	Statistical Methods I or Elementary Statistics	3
MATH 2144	Calculus I	4
MATH 2153	Calculus II	3
MATH 3013	Linear Algebra	3
Major Requirements		**36**
CS 2133	Computer Science II	3
CS 3353	Data Structures & Algorithm Analysis I	3
CS 3443	Computer Systems	3
CS 3513	Numerical Methods for Digital Computers	3
CS 3653	Discrete Mathematics for Computer Science	3
CS 4433 or MSIS 3333	Introduction to Database Systems or Database Systems Development	3
CS 4523	Cloud Computing & Distributed Systems	3
CS 4783	Machine Learning	3
CS 4793	Artificial Intelligence I	3
CS 4273	Software Engineering	3
CS 4983	Senior Capstone Project	3
CS Electives	Select 3 hours from approved CS electives list	3
Electives	Electives to bring total to minimum requirements	**9**

Total	**92**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #7-b (2):

New Programs.

SUBJECT:

Oklahoma State University. Possible action on the request to offer the Bachelor of Applied Science in Business Essentials and Applications in a reduced credit hour format.

RECOMMENDATION:

It is recommended that the State Regents approve the Oklahoma State University's (OSU) request to offer the Bachelor of Applied Science in Business Essentials and Applications program in a reduced credit format in Stillwater and Tulsa, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

BACKGROUND:

APRA Implementation

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

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

OSU offers 433 degree and/or certificate programs as follows:

Total Programs	Program Type
164	Certificates

0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
123	Baccalaureate Degrees
91	Master's Degrees
55	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years in compliance with 70 O.S.§ 3253 and Oklahoma State Regents for Higher Educations' Academic Program Review policy.

Program Development Process

OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Bachelor of Applied Science in Business Essentials and Applications program at its June 12, 2026, meeting. OSU is currently approved to offer 175 degree and certificate programs through electronic delivery. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Applied Science in Business Essentials and Applications

Program purpose. The proposed Bachelor of Applied Science in Business Essentials and Applications program is a reduced credit bachelor's degree that will provide adult and nontraditional students with a flexible, accelerated pathway to develop broad-based knowledge and applied competencies in management, finance, marketing, business analytics, leadership, and strategic decision-making for career across various industries.

Program rationale and background. The proposed 90-credit-hour Bachelor of Applied Science in Business Essentials and Applications is designed to expand educational access and increase bachelor's degree attainment among adult learners, transfer students, military-affiliated students, and other nontraditional populations. The program provides a flexible and accelerated pathway for individuals who have previously earned college credit but have not completed a bachelor's degree, allowing them to build upon prior academic coursework and professional experiences while balancing employment and family responsibilities. The need for degree-completion pathways is particularly significant in Oklahoma. According to 2023 American Community Survey data, approximately 22.3 percent of Oklahomans age 25 and older have attended college but left without earning a degree, compared to 19.4 percent nationally. Oklahoma also trails the national average in overall postsecondary educational attainment, with 63.9 percent of adults holding a high school diploma or some college but no bachelor's degree. This data highlights a substantial opportunity to increase educational attainment through programs specifically designed to meet the needs of working adults seeking to complete a four-year degree.

The proposed program addresses common barriers that prevent degree completion by offering a flexible curriculum, recognizing previously earned academic credit, and reducing the time required to complete a bachelor's degree. The degree's applied structure aligns with increasing student demand for educational pathways that provide affordability, efficiency, and direct applicability to career advancement. The program also reflects broader changes in higher education and employer expectations, which increasingly value demonstrated competencies, applied learning experiences, and industry-relevant skill development alongside traditional academic credentials. Business education is particularly well suited to support adult learners because of its broad applicability across industries and occupations. National Student Clearinghouse research indicates that business and management programs are among the most common bachelor's degree fields pursued by adults returning to complete previously interrupted degrees. By providing a flexible pathway to degree completion in a high-demand academic discipline, the proposed program will expand educational opportunities for Oklahoma's adult learners while advancing OSU's land-grant mission of increasing educational attainment, economic mobility, and lifelong learning opportunities throughout the state.

Employment opportunities. Employment demand for graduates of the proposed Bachelor of Applied Science in Business Essentials and Applications is strong across Oklahoma and aligns with state workforce priorities. The program is designed to increase the number of bachelor's-prepared professionals available for business and management occupations, which continue to represent some of the largest and most versatile employment sectors in the state. Employers across public, private, nonprofit, and government organizations require professionals with broad competencies in management, finance, operations, marketing, business analytics, project management, and organizational leadership. As of July 2025, Oklahoma had approximately 61 available workers for every 100 open jobs, with more than 102,000 job openings statewide. The proposed program responds directly to this demand by preparing graduates with transferable skills in business communication, accounting and financial literacy, marketing, business analytics, project management, strategic decision-making, legal and ethical reasoning, and collaborative problem-solving. These competencies support workforce needs across many of Oklahoma's key industries, including energy, manufacturing, healthcare, financial services, logistics, retail, and government. Employment projections from the Oklahoma Employment Security Commission further demonstrate sustained demand for occupations aligned with the proposed program. General and Operations Managers are projected to grow from 30,297 positions in 2021 to 32,542 positions in 2030, generating an average of 2,865 annual job openings statewide. Additional high-demand occupations include Management Analysts, projected to grow 13 percent with 514 annual openings; Business Operations Specialists, projected to grow 9 percent with 531 annual openings; Financial Managers, projected to grow 13 percent with 516 annual openings; and Human Resource Managers, projected to grow 7 percent with 132 annual openings. The volume of projected openings reflects both continued workforce growth and replacement needs, indicating a sustained demand for business professionals throughout the decade.

State workforce projections are further supported by national labor market trends. Among occupations with the largest projected number of job openings nationwide through 2033, General and Operations Managers rank fifth with 210,400 projected openings, Financial Managers rank ninth with 138,300 projected openings, and Management Analysts rank fourteenth with 107,900 projected openings. Thes projections suggest the demand for graduates with broad business and management competencies reflects a long-term workforce need rather than a temporary regional shortage. Graduates of the proposed program will be prepared for careers as General and Operations Managers, Management Analysts, Business Operations Specialists, Human Resources Managers and Specialists, Financial Managers, Marketing Managers and Analysts, Project Management Specialists, Business Analysts, Sales Managers, and other supervisory and administrative positions. The curriculum's emphasis on broadly applicable business knowledge and leadership skills will provide graduates with flexibility to pursue employment opportunities across virtually every sector of Oklahoma's economy while supporting the state's workforce development and economic competitiveness.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Bachelor of Applied Science in Business Essentials and Applications program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in July 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
Management Analysts	6,063	6,960	897	609	$99,424
Sales Managers	3,432	3,932	492	321	$128,918
General & Operations Managers	45,467	48,081	2,613	3,899	$90,438
Compensation, Benefits, & Job Analysis Specialists	1,261	1,357	96	106	$64,251
Business Operations Specialists	6,499	7,171	672	657	$93,642

External stakeholders. Leadership within the OU Spears School of Business interacts regularly with employers, alumni, workforce partners, and advisory boards regarding current and emerging talent needs across Oklahoma. Through these established relationships, Spears administrators have consistently identified a need for additional bachelor's-prepared employees who possess competencies in management, business operations, communication, analytics, and leadership, while also emphasizing the importance of flexible educational pathways for working professionals seeking career advancement. These perspectives reinforce statewide workforce data documenting sustained demand for business professionals. Industry partners have noted that high-performing employees have accumulated college credit but have been unable to complete a bachelor's degree because traditional academic pathways do not align with the realities of full-time employment and family responsibilities.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2031
Minimum Graduates from the program	5	2031-2032

Duplication and impact on existing programs. There are currently no Bachelor of Applied Science in Business Essentials and Applications programs in Oklahoma, however, the proposed program may share similar content with the following programs:

Institution	Program
OU	Bachelor of Business Administration in Business Administration (024) – 120 credit hour program
CU	Bachelor of Business Administration in Business Administration (320) – 120 credit hour program
ECU	Bachelor of Science in Business Administration (007) – 120 credit hour program
LU	Bachelor of Business Administration in Business Administration (009) – 124 credit hour program
NWOSU	Bachelor of Business Administration in Business Administration (007) – 120 credit hour program

Institution	Program
OPSU	Bachelor of Business Administration in Business Administration (005) – 120 credit hour program
RSU	Bachelor of Science in Business Administration (113) – 120 credit hour program
SWOSU	Bachelor of Business Administration in Business Administration (011) – 120 credit hour program
UCO	Bachelor of Business Administration in Business Administration (007) – 124 credit hour program
USAO	Bachelor of Science in Business Administration (004) – 124 credit hour program

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
OU	Bachelor of Business Administration in Business Administration (024)	10/31/97	524	103
CU	Bachelor of Business Administration in Business Administration (320)	Prior to 1998	1,172	178
ECU	Bachelor of Science in Business Administration (007)	Prior to 2015	874	156
LU	Bachelor of Business Administration in Business Administration (009)	Prior to 1999	1,121	105
NWOSU	Bachelor of Business Administration in Business Administration (007)	Prior to 2010	822	110
OPSU	Bachelor of Business Administration in Business Administration (005)	Prior to 2007	648	109
RSU	Bachelor of Science in Business Administration (113)	11/1/02	1,845	386
SWOSU	Bachelor of Business Administration in Business Administration (011)	Prior to 2004	1,979	384
UCO	Bachelor of Business Administration in Business Administration (007)	Prior to 2009	2,357	248
USAO	Bachelor of Science in Business Administration (004)	Prior to 1998	622	114

A system-wide letter of intent was communicated by email on June 23, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to the substantial number of Oklahomans with some college credit but no bachelor's degree, the proposed program will expand degree-completion opportunities for adult and nontraditional learners while increasing educational attainment without unnecessarily duplicating existing program offerings. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Applied Science in Business Essentials and Applications program will consist of 90 total credit hours as shown in the following table. Curriculum for the proposed program is detailed in Attachment A.

Content Area	Credit Hours

General Education	33
Major Requirements	57
Total	90

The proposed program maintains the academic quality and rigor expected of all Spears School of Business degree programs. Students will complete the same foundational general education and business core curriculum required of other undergraduate business students, providing preparation in accounting, economics, finance, management, marketing, business analytics, entrepreneurship, business law, and strategic management. The accelerated structure is achieved through recognition of previously completed college coursework and a carefully designed degree-completion curriculum. Students will also complete 27 hours of upper-division business coursework, allowing them to develop advanced knowledge across functional business disciplines aligned with their individual career goals. As with all Spears School of Business academic programs, the proposed degree will be delivered by Association to Advance Collegiate Schools of Business (AACSB) qualified faculty and will be subject to the school's continuous assessment and assurance-of-learning processes. The program will meet all AACSB accreditation standards, ensuring graduates possess the knowledge, analytical abilities, ethical foundation, and professional competencies expected of graduates from an accredited business school.

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 Applied Science in Business Essentials and Applications program will be offered via traditional and electronic delivery. OSU utilizes Canvas as its learning management system to deliver program content for online courses. Zoom is utilized for class meetings. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may be utilized by students and are adequate for the proposed program.

Online pedagogy and training. Faculty who teach in online environments complete training in both technical tools as well as pedagogical design. In addition, professional development sessions throughout the year offer faculty supplemental training on the latest online teaching techniques. OSU 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.

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY

BACHELOR OF APPLIED SCIENCE IN BUSINESS ESSENTIALS AND APPLICATIONS

Program Requirements		Credit Hours
General Education		**33**
ENGL 1113 or ENGL 1313	Composition I or Critical Analysis & Writing I	3
ENGL 1213 or ENGL 1413	Composition II or Critical Analysis & Writing II	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History or American History to 1865 or American History Since 1865	3
POLS 1113	American Government	3
MATH or STAT	Select from approved list of Mathematics or Statistics courses	3
Humanities	Select from approved list of Humanities courses	6
Natural Sciences	Select from approved list of natural science courses. One must include a lab.	6
MGMT 3013	Fundamentals of Management	3
MSIS 2233	Business Analytics Fundamentals	3
Major Requirements		**57**
ACCT 2003 or ACCT 2103 or ACCT 2203	Survey of Accounting or Financial Accounting or Managerial Accounting	3
BADM 3113	Practical Business & Interpersonal Skills	3
ECON 2003	Microeconomic Principles for Business	3
EEE 2023	Introduction to Entrepreneurship	3
FIN 3113	Principles of Finance	3
LSB 3213	Legal & Regulatory Environment of Business	3
MGMT 4513	Strategic Management	3
MKTG 3213	Marketing	3
MSIS 2103	Business Data Science Technologies	3
MSIS 3223	Principles of Data Analytics	3
Business Electives	Select 27 hours of upper-division courses from ACCT, BADM, BCOM, ECON, EEE, FIN, HTM, LSB, MGMT, MKTG, or MSIS	27
Total		**90**

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AGENDA ITEM #7-b (3):

New Programs.

SUBJECT:

Oklahoma State University. Possible action on the request to offer the Bachelor of Science in Engineering Technology in Mechatronics and Robotics.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's (OSU) request to offer the Bachelor of Science in Engineering Technology in Mechatronics and Robotics program in Stillwater and Tulsa, 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, OSU has taken the following program actions in response to APRA:

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

OSU offers 433 degree and/or certificate programs as follows:

Total Programs	Program Type
164	Certificates

0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
123	Baccalaureate Degrees
91	Master's Degrees
55	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years in compliance with 70 O.S.§ 3253 and Oklahoma State Regents for Higher Educations' Academic Program Review policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Engineering Technology in Mechatronics and Robotics

Program purpose. The proposed Bachelor of Science in Engineering Technology in Mechatronics and Robotics program will prepare graduates to design, integrate, operate, troubleshoot, and maintain automated systems and robotic technologies for careers in advanced manufacturing, automation, aerospace, energy, and other technology-driven industries.

Program rationale and background. During the 2024-2025 academic year, OSU modified the degree designation for its mechatronics and robotics program from a Bachelor of Science in Engineering Technology (BSET) to a Bachelor of Science (BS). As part of that transition, the BSET program was inadvertently removed from the university catalog rather than continuing alongside the newly established Bachelor of Science degree. This proposal seeks to restore the Bachelor of Science in Engineering Technology in Mechatronics and Robotics at the Stillwater campus and expand the program to OSU-Tulsa. The restoration of the BSET program will provide students with an academic pathway that better aligns with the mission and student population of the College of Engineering, Architecture, and Technology's technology programs. While the Bachelor of Science program emphasizes theoretical preparation and may appeal to students pursuing graduate study, the Bachelor of Science in Engineering Technology program offers a more applied curriculum designed to prepare graduates for technology-focused careers in industry. Offering both degree options will allow students to select the educational pathway that best supports their career goals while strengthening the university's ability to serve a broader range of learners. In addition, OSU anticipates pursuing ABET accreditation for the BSET program through the Engineering Technology Accreditation Commission (ETAC), while the BS program is expected to pursue accreditation through the Engineering Accreditation Commission (EAC).

Employment opportunities. The proposed program aligns with growing workforce demand for professionals who can support the design, integration, operation, and maintenance of automated systems and robotic technologies. Advances in industrial automation, robotics, smart manufacturing, and computer-controlled production systems are increasing the need for graduates with expertise in mechanical, electrical, electronic, and software technologies. Employers are seeking professionals capable of installing, programming, troubleshooting, maintaining, and improving complex automated systems that enhance operational efficiency, productivity, and quality. Employment opportunities for graduates are expected across a wide range of industries, including advanced manufacturing, robotics, aerospace, energy production and exploration, electronics, healthcare technologies, and other technology-driven sectors. Recent engagement with industry partners has highlighted the growing importance of automation and mechatronic systems in Oklahoma’s economy and the need for a skilled workforce capable of supporting these technologies. As robotics, autonomous systems, and advanced automation continue to expand across industrial and public settings, graduates of the program will be well positioned to meet regional and national workforce needs. Graduates may enter the workforce immediately upon completion of the degree and will also have the opportunity to pursue professional advancement through the Fundamentals of Engineering (FE) examination and, with the required industry experience, the Professional Engineer (PE) licensure pathway.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Bachelor of Science in Engineering Technology in Mechatronics and Robotics program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in July 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
Electro-Mechanical & Mechatronic Technologists & Technicians	134	132	-3	12	$65,104

External stakeholders. The current Bachelor of Science in Mechatronics and Robotics (324) program shows steady growth in enrollment and stands to leverage the intense interest among aspiring engineers that was cultivated through STEM enrichment programs like LEGO Mindstorm, VEX, and FIRST robotics clubs from grade school to high school. Input from advisory boards highlighted the value of the proposed program across a wide range of industries, and the industrial robotics and programmable logic controller courses are particularly well situated to address the growing needs of automation in Oklahoma’s manufacturing sector.

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

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

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

Institution	Program
OSU	Bachelor of Science in Mechatronics and Robotics (324)

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 Mechatronics & Robotics (324)	3/24/22	97	1

A system-wide letter of intent was communicated by email on March 12, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to the growing demand for professionals who can support automation, robotics, and advanced manufacturing systems in Oklahoma and beyond, the proposed program will strengthen the workforce pipeline by preparing graduates for immediate employment in technology-focused industries. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Engineering Technology in Mechatronics and Robotics program will consist of 121 total credit hours as shown in the following table. Curriculum for the proposed program is detailed in Attachment A.

Content Area	Credit Hours
General Education	42
College/Departmental Requirements	38
Major Requirements	41
Total	121

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 Engineering Technology in Mechatronics and Robotics 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.

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY

BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY IN MECHATRONICS AND ROBOTICS

Program Requirements		Credit Hours
General Education		**42**
ENGL 1113 or ENGL 1313	Composition I or Critical Analysis & Writing I	3
ENGL 3323	Technical Writing	3
HIST 1103 or HIST 1483 or HIST 1493	Survey of American History or American History to 1865 or American History Since 1865	3
POLS 1113	American Government	3
MATH 2144	Calculus I	4
MATH 2153	Calculus II	3
Humanities	Select from approved list of Humanities courses	6
CHEM 1314 or CHEM 1215 or CHEM 1414	Chemistry I or Chemical Principles or General Chemistry for Engineers	4
PHYS 1114 or PHYS 2014	College Physics I or University Physics I	4
SPCH 2713	Introduction to Speech Communication	3
Global Cultural	Select from approved list of global cultural competency courses	3
Additional General Education	Select from approved list of additional general education courses	3
College/Departmental Requirements		**38**
UNIV 1111	First Year Seminar	1
ENGR 2421	Engineering Data Acquisition Controls Lab	1
ENSC 2113	Statics	3
ENSC 2123 or MET 3003	Elementary Dynamics or Dynamics	3
ENSC 2143	Strength of Materials	3
ENSC 2141	Strength of Materials Lab	1
ENSC 2411	Electrical Science Lab	1
ENSC 2613	Introduction of Electrical Science	3
EET 2303 or EET 3303	Technical Programming or Python Programming for Technology & Engineering	3
EET 2544	Pulse & Digital Techniques	4
EET 2633	Solid State Devices & Circuits I	3
MATH 3263 or EET 3423	Linear Algebra & Differential Equations or Applied Analysis for Technology	3
MET 1123	Technical Drawing & Basic CAD	3
MET 2313	Fundamentals of Hydraulic Fluid Power	3

MET 4223	Geometric Dimensioning & Tolerancing	3
Major Requirements		**41**
EET 4314	Elements of Control	4
ENSC 3311	Material Science Lab	1
IEM 3503	Engineering Economic Analysis	3
EET 3253	Microprocessors I	3
MERO 3373	Programmable Logic Controller Fundamentals	3
MERO 4213	Industrial Robots	3
MERO 4833	Senior Design	3
MET 3343	Metallurgy & Polymers	3
MET 3803	Fundamentals of Mechatronics	3
MET 4003	Machine Elements	3
MERO-Related Specialty	Select nine hours from approved list of MERO-related specialty courses	9
Controlled Electives	Select three hours from approved list of controlled electives	3
Total		**121**

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AGENDA ITEM #7-c:

New Programs.

SUBJECT:

Oklahoma Panhandle State University. Possible action on the request to offer the Bachelor of Arts in Liberal Arts.

RECOMMENDATION:

It is recommended that the State Regents approve the Oklahoma Panhandle State University's (OPSU) request to offer the Bachelor of Arts in Liberal Arts program, 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, OPSU has taken the following program actions in response to APRA:

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

OPSU offers 34 degree and/or certificate programs as follows:

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

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

All of these programs were reviewed in the past five years in compliance with 70 O.S.§ 3253 and Oklahoma State Regents for Higher Educations' Academic Program Review policy.

Program Development Process

OPSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OPSU's governing board approved delivery of the Bachelor of Arts in Liberal Arts program at its January 30, 2026, meeting. OPSU is currently approved to offer 13 degree and certificate programs through electronic delivery. OPSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Arts in Liberal Arts

Program purpose. The proposed Bachelor of Arts in Liberal Arts program will provide students with a flexible, interdisciplinary degree pathway that supports individualized academic and career goals while preparing graduates with broad, transferable skills applicable across multiple professions and industries.

Program rationale and background. The proposed program is designed to provide a flexible, interdisciplinary degree pathway for students who's educational and career interests span multiple academic disciplines. The program emphasizes the development of transferable skills, including communication, critical thinking, analytical reasoning, digital literacy, leadership, cultural awareness, and problem solving, which are valued across a wide range of professions and industries. The program will serve both traditional and non-traditional students, including transfer students, adult learners, student-athletes, and degree-completion students who's previously earned coursework may not align with existing degree programs. By allowing students to work with faculty advisors to develop individualized plans of study, the program provides an efficient pathway to degree completion while supporting student access, retention, and graduation. The proposed program responds to increasing demand for flexible bachelor's degree options that prepare graduates for an evolving workforce and changing career opportunities. The degree is particularly relevant within OPSU's rural service area, where many students balance employment and family responsibilities while pursuing higher education and often transfer coursework from multiple institutions. The program also aligns with OPSU's mission of providing accessible, student-centered educational opportunities and supports statewide higher education priorities related to bachelor's degree attainment, workforce readiness, student persistence, and efficient use of institutional resources.

Employment opportunities. Employment opportunities for graduates of the proposed Bachelor of Arts in Liberal Arts program exist across a broad range of professional occupations that value adaptable skill sets, strong communication abilities, leadership capacity, and analytical reasoning. Because Liberal Arts graduates commonly pursue careers in multiple employment sectors rather than a single occupational field, workforce demand is reflected through projected growth across management, business operations, communications, sales, human resources, project management, nonprofit organizations, and public service professions. Regional and statewide labor market projections from Lightcast demonstrate sustained demand for occupations aligned with the competencies developed through the proposed program. Occupations such as General and Operations Managers, Human Resources Specialists, Business Operations Specialists, Project Management Specialists, and Sales Managers continue to show positive projected growth and significant annual openings requiring a bachelor's degree as the typical entry-level credential. These occupations also demonstrate competitive salary potential and long-term workforce relevance. Employers increasingly seek graduates with transferable skills, including written and oral communication, collaboration, leadership, problem solving, adaptability, and digital competency. The interdisciplinary structure of the proposed program is intentionally designed to cultivate these competencies while allowing students to tailor their coursework toward individual career interests and workforce goals. In addition to immediate employment opportunities, the proposed program provides strong preparation for graduate and professional study, including pathways in business administration, organizational leadership, education, communications, public administration, and related disciplines.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Bachelor of Arts in Liberal Arts program and are sourced from Lightcast labor market data. All labor market information presented was retrieved in May 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
General & Operations Managers	3,120	3,290	170	280	$77,200
Sales Representatives, Wholesale & Manufacturing	1,020	1,090	70	110	$58,400
First-Line Supervisors of Office/Admin Support	980	1,010	30	95	$55,600
Managers, All Other	820	890	70	78	$76,800
Human Resources Specialists	760	810	50	72	$57,900
Business Operations Specialist	610	650	40	60	$71,500
Postsecondary Teachers	690	730	40	65	$62,000
Project Management Specialists	580	630	50	55	$80,200
Financial Managers	520	580	60	50	$121,500
Sales Managers	410	440	30	38	$114,000

External stakeholders. The proposed Bachelor of Arts in Liberal Arts program was developed through the institution's established shared governance and advisory review process. The curriculum was reviewed and approved by the College of Arts and Education faculty. Additionally, the proposed program was reviewed by the College of Arts and Education Advisory Board, which includes external representatives with experience in education, business, and community leadership. The Board's input affirmed the need for graduates who possess transferable skills that are valued across a wide range of career fields and graduate study opportunities. The Advisory Board endorsed the proposed program and recommended its implementation.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2031
Minimum Graduates from the program	5	2031-2032

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

Institution	Program
RSU	Bachelor of Arts in Liberal Arts (109)
UCO	Bachelor of Arts in Applied Liberal Arts (154)

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
RSU	Bachelor of Arts in Liberal Arts (109)	Prior to 2004	183	34
UCO	Bachelor of Arts in Applied Liberal Arts (154)	Prior to 2016	202	21

A system-wide letter of intent was communicated by email on May 12, 2026. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Additionally, OPSU submitted a letter of support for the proposed program from the Alutiiq Museum and Archaeological Repository. Due to increasing demand for flexible, interdisciplinary degree pathways that support degree completion and workforce readiness and distance between institutions, the proposed program will provide additional educational opportunities for traditional and nontraditional students. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Arts in Liberal Arts program will consist of 120 total credit hours as shown in the following table. Curriculum for the proposed program is detailed in Attachment A.

Content Area	Credit Hours
General Education	40
Liberal Arts Major Core	21
Liberal Arts Electives	39
Electives	20
Total	120

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 Arts in Liberal Arts program will be offered via traditional and electronic delivery. OPSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: voice power presentations and videos, 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.

The program will be delivered through a combination of face-to-face, online, and hybrid course formats. Course delivery methods may vary by semester based on scheduling, faculty assignment, student demand, and institutional resources. This flexible delivery structure is designed to support student access and completion while maintaining academic quality and consistency across all instructional modalities. All courses, regardless of delivery format, will follow established university and accreditation standards for instruction, assessment, student support, and regular substantive interaction.

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. OPSU 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.

ATTACHMENT A

OKLAHOMA PANHANDLE STATE UNIVERSITY

BACHELOR OF ARTS IN LIBERAL ARTS

Program Requirements		Credit Hours
General Education		**40**
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
COMM 1113	Speech Communication	3
COMM 2512	Workplace Communication	2
MATH 1513 or MATH 1473 or MATH 1523	Pre-Calculus Algebra or Quantitative Reasoning or Modeling & Basic Statistics	3
BIOL 1304	Principles of Biology I	4
Physical Science	Select from approved list of physical science courses	4
HIST 1313 or HIST 1323	U.S. History 1492-1877 or American History 1877-Present	3
POLS 1013	American Government	3
Social Science	Select from approved list of social science courses	6
Humanities	Select from approved list of humanities courses	6
Liberal Arts Major Core		**21**
HUM 1533	Art Appreciation	3
HUM 2563	Music in Life	3
HIST 2213	Early World	3
HIST 2223	Late World History	3
HUM 2333	Philosophy of Life	3
ENGL/HUM 2413	Critical Approaches to Literature	3
HUM 4623	Humanities/Liberal Arts Seminar	3
Liberal Arts Electives		**39**
Select electives from approved department list.		
Electives	Electives to bring total to minimum requirements	**20**
Total		**120**

Meeting of the
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AGENDA ITEM #7-d:

New Programs.

SUBJECT:

Rogers State University. Possible action on the request to offer the Bachelor of Applied Science in Workforce Development in a reduced credit hour format.

RECOMMENDATION:

It is recommended that the State Regents approve the Rogers State University's (RSU) request to offer the Bachelor of Applied Science in Workforce Development program in a reduced credit hour format with options in Automation Manufacturing and Digital Systems and Cyber Defense and Digital Forensics, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

BACKGROUND:

APRA Implementation

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

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

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

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

RSU offers 40 degree and/or certificate programs as follows:

Total Programs	Program Type

2	Certificates
8	Associate in Arts or Science Degrees
1	Associate in Applied Science Degrees
23	Baccalaureate Degrees
6	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years in compliance with 70 O.S.§ 3253 and Oklahoma State Regents for Higher Education's Academic Program Review 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 Applied Science in Workforce Development program at its June 16, 2026, meeting. RSU is currently approved to offer 20 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, Undergraduate Degree Requirements, and the Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Bachelor of Applied Science in Workforce Development

Program purpose. The proposed Bachelor of Applied Science in Workforce Development program is a reduced-credit bachelor's degree that will provide an accelerated, workforce-aligned pathway for students seeking preparation in high-demand applied technology fields.

Program rationale and background. The proposed program was developed to provide a flexible, workforce-focused degree pathway for traditional students, working adults, career changers, military-connected learners, Career Tech graduates, and other place-bound students seeking efficient pathways to degree completion and career advancement. The program aligns with RSU's mission and applied workforce objectives by preparing graduates with the technical, professional, and leadership skills needed to meet state and regional workforce demands in high-growth fields, including cybersecurity, digital forensics, automation, manufacturing, robotics, artificial intelligence, and digital systems. The program utilizes a reduced-credit structure achieved through intentional curricular redesign rather than a reduction in academic rigor. The curriculum emphasizes applied learning, technical coursework, hands-on laboratory experiences, stackable credentials, and practicum or capstone experiences that allow students to develop workforce-relevant competencies while progressing efficiently toward degree completion. The proposed program cannot be met as effectively within a traditional 120-credit-hour model because the target industries require faster, more flexible, and more applied pathways into high-demand occupations. A traditional 120-hour structure increases time-to-degree and student cost and may delay entry into fields where employers need graduates with job-ready technical and professional competencies. Students will complete coursework that develops communication, critical thinking, ethical decision-making, technical problem solving, and professional practice while demonstrating bachelor level competencies appropriate to their chosen area of study. The program supports Oklahoma's workforce priorities by expanding access to applied bachelor's degree opportunities while preparing graduates for immediate employment in critical workforce sectors.

Employment opportunities. Employment opportunities for graduates of the proposed Bachelor of Applied Science in Workforce Development program are expected to be strong due to continued workforce demand in cybersecurity, digital forensics, automation, manufacturing, robotics, and digital systems. Oklahoma employers, particularly within the Tulsa metropolitan area and surrounding economic centers such as MidAmerica Industrial Park (MAIP), continue to seek individuals with technical knowledge and applied workforce skills to support operations in advanced manufacturing, energy, technology, aerospace, and other data-driven industries. MAIP is one of the largest industrial parks in the United States and is home to over 80 companies spanning aerospace, advanced manufacturing, energy, and data-driven industries. The proposed program aligns with Oklahoma's Top 100 Critical Occupations and supports occupations identified among the OSRHE's critical workforce needs. Labor market data from the U.S. Bureau of Labor Statistics project continued growth in computer and information technology occupations, including Information Security Analysts, as well as sustained demand for industrial and engineering-related positions. Regional employment opportunities include careers such as network engineering technician, cybersecurity specialist, digital forensics analyst, automation technician, robotics technician, and industrial systems specialist. Recent job postings in Tulsa include positions such as Network Engineers, Operations Manager, Production Manager, QA Specialist, and Manufacturing Engineering Technician with competitive salaries and advancement opportunities.

Employer and advisory board input indicates an understanding that the proposed program is distinct from a traditional 120-credit-hour bachelor's degree and that it is not a shortened version of a traditional computer science, engineering, or engineering technology program; rather it is an intentionally designed applied bachelor's degree focused on job-ready technical competencies, stackable credentials, applied learning, and efficient entry into the workforce. The Cyber Defense and Digital Forensics option will prepare graduates for employment in cybersecurity support, information assurance, digital forensics, cyber investigations, network security, risk management, and security compliance. The Automation Manufacturing and Digital Systems option will prepare graduates for positions in manufacturing automation, robotics, controls, industrial systems, Internet of Things (IoT) technologies, production support, process improvement, and advanced manufacturing operations. No professional licensures are required for the employment pathways directly associated with this program. The degree is not intended to prepare graduates for licensed professional engineering or other regulated occupations. In addition to immediate employment opportunities, the program's applied curriculum, embedded credentials, and stackable learning model will support continued professional advancement and further education opportunities in cybersecurity, business administration, and related disciplines.

Employment outlook data. Employment outlook data for the occupations listed below align with the proposed Bachelor of Applied Science in Workforce Development 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
Computer User Support Specialists	10,640	10,595	-45	685	$51,932
Computer & Information Systems Managers	5,339	5,915	576	468	$131,580
Computer Systems Analysts	4,557	4,853	295	318	$94,371
Information Security Analysts	2,043	2,303	260	165	$93,461
Computer Network Support Specialists	2,131	2,139	8	140	$78,153
Computer Network Architects	1,550	1,664	114	100	$108,186
Database Administrators	864	864	0	47	$92,426
Network & Computer Systems Administrators	2,914	2,910	-4	151	$83,128
Computer Occupations, All Other	5,128	5,505	377	374	$96,030
General & Operations Managers	53,858	55,659	1,801	4,589	$86,586
Industrial Production Managers	2,512	2,697	184	216	$114,852
Architectural & Engineering Managers	2,281	2,363	82	165	$156,470
Managers, All Other	39,917	43,072	3,155	3,689	$54,785

External stakeholders. The proposed program was developed with input from regional workforce and industry stakeholders, including annual advisory board engagement, MidAmerica Industrial Park, Century Aluminum Company, and Emirates Global Aluminum. Stakeholders helped confirm the need for graduates with applied technical competencies in automation, manufacturing, digital systems, cybersecurity, and related workforce areas. Stakeholder input also informed the program's applied workforce-focused design, including the inclusion of coursework in cybersecurity, digital forensics, automation, manufacturing process, robotics, industrial systems, data analytics, risk management, and capstone-based learning. The two program options were developed to align with documented regional employer needs and high-demand occupational areas.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2030
Minimum Graduates from the program	10	2030-2031

Duplication and impact on existing programs. There are currently no Bachelor of Applied Science in Workforce Development programs in Oklahoma. A system-wide letter of intent was communicated by email on June 19, 2025. None of the State System institutions notified the State Regents' staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Applied Science in Workforce Development program will consist of 99-103 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	32-35
Major Requirements	67-68
Total	99-103

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

Delivery method and support services. The proposed Bachelor of Applied Science in Workforce Development 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. No additional funding is requested from the State Regents to support the program.

ATTACHMENT A

ROGERS STATE UNIVERSITY

BACHELOR OF APPLIED SCIENCE IN WORKFORCE DEVELOPMENT

Program Requirements		Credit Hours
General Education		**32-35**
ENGL 1113	Composition I	3
ENGL 1213	Composition II	3
HIST 2483 or HIST 24933	American History to 1877 or American History Since 1877	3
POLS 1113	American Federal Government	3
BIOL xxx3	Biological Science	3
PHYS xxx4-5	Physical Science with lab	4-5
MATH xxx3-5	Mathematics	3-5
Humanities	Select from approved list of humanities courses	6
General Education Electives	Choose 1 additional course from general education list	3
Major Requirements		**67-68**
	Complete one Emphasis	
Cyber Defense & Digital Forensics – 67 hours		
CS 1113	Microcomputer Applications	3
CS 1213	Introduction to Computing	3
CS 1233	Foundations of Digital Literacy & Artificial Intelligence	3
CS 1323	Introduction to Artificial Intelligence	3
IT 2163	Introduction to Computer Forensics & Investigations	3
IT 4353	Information Assurance & Security Management	3
TECH 3013	Leadership & Decision-Making Skills	3
TECH 3023	Emerging Technologies	3
TECH 3203	Introduction to Risk Management	3
TECH 4504	Practicum & Capstone	4
CJ 4413	Evidentiary Standards	3
CJ 3013	Criminal Procedures	3
IT 2143	Introduction to Networking	3
IT 2153	Networking I	3
IT 3333	Cybersecurity Investigations	3
IT 4373	Information Assurance Regulations & Ethics	3
IT 4443	Fundamentals of Information & Cybersecurity	3
EDUT 4113	Security Policies & Training Plans	3
EDUT 4223	Managing Risk & Training in Information Systems	3
EDUT 4333	Legal, Privacy, & Training Issues in Information Security	3
IT 4033	Cyberwarfare: Operations & Organizational Security	3
IT 4453	Ethical Hacking	3
Automation Manufacturing & Digital Systems – 68 hours		
MANF 1113	Introduction to Manufacturing	3
MANF 1213	Manufacturing Processes	3

TECH 5363	Supply Chain Analytics & Optimization	3
MANF 2113	Manufacturing Automation	3
TECH 5224	Internet of Things (IoT) & Smart Systems	4
MANF 3113	Controis & Quality Management	3
MANF 3213	Product & Process Design	3
MANF 3512	Production & Fabrication Laboratory	2
TECH 4123	Data Analytics for Sustainability	3
MANF 4313	Industrial Safety	3
MANF 4215	Manufacturing Capstone	5
MANF 4612	Maintenance Laboratory	2
TECH 4324	Advanced Robotics & Intelligent Control	4
MATH 2264	Analytical Geometry & Calculus I	4
MATH 2364	Analytical Geometry & Calculus II	4
CS 1213	Introduction to Computing	3
CS 1323	Introduction to Artificial Intelligence	3
CS 2643	AI Ethics & Safety	3
PHYS 2015	Engineering Physics I	5
PHYS 2115	Engineering Physics II	5
Total		**99-103**

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AGENDA ITEM #8:

Program Deletions.

SUBJECT:

Possible action on institutional requests for program deletions.

RECOMMENDATION:

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

BACKGROUND:

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

- Doctor of Philosophy in French (086)
- Master of Arts in French (085)
- Bachelor of Music in Piano Pedagogy (257)
- Certificate in Asian Religions (505)
- Certificate in Islamic Studies (506)

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

- Doctor of Education in Higher Education (119)
- Graduate Certificate in Infant Mental Health (516)
- Graduate Certificate in Marketing Analytics (494)
- Certificate in Pre-Health Care Administration (555)

East Central University (ECU) requests authorization to delete the program listed below:

- Certificate in Account Management (507)

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

- Associate in Arts in Elementary Education (011)

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

- Master of Arts in Gerontology (201)
- Bachelor of Arts in History of Arts and Visual Cultures (209)

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

- Associate in Science in International Studies (068)

Northern Oklahoma College (NOC) requests authorization to delete the programs listed below:

- Associate in Applied Science in Office Management (060)
- Associate in Applied Science in Information Technology (083)
- Associate in Applied Science in Health Services Technology (084)
- Associate in Science in Enterprise Development (676)

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

- Associate in Science in Physics (167)

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

- Associate in Applied Science in Applied Technology (875)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Doctor of Philosophy in French (086) program, effective immediately. This program was approved prior to 2008. OU 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 2 students enrolled in the program with an expected graduation of Spring 2030.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Master of Arts in French (085) program, effective immediately. This program was approved prior to 2008. OU 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 no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Bachelor of Music in Piano Pedagogy (257) program, effective immediately. This program was approved at the October 31, 1997, State Regents meeting. OU reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to sustained low enrollment.
- There are currently no students enrolled in the program.

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

OU requests authorization to delete the Certificate in Asian Religions (505) program, effective immediately. This program was approved at the January 24, 2024, State Regents meeting. OU reports:

- Deletion of the degree program is due to sustained low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Funds from this program deletion will be reallocated to the Department of Religious Studies.

OU requests authorization to delete the Certificate in Islamic Studies (506) program, effective immediately. This program was approved at the January 24, 2024, State Regents meeting. OU reports:

- Deletion of the degree program is due to sustained low enrollment.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Funds from this program deletion will be reallocated to the Department of Religious Studies.

OSU requests authorization to delete the Doctor of Education in Higher Education (119) program, effective immediately. This program was approved at the June 27, 1997, State Regents meeting. OSU reports:

- This program was part of the 2025 Low Producing Program review process.
- Deletion of the degree program is due to being replaced by the Doctor of Philosophy in Educational Leadership program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSU requests authorization to delete the Graduate Certificate in Infant Mental Health (516) program, beginning Fall 2026. This program was approved at the September 1, 2016, State Regents meeting. OSU reports:

- Deletion of the degree program is due to courses no longer being offered and a lack of faculty to continue supporting the program.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSU requests authorization to delete the Graduate Certificate in Marketing Analytics (494) program, beginning in Fall 2026. This program was approved at the December 5, 2013, State Regents meeting. OSU reports:

- Deletion of the degree program is due to course content being incorporated into the Graduate Certificate in Business Analytics and Data Science.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OSU requests authorization to delete the Certificate in Pre-Health Care Administration (555) program, beginning Fall 2026. This program was approved at the April 25, 2019, State Regents meeting. OSU reports:

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

ECU requests authorization to delete the Certificate in Mass Communication – Accounts Management (507) program, beginning Fall 2026. This program was approved at the June 25, 2015, State Regents meeting. ECU reports:

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

RSU requests authorization to delete the Associate in Arts in Elementary Education (011) program, effective immediately. This program was approved prior to 2014. RSU reports:

- Deletion of the degree program is due to the implementation of the Bachelor of Science in Elementary Education.
- There are currently 20 students enrolled in the program with an expected graduation of Spring 2027.
- No courses will be deleted.
- No funds are available for reallocation.

UCO requests authorization to delete the Master of Arts in Gerontology (201) program, effective immediately. This program was approved at the April 19, 2012, State Regents meeting. UCO reports:

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

UCO requests authorization to delete the Bachelor of Arts in History of Arts and Visual Cultures (209) program, beginning Fall 2026. This program was approved at the April 24, 2014, State Regents meeting. UCO reports:

- Deletion of the degree program is due to sustained low enrollment.
- There are currently 8 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

MSC requests authorization to delete the Associate in Science in International Studies (068) program, effective immediately. This program was approved at the June 30, 2016, State Regents meeting. MSC reports:

- Deletion of the degree program is due to low persistence and limited program alignment.

- There are currently no students enrolled in the program.
- No courses will be deleted.
- Funds from this program deletion will be reallocated to the general operation budget.

NOC requests authorization to delete the Associate in Applied Science in Office Management (060) program, beginning Fall 2026. This program was approved prior to 2007. NOC 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 no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Applied Science in Information Technology (083) program, beginning Fall 2026. This program was approved prior to 2005. NOC 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 no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Applied Science in Health Services Technology (084) program, beginning Fall 2026. This program was approved at the September 9, 2004, State Regents meeting. NOC 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 no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

NOC requests authorization to delete the Associate in Science in Enterprise Development (676) program, beginning Fall 2026. This program was approved at the September 9, 2010, State Regents meeting. NOC 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 no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OCCC requests authorization to delete the Associate in Science in Physics (167) program, beginning Fall 2026. This program was approved at the June 26, 2014, State Regents meeting. OCCC reports:

- Deletion of the degree program is due to sustained low enrollment.
- There are currently 49 students enrolled in the program with an expected graduation of Spring 2028.
- No courses will be deleted.
- No funds are available for reallocation.

SSC requests authorization to delete the Associate in Applied Science in Applied Technology (875) program, effective immediately. This program was approved at the May 28, 2021, State Regents meeting. SSC reports:

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #9-a:

Academic Policy.

SUBJECT:

Posting of proposed revisions to State Regents' policy 3.7 – *Academic Program Approval*.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

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

POLICY ISSUES:

The proposed revisions amend the Academic Program Review policy.

ANALYSIS:

The proposed revisions modify the Academic Program Review policy as a result of the passage of House Bill 3701, which requires all academic programs be reviewed on a five-year cycle and directs a review of a program if classified as a low-producing program. The bill, codified as 70 O.S.§ 3253, also requires the State Regents to conduct an annual review of low-producing programs, provides a probationary period for certain low-producing programs, and prohibits low-producing programs from receiving more than two exemptions in a consecutive ten-year period. The recommended revisions to align policy with the current statute are outlined below.

SUMMARY OF POLICY REVISIONS

Policy	**Recommendation**
3.7.1 Purpose	• Update policy language to reference 70 O.S.§ 3253.
3.7.2. Program Review Standards	• Non-substantive policy language update.
3.7.3. Program Review Criteria	• Updated the criteria required to be included in the program review submission.

3.7.4. Low Productivity Review Process	• Updated the policy language to align with 70 O.S.§ 3253.
3.7.5. Program Review Reports	• Section eliminated and included within 3.7.3.

Attachment

3.7 ACADEMIC PROGRAM REVIEW

3.7.1. Purpose

70 O.S.§ 325~~2~~3 requires ~~OSRHE will systematically review~~ "all academic programs [to] be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content." ~~and determine the extent to which those programs are achieving their intended outcomes.~~

The results of institutions' review of educational programs in connection with this policy will be used at the campus level to make determinations about the quality and efficiency of instructional programs. The program reviews may also be used to assist the State Regents in decision making.

The Degree Program Review Schedule can be found on the State Regents' website.

~~Program reviews may be consolidated up to their major fields of study.~~

3.7.2. Program Review Standards

The review will encompass all levels of degree programs. ~~Program r~~Reviews may be consolidated up to their ~~major fields~~program level (Level III) of study. ~~All degree programs in the State System are scheduled for review on a five-year cycle unless the institution's Chief Academic Officer requests an alternative cycle based on the unique needs of a program~~.

~~Programs that are independently accredited may submit their program accreditation documents to fulfill the policy requirement for program review. These documents should be electronically sent to OSRHE staff in a timely manner.~~

At the core of the review process is the selection of criteria to be used in the evaluation. Both qualitative and quantitative criteria must be included in the review process. Careful collection and analysis of data is essential to the review process. ~~The various criteria may be weighted differently for each program depending upon its objectives; the evaluation should make clear the relative weight given to the criteria by the institution.~~

3.7.3. Program Review Criteria

Analysis and assessment of program reviews should be determined from an institutional perspective using the Program Review Criteria listed below or external accreditation standard criteria. The outcome of the qualitative and quantitative program review analysis shall be used to improve program quality and student learning as outlined in this policy. This section is designed to provide sufficient flexibility to accommodate the differences existing among Oklahoma's public institutions while ensuring their program review processes meet consistent measures. Recommendations may include modifying, suspending, or deleting programs, as set forth in this policy.

~~These reviews should support but not duplicate HLC standards. Reviews created for the HLC may be submitted as supplemental material.~~

The minimum criteria listed below are designed to facilitate the analytical evaluation of the present goals and objectives, activities, outcomes, strengths and identify areas of improvement for the program.

A. Program Viability

Program viability refers to the activities and arrangements for insuring ~~its~~ continued~~ing~~ effectiveness and efficiency. To maintain ~~its~~ viability and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle ~~or force~~ can best be observed by examining the past and present initiatives to ensure the viability of the faculty, students, and program.

1. Program Objectives and Goals

Program objectives and goals are extremely important not only because they guide the activities of the program but also because they provide the context for program assessment and planning. Objectives should be written so that the need they address is clear~~;~~, program outcomes can be assessed~~;~~, and program clientele are specified. The program review ~~should~~shall include narrative addressing how the program meets the stated objectives and goals. ~~Program objectives and goals are extremely important not only because they guide the activities of the program but also because they provide the context for program assessment and planning.~~

2. Quality and Currency~~Indicators~~

The program review shall include a brief narrative addressing how the program maintains the rigor and quality of its educational offerings and evaluates program effectiveness for student learning through processes designed to promote continuous improvement, consistent with the institution's obligations under institutional accreditation. If the program holds specialized or programmatic accreditation or is designed to align with recognized industry or professional standards, the narrative shall note the accrediting body or applicable standard and current status. ~~Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by:~~

- ~~Faculty credentials (i.e. number of faculty teaching in the program and their credentials).~~
- ~~Achievement of graduates (i.e. graduate/professional program acceptance, job placement).~~
- ~~Programmatic accreditation or industry standards.~~
- ~~Student achievement (i.e. success of students who have transferred to another institution).~~
- ~~Academic resources (i.e. library holdings, technology).~~
- ~~Access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology.~~
- ~~Special services provided to the students and/or community, and other critical services.~~
- ~~If the program is delivered in an online modality, the documentationreview should include distance education quality standards listed in State Regents' Policy 3.17.~~

~~faculty quality, ability of students, achievements of graduates of the program, curriculum, academic resources, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives~~, ~~special services provided to the students and/or community, and other critical services. As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. The documentation should include programs outcomes assessment data consistent with the State Regents' Student Assessment Plan policy. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self-review that~~that ~~t~~ ~~provides evidence of~~

~~a. student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.~~

~~b.~~a. ~~If the program is delivered in an online modality, the documentation should include distance education quality standards listed in State Regents' Policy 3.17.~~

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards ~~may~~ shall be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

NOTE: Productivity averages will not be rounded up to the next integer.

a. Degrees conferred:

Associate in Arts and Associate in Science	At least 5
Associate in Applied Science	At least 5
Baccalaureate Level	At least 5
Master's Level	At least 3
Doctoral Level	At least 2

b. Majors Enrolled:

Associate in Arts and Associate in Science	At least 25 head count
Associate in Applied Science	At least 17 head count
Baccalaureate Level	At least 12 head count
Master's Level	At least 6 head count
Doctoral Level	At least 4 head count

4. Quantitative Program Performance Data

a. OSRHE's Program Review Dashboard provides data on enrollment and graduate production, student credit hour production, academic library resources, employment and workforce outcomes, and other productivity measures.

~~4. Other Quantitative Measures~~

~~a. The number of courses taught exclusively for the major program (exclusive of general education) for each of the last five years and the size of classes for each program level listed below:~~

~~Associate in Arts and Associate in Science~~
~~Associate in Applied Science~~
~~Baccalaureate Level~~
~~Master's Level~~
~~Doctoral Level~~

~~b. Student credit hours by level (i.e. 1000, 2000) generated in all major courses required in the major that make up the degree program for five years.~~

~~c. Direct instructional cost for the program for the review period.~~

~~d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.~~

~~e. If available, iInformation about employment or advanced studies of graduates of the program over the past five years.~~

~~f. If available, iInformation about the success of students from this program who have transferred to another institution.~~

~~g. The comprehensive support function of the courses supporting the degree program may be used to determine whether an early program review is warranted.~~

The State Regents hold the authority to assess current programs with the aim of evaluating their ~~pertinence~~relevance, caliber, and necessity at any time.

5. Program Review Reports

Each program review report shall be submitted through the OSRHE program review submission system and to the institutional governing board prior to submission to the State Regents. Program review reports shall address program viability and the quality and currency review described in this policy; quantitative productivity and performance data will be drawn from the Program Performance Dashboard and need not be separately compiled or submitted by the institution.

~~Although the length of a written evaluation can be expected to vary with the complexity of the program under consideration, a comprehensive analysis and assessment should be possible within ten or fewer pages. Each program review report must use the Program Review Form available on the OSRHE website and be submitted to the institutional governing board prior to submission to the State Regents. and use the Program Review Form available of the OSRHE website. Programs with external accreditation canmust submit verification of their self-assessmentsaccreditation status digitally~~

~~instead of using the Program Review Form. If there's a significant risk of losing the accreditation, the institution must provide the site team's report, any notices from the accrediting organization, and proof that the governing board has been informed~~.

70 O.S.§ 325~~2~~3 does not allow for approval of requests for an extension of the five-year review cycle. ~~of the program's scheduled review year~~

6. State Regents' Review and Action

Upon review of the program review materials, State Regents' staff may request additional information from the institution.

3.7.4. Low Productivity Review Process

OS~~H~~R~~R~~HE will conduct an annual review of programs ~~Academic programs~~ that do not meet the minimum productivity standards listed in ~~this~~ 3.7.3.~~.3~~ OSRHE will report ~~policy will be identified and~~low-producing programs ~~reported~~ to the respective institution~~s~~ for further analysis by the institution.

A. Programs may qualify for continuation if it meets one of the ~~Institutions may ask for exceptions under the~~ conditions listed below.

1. No cost programs. These are programs that are fully funded through other sources and have no cost to the university.

2. Shared cost programs. These programs share costs and resources (i.e. courses and faculty) with other non-low-producing programs or receive support from external, non-state funding sources.

3. Restructured program. These programs were recently reinstated after suspension for significant curriculum modifications aimed at enhancing productivity.

4. Collaborative programs. The program is currently being offered in collaboration with other institutions, or the institution intends to pursue collaborative opportunities.

5. Grow the program. The program has an established or developing strategic plan specifically designed to achieve minimum productivity standards (i.e. curricular modification, targeted marketing strategy).

~~B. Exceptions for Low Producing Programs~~

~~Continuation of low producing programs may be justified because of the subject matter, the students served, the educational methods employed, and the effect of the program's achievements on other institutions or agencies. These programs may be maintained at an institution if acceptable justifications are made. Exceptions for low productivity will be considered on the basis of adequate data and narrative to support the rationale to allow an exception to productivity requirements and other exceptions as noted below:~~

~~1. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, (e.g., Math, English, etc.).~~

~~2. Offline Programs. Programs scheduled for deletion or suspension.~~

~~3. Restructured Programs. These programs have undergone or are expected to undergo significant modifications to the curriculum that~~

~~will increase the programs' viability and are expected to meet minimum productivity within a given time period.~~

~~4. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Native American Studies, grant-funded programs).~~

~~5. Data Discrepancies or Data Interpretations. These programs appear on the low productivity report due to verifiable factual errors and can be verified by the submission of accurate data.~~

~~6. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in this policy.~~

~~7. Collaborative Programs. Programs offered collaboratively by more than one institution, where the combined productivity for both institutions meet the minimum productivity standards.~~

~~C.~~B. ~~Reporting~~State Regents' Action

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

   a. Deny the request for continuation. Programs denied the request for continuation must delete the program within one academic year.

   b. Approve the request for continuation. Programs ~~identified for low productivity~~ allowed to continue as allowed by 3.7.4.A shall be placed on probationary status for three years. Programs on probationary status shall submit a plan of improvement to OSRHE within 120 days from State Regents' action.

2. Programs placed on probationary status shall be reviewed by OSRHE the spring following the conclusion of the probationary period.

   After the three years, failure to meet or demonstrate progress towards minimum productivity standards shall lead to action by the State Regents to delete or suspend the program.

   a. Programs selected for suspension shall complete the process within one academic year.

   b. Programs selected for deletion shall ~~complete the process within~~have one academic year to develop a teach-out plan and submit the required documentation.

   Programs on probationary status that have demonstrated progress towards meeting minimum productivity criteria but failed to meet minimum standards may request an additional exception. Requests for additional exceptions will be submitted to the State Regents for consideration.

3. Any program classified as low-producing shall receive no more than two exemptions as allowed by 3.7.4.A in a consecutive ten-year period and shall be scheduled for deletion upon being classified the third time as a low-producing program within the ten-year period.

~~that are not granted an exception as allowed by 3.7.4.A must identify one of three plans of action as outlined below to increase productivity.~~

~~1. Grow the program. Institutions must provide a plan that outlines strategies for enhancing program productivity.~~

~~a. Institutions shall provide an annual status report on the strategies outlined in the plan.~~

~~a. Failure to bring the program to minimum productivity standards by the fifth year will require the institution to sunset the program.~~

~~2. Collaborate. Institutions must develop and submit plans to collaborate in innovative ways with other State System institutions.~~

~~a. Institutions shall provide an annual status report on the strategies outlined in the plan.~~

~~b. Failure to bring the program to minimum productivity standards by the fifth year will require the institution to sunset the program.~~

~~3. Sunset the program. Institutions must provide documentation of a plan to suspend or delete the program.~~

~~3.7.5. Program Review Reports~~

~~Although the length of a written evaluation can be expected to vary with the complexity of the program under consideration, a comprehensive analysis and assessment should be possible within ten or fewer pages. Each program review report must be submitted to the institutional governing board prior to submission to the State Regents and use the Program Review Form available of the OSRHE website. Programs with external accreditation can submit their self-assessments digitally instead of using the Program Review Form. If there's a significant risk of losing the accreditation, the institution must provide the site team's report, any notices from the accrediting organization, and proof that the governing board has been informed.~~

~~A. State Regents' Review and Action~~

~~Upon review of the self-study or other program materials the staff may request additional information and will provide an annual summary of low producing programs to the State Regents.~~

~~B. Conducting the Review Process~~

~~Each institution will conduct program review processes and modify internal procedures to improve program review process effectiveness.~~

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #9-b:

Academic Policy.

SUBJECT:

Possible action on revisions to State Regents' policy 3.18.7 – *In-State Out-of-State Status of Enrolled Students*.

RECOMMENDATION:

It is recommended that the State Regents waive the prior posting requirement for amendments to 3.18.7 of the Policy and Procedures Manual due to an emergency.

It is recommended that the State Regents approve the proposed revisions to the In-State Out-of-State Status of Enrolled Students

BACKGROUND:

On December 12, 2025, President Donald Trump signed Public Law No. 119-55, the Montgomery GI Bill Selected Reserves Tuition Fairness Act of 2025, which amends 38 U.S.C. § 3679 and prohibits educational institutions from charging higher than in-state tuition for individuals utilizing the Montgomery GI Bill Selected Reserve education benefits while living in the state where the education is located, regardless of the individual's state of residence.

POLICY ISSUES:

The proposed revisions amend the In-State Out-of-State of Enrolled Students policy.

ANALYSIS:

The proposed revisions modify section 3.18.7 of the In-State Out-of-State Status of Enrolled Students policy as a result of Public Law No. 119-55.

The State Regents' policy revision process allows for changes to be posted for one month and changes approved at a subsequent State Regents' meeting. However, due to Public Law No. 119-55 taking effect August 1, 2026, the need for ample time to communicate and implement necessary procedural changes with State System institutions, and it being immediately necessary for the preservation of services that are in the best interest of student veterans, an emergency is hereby declared to exist, by reason whereof these policy revisions, without the customary one month posting, shall be effective and be in full force from and after State Regents' approval.

SUMMARY OF POLICY REVISIONS

Policy	Recommendation
3.18.7 Uniformed Services and Other Military Training	• Add section G – Montgomery GI Bill Selected Reserve (Chapter 1606)

It is recommended that the State Regents approve the revisions to policy as outlined above and in the attachment.

Attachment

3.18 IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS

3.18.1 Purpose

This policy establishes criteria and guidelines to assist institutional officials in the classification of postsecondary students as in-state or out-of-state students in accordance with 70 O.S. § 3218.2, which authorizes the State Regents to set tuition and fees charged at public institutions.

3.18.2 Determination of Residency

As part of the admissions process, institutions are responsible for determining students' in-state or out-of-state status consistent with this policy.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy.

A. Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by attendance.

B. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary or voluntary (i.e. registering to vote, obtaining a driver's license). These acts and declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.

C. An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

D. An individual is not deemed to have acquired in-state status until they have been in the state for at least a year primarily as a permanent resident and not primarily as a student and have established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.

E. Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status, and as provided in this policy.

F. Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12-month domiciliary waiting period, and as provided in this policy.

G. Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that they establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.

H. Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' Tuition and Fees policy that allows any institution in the State System to waive a portion of the out-of-state tuition, which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.

I. When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state or out-of-state classification previously determined and may request documentation to determine the student's in-state or out-of-state status.

3.18.3 Dependent and Independent Persons

A. The legal residence of a dependent person is the postsecondary student's parents, or the residence of the parent who has legal custody, or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.

B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the Procedures Handbook.

C. A dependent person may establish independent person status through circumstances including marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that the separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.

D. If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

3.18.4 Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as provided in this policy.

Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.18.5 Students Impacted by War

Students who meet the criteria for SSR established by the US Department of Homeland Security, or have been given TPS by US Citizenship and Immigration Services, are eligible for in-state tuition. The university DSO must provide a letter of verification to support SSR or TPS eligibility.

3.18.6 Foreign Service Officers and Members of the Intelligence Community

Foreign service officers (22 U.S.C. § 3903) employed by the United States Department of State and members of the intelligence community (50 U.S.C. § 3003) enrolled in a State System institution are entitled to pay in-state tuition and fees if their home residency is Oklahoma, even if they permanently work abroad to fulfill their duties. Spouses and dependent children of foreign service officers and members of the intelligence community are also eligible for in-state tuition. See 20 U.S.C. § 1015d.

3.18.7 Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C. § 3679(c) and 70 O.S. § 3247.

A. Active Uniformed Services

The following shall be eligible for in-state status:

1. Members of the uniformed services, along with their dependent children and spouses who provide evidence that they are on full-time active-duty status of more than thirty (30) calendar days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse, and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

2. Regardless of the residency of the student, the dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active-duty status of more than thirty (30) calendar days for whom Oklahoma is the home of record.

3. A person who files with a State System institution at which they intend to register a letter of intent to establish residence in the state and who:

   a. Is entitled to educational or training assistance under 38 U.S.C. § 3319 by virtue of a relationship to a person who is currently serving on active duty; and

   b. Resides in the state while enrolled in the institution, regardless of the student's formal state of residence or the active service member's home of record.

4. Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12-month requirement if they establish domicile as provided in this policy.

B. Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

A student who files with a State System institution at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

1. Is a person who:

   a. Was discharged or released from a period of not fewer than ninety (90) calendar days of active-duty uniformed service; and

   b. Is pursuing a course of education with educational assistance under Chapters 30, 33 or 35 of Title 38 of the United States Code.

2. Is a person who is entitled to assistance under 38 U.S.C. § 3319 by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) calendar days of active-duty uniformed services.

3. Is a person who is pursuing a course of education with educational assistance under Chapter 31 of Title 38 of the United States Code.

4. Is a member of the uniformed services, or the spouse or dependent of a member of the uniformed services, who has been stationed for more than one (1) year in Oklahoma at any time in the previous ten (10) years before the date of enrollment in the course(s) concerned.

C. Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)

A person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) calendar days of active uniformed service and for whom Oklahoma is the home of record shall be eligible for in-state status.

D. Military Reserve Member on Full-Time Active Duty

Regardless of the residency of the student, the dependent children or spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) calendar days and for whom Oklahoma is the home of record shall be eligible for in-state status.

E. Reserve Officer Training Corps

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status, even if the scholarship has ended.

F. Oklahoma National Guard

A person who is a current member of the Oklahoma National Guard shall be eligible for in-state status.

G. Montgomery GI Bill Selected Reserve (Chapter 1606)

In compliance with the Montgomery GI Bill Selected Reserves Tuition Fairness Act of 2025, institutions shall not charge higher than in-state tuition for individuals utilizing the Montgomery GI Bill Selected Reserve education benefit while living in the state where the education is located, regardless of the individual's state of residence

~~G.~~H. To be eligible for in-state status as provided in this policy and to maintain eligibility, the student shall:

1. Have secured admission to and enroll full-time or part-time in a program of study; and

2. Satisfy admission and retention standards.

~~H.~~I. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:

1. Is discharged or released from active duty service;

2. Exhausts education assistance provided under Chapter 30, 31, 33 or 35 of Title 38 of the United States Code; or

3. Exhausts education assistance provided under 38 U.S.C. § 3319.

3.18.8 Full-Time Professional Practitioner or Worker

A U.S. citizen or lawful permanent resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12-month domiciliary requirement so long as they continue in full-time employment capacity or until they independently establish in-state status as provided in this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

3.18.9 Citizens of Freely Associated States

In accordance with 48 U.S.C. § 1988(b)(1)(E), citizens of the three Freely Associated States, which are the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau, are eligible for out-of-state tuition waivers. Effective on July 1, 2024, for the 2024-25 award year and each award year thereafter, an institution shall not charge more than its in-state tuition rate to citizens of the three Freely Associated States.

Approved: July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; October 25, 2007 (effective November 1, 2007); April 22 , 2010 (Approved revised policy effective Fall 2011- earlier implementation is possible through an exception requested by the President and approved by the Chancellor; revised June 24, 2010 (approved slight change to the Military Personnel section of the policy (implementation Fall 2011 unless approved by exception by the Chancellor); May 25, 2012 (Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). September 4, 2014; May 29, 2015, April 20, 2017, January 24, 2019, March 28, 2019, April 15, 2021, April 28, 2022, June 23, 2022, December 9, 2022; September 7, 2023; December 5, 2024; September 4, 2025.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #10:

Early College Program.

SUBJECT:

Possible action on request from Murray State College to offer an Early College High School Program.

RECOMMENDATION:

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

BACKGROUND:

Concurrent Enrollment Policy

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

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

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

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

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

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

In 2020, the policy was revised to include definitions and terminology for the "final composite score" for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas, on May 28, 2021 to add a policy framework for Early College High School Programs, on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs, and on May 29, 2026 to add guidance for program quality, student support, transparency, and institutional accountability.

Early College Programs

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

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges "generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes," and "capable of navigating the college system and comfortable becoming involved in campus life."

- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.

- The 2019 study found that, over 4 years, Early Colleges cost about $3,800 more per student than traditional high schools. However, the estimated return on that investment was about $33,709 in increased lifetime earnings for each student. (https://www.air.org/project/evaluating-impact-early-college-high-schools)

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

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the policy. This guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs.

POLICY ISSUES:

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

ANALYSIS:

Murray State College (MSC) requests to implement an additional ECHS program designed as follows:

ACE: Accelerated College Experience

K-12 Partner

- Epic Charter School

Career Technology Center Partner

- Southern Technology Center

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

The Murray State College (MSC) Accelerated College Experience (ACE) program is designed to target underserved students in its service area. The ACE program gives access to all students seeking participation and will coordinate activities with middle and high schools to identify, recruit, and enroll historically underrepresented subpopulations in college courses.

Student Access:

- ACE is designed and funded to be accessible for all student participants. Murray State College and Oklahoma State Tuition Waiver will support tuition and academic and service fees.
- The MSC ACE Program will serve underrepresented populations, including first-generation, economically disadvantaged families.
- ACE is designed such that if the number of applicants exceeds program capacity, participation should be determined by a lottery of applicants.
- ACE is designed for effective outreach and recruitment to include traditionally underrepresented students in higher education, including first-generation, low-income students, and students with disabilities.

An early college program must ultimately lead to a meaningful credential earned by students in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program

participants. Institutions must clearly demonstrate and report detailed explanations of the discrete benefits the student will have gained after completing the early college program.

MSC designed the ACE Program with clear and detailed guided academic pathways leading to an associate's degree and embedded certificates. ACE is designed to articulate and fully integrate pathways for students who want to enter the workforce after graduation or transfer to a four-year university.

- Students seeking a workforce pathway may choose one of five technology degrees:
  - Associate in Applied Science in Business Management
  - Associate in Applied Science in Child Development
  - Associate in Applied Science in Computer Information Systems
  - Associate in Applied Science in Industrial Engineering, or
  - Associate in Applied Science in Applied Technology.
- Students seeking a pathway to a four-year university may choose an Associate in Science in Arts and Science with an emphasis on their choice of study within the MSC course/program offerings.

Eligibility and Admission Requirements for Murray State College's Accelerated College Experience include:

- ACE students must be concurrently enrolled at an ACE partnering high school.
- ACE students must meet the targeted underserved student population, including economically disadvantaged, first-generation college students. Other students may participate, but they should not be the primary beneficiaries.
- ACE students must complete an application, including a written essay and two reference letters. An administrative signature from the partnering high school and a parent or guardian must approve the application.
- ACE students entering the transfer degree pathway must have a minimum of a 9th-grade 3.0 GPA.
- ACE students entering the technology degree pathway must have a minimum of a 9th-grade 2.5 GPA.

Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school. In recognition of developmental and preparation differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible. Institutions must provide traditional support systems vital to college success to early college student participants.

Partnerships.

MSC will partner with Epic Charter School to ensure that each ACE student's guided pathway will lead to high school and college graduation. For students attending Southern Technology Center, MSC will coordinate with both the technology center and partnering high school to ensure students' semester course loads are appropriate at all three institutions. MSC will coordinate with partner high schools to establish practices to support student success.

- MSC will establish a leadership team with the partnering high school, including administration, counselors, advisors, and ACE facilitators. This leadership team will identify staff members who play a role in designing, governing, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of ACE. The leadership team will develop long-term strategic priorities and evaluate the ACE MOU annually.

- MSC shall coordinate with partnering high schools to develop course schedules to achieve each student's academic pathway.
- MSC shall identify a designated staff member to communicate with the partner high school to ensure student support.
- MSC shall establish professional development between high school and college facilitators to ensure strong communication between campus entities.
- MSC shall collaborate with high school partners to support students in their course of study by providing academic support to the students by personalizing the learning environment in the following ways:

  - Developing individualized student plans for ongoing academic support, filing a degree plan, and attaining long-term goals.
  - Creating a process for collaboration to provide an academic bridge across two educational systems.
  - Developing robust college advising systems to advance academic progress.
  - Administering interventions as needed and monitoring academic progress with formative data.
  - Providing tutoring and/or Saturday school for identified students needing academic support.
  - Providing advisory and/or college readiness and support time built into the instructional sequence for all students.
  - Establishing a mentorship program available to all ACE students.

Student Support Services and Readiness Tools.
ACE is designed to provide enhanced student support and sufficient services to support students academically and socially.

- The program is designed to identify potential academic and non-academic challenges for student participants and will include several potential academic supports, including, but not limited to, counseling/advising, academic coaching, tutoring, and career counseling at both the partnering high school and MSC.
- ACE is designed to identify students needing additional academic support in the following ways:

  - MSC faculty will utilize the Early Retention Alert System to notify MSC's Retention Team of students needing academic assistance.
  - Four-week grade reports identifying students in need of retention services.
  - High school facilitators monitoring ACE students will be encouraged to refer students to retention services and appoint MSC ACE representatives as needed.
  - An Academic Coach will evaluate ACE students to establish an academic plan of improvement.
  - ACE students will meet with Academic Coaches weekly to create academic calendars to stay on track in each course.
  - ACE students will be given tutoring resources to help them achieve positive academic standing.
  - When needed, students will complete Coursera or other training courses that may include, but are not limited to, mental health, life, stress management, time management, problem-solving, research skills, and social and test anxiety

- ACE shall collaborate with high school partners to support students socially and emotionally by:

    - Providing connections to social services.
    - Layering social and emotional support to students.
    - Parent outreach and involvement opportunities.
    - Encourage family engagement to support rigorous course enrollment and college and career planning.

Policies.

MSC will practice policies ensuring student success, retention, and graduation in the ACE Program.

- ACE is designed to prepare students in the 9th grade for enrollment in college-level courses that will begin in the 10th grade.
- ACE is designed to allow for career exploration and awareness so students can choose their appropriate academic pathway.
- ACE is designed so students will be placed in a cohort for core classes; this does not exclude non-ACE students from enrolling in the same class.
- ACE is designed to implement an annual professional development plan for faculty and staff, focused on research-based instructional strategies for effective course delivery. Professional development will include both MSC faculty and high school faculty. Professional development should include, but not be limited to:
    - A mentoring and induction program for newly hired faculty, providing them with the instructional and interpersonal skills and capacities needed for success in ACE.
    - Opportunities for ACE faculty and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities.
- ACE is designed to provide training among ACE faculty and higher-education college advisors and faculty (e.g., course requirements and addressing students' social and emotional needs).
- ACE is designed to provide access to Murray State College's academic and support facilities, such as libraries, labs, an advising center, and a career center.
    - Identified ACE students will participate in a specialized orientation to promote a sense of expectation, team building, and community.
    - ACE students will have access to online tutoring resources provided by the Student Success Center, including Zoom and TutorMe tutors.
    - ACE students can access MSC's Online Writing Lab.
    - Professional development between high school and college facilitators will be established to ensure strong communication between campus entities.
    - ACE students will use learning management systems such as Blackboard to navigate coursework and class expectations.
    - ACE students will take assessments to help identify career interests for individualized graduation paths.
    - ACE students will take college readiness assessments, such as ACCUplacer and WRITEplacer.
    - ACE students will have the opportunity to participate in a college readiness summer program in which they prepare for ACCUplacer testing to determine their academic needs.
    - Students will be referred to supplemental assistance with Academic Coaching, courses for supplemented instruction, and/or tutoring services when needed.

Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.

MSC and partner high schools are working together to eliminate costs for ACE students.

- MSC has agreed to provide scholarships and/or waive all tuition, mandatory fees, and academic fees.

Student Success Measures.

The ACE student population will represent economically disadvantaged English learners, at-risk students, first-generation, and other types of underrepresented student populations.

- ACE students will successfully complete college-level mathematics and writing courses.
- ACE students will complete an associate degree and/or certificate by high school graduation.

Program Success Metrics.

- MSC has developed detailed metrics to assess program success, including:
  - Student Population;
  - Achievement Outcomes;
  - Attainment Outcomes;
  - Oklahoma High School Diploma Completion;
  - Degree Attainment.

Staff analysis of MSC's proposal determined that ACE is a well-designed, robust ECHS program. ACE will provide a unique opportunity for Epic’s online students to participate in a structured early college experience and will expand access to ECHS programming for students enrolled in virtual education settings. MSC has developed a strong implementation plan in partnership with Epic Charter School. Therefore, State Regents' approval is recommended.

Upon State Regents’ approval, MSC’s ECHS program will begin in the Spring 2027 semester with a five-year approval, concluding at the end of the Spring 2032 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2030 semester, and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2031-2032 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #11-a:

Teacher Education.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents approve the proposed OTC Pre-College and Collegiate Program expenditures in the amount of $99,859.77.

BACKGROUND:

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

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

The Teach Oklahoma curriculum has been successfully implemented in high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers learning objectives that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. In 2025-2026, there were 19 high schools and technology centers with Teach Oklahoma programs. Teacher surveys were returned from 84% of OTC programs, indicating an enrollment of 234 students in Teach Oklahoma.

At the close of the 2025-2026 academic year, from the data reported, 91% (87 students out of 96 students) of the Teach Oklahoma high school seniors plan to attend college next year. 83% (195 students) of all Teach Oklahoma students plan to become teachers or are considering it, an increase of 21% over last academic year. These results show that Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Last year, all but one Teach Oklahoma teachers responded “yes” that they would instruct the class again the following year. Teachers find merit in the research-based curriculum and opportunities with higher education experiences. To illustrate, at least 12 of 19 Teach Oklahoma programs participated in higher education academies, attended university presentations, and/or visited campuses. Many teachers view this teacher education course as an impactful student experience. One Teach Oklahoma instructor wrote, "The grant funding has been extremely helpful to our program. In a Teacher Prep program, many of our instructional materials and classroom resources are consumable in nature, so the funding helps tremendously with supplies and materials needed throughout the year.”

The Lead Oklahoma curriculum is designed to guide eighth and ninth-grade students in learning leadership principles, participate in service learning, develop skills for academic success, and encourage practical decision-making skills. The Lead Oklahoma curriculum aims to promote college success and interest. In 2025-2026, Lead Oklahoma was implemented with 10 programs reporting an enrollment of 576 students. Many schools used the Lead Oklahoma curriculum in their leadership and teacher preparation academies. Since 2006, approximately 21,003 students have gone through Lead Oklahoma.

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

Educators Rising, sponsored nationally by Phi Delta Kappa, is a community-based movement that gives all high school students who are interested in teaching careers an opportunity to explore the profession and gain an understanding of the field of education. Educators Rising serves as a source to lead students to pursue teacher preparation programs at local institutions of higher education. Educators Rising is a national organization with over 30,000 members. In the 2025-2026 academic year, teacher sponsors reported that 82 students participated in the Oklahoma Educators Rising programs. Further feedback from sponsors indicated that 61% (50 students) of all Educators Rising participants wanted to pursue a career in teaching. Additionally, sponsor feedback revealed that 66% (21 out of 32 students) of the graduating seniors in the program responded that they were planning to attend college after graduation. Data indicates that 100% (21 out of 21 students) of these college-bound seniors stated they plan to become teachers.

In the statewide Educators Rising competitions, 42 Oklahoma students competed. Categories included Children’s Literature and Lesson Planning and Delivery - STEM. One Oklahoma student competed at the National Educators Rising Conference, which was held in Portland, OR. The national conference theme for 2025-2026 was “Teach with Purpose, Lead with Passion.”

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

At the close of the 2025-2026 academic year, over 1,274 pre-collegiate and collegiate students, education faculty and staff, administrators, paraprofessionals, and other education advocates participated in and were impacted directly through campus-based activities. The events and campus visits highlight educative collaborations while supporting recruitment, retention, and professional development objectives in teacher education. Data instruments show a collective number of over 38,740 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

Teacher Conferences: Each year, the OTC sponsors new and recurring conferences and activities designed to promote educational fellowship and elevate teacher recruitment and retention efforts. A collaborative meeting was held for Teach and Lead Oklahoma teachers to discuss best instructional practices to enhance student learning, as well as ways to enhance the Teach and Lead Oklahoma curricula. Teachers who attended expressed that it was helpful and productive to collaborate with other teachers. The OTC successfully hosted the 18th Annual Reading Conference, entitled “The Transformative Power of Evidence-Based Literacy Instruction” for higher education faculty, educators, administrators, and other stakeholders. Over 100 participants attended this OTC-sponsored conference from across the state.

POLICY ISSUES:

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

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

Pre-Collegiate Grants

Lead Oklahoma / Teach Oklahoma - $12,828

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

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

Educators Rising Chapters and State and National Competition - $4,000

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

Collegiate Grants

East Central University –*Tigers to Teach Secondary Education* - $6,000

The objective of this project is to increase enrollment and completion among secondary education students in East Central University's teacher education programs by reframing the teaching profession as a content-rich, autonomy-driven career, and to provide declared secondary teacher candidates with early professional development that builds confidence and reduces attrition prior to student teaching.

Oklahoma Baptist University- *Crash Course in Teaching* - $6,944

The objective of this project is to provide immediate, practical training that empowers educators to deliver safe, effective, and engaging instruction. This conference aims to equip emergency, alternative, adjunct, or early service teachers with essential knowledge and practical skills needed to manage a classroom and deliver instruction effectively.

University of Oklahoma- *Teacher Bound/Teacher Ignite* - $6,438

The objective of this project is to strengthen existing connections between OU-Tulsa and partner organizations including local high schools, increase awareness of OU-Tulsa's early childhood education (ECE) program in order to motivate potential recruits to consider applying for the ECE program and, upon completion, become teachers. It also aims to provide effective, evidence-based professional development to strengthen local early childhood workforce.

University of Tulsa –*Fifth Year Academy-Year 4* - $5,493

The objective of this project is to build novice teacher resilience by mapping personal teaching joys to daily practice, helping early0career educators maintain the motivation needed to achieve long-term classroom mastery and efficacy.

University of Central Oklahoma –*Prospective Teachers Academy 6* - $7,000

The objective of this project is to develop knowledge and access to resources for success in navigating future college experience including exposure to UCO resources, leadership, and scholarship opportunities, college success strategies, and college life experience for all participants. It also aims to develop knowledge about the teaching profession, the UCO teacher preparatory program, the Inspire to Teach program and additional resources for pre-service teachers.

Oklahoma Baptist University –*Discover Teaching* - $7,000

The objective of this project is to build strong, sustainable pipelines into traditional teacher education programs—ensuring that well-prepared, passionate educators are equipped to enter Oklahoma classrooms and address the state's ongoing teacher shortage.

Northeastern State University –*The Next Chapter: Supporting School Librarians Beyond Graduation* - $6,000

The objective of this project is to increase the retention rate of early career school librarians by providing support during the critical first year of employment. It also aims to transition the university's alumni engagement model from a terminal degree provider to a "continuing partner" by offering postgraduate programming and institutional resource access for first-year alum as well as establish a structured peer-mentorship network that reduces feelings of professional isolation among first-year librarians.

University of Tulsa –*Future Educators Recruitment Program (FERP)*- $2,414

The objective of this project is to celebrate teaching as a rewarding and fulfilling career, share information about statewide scholarship and incentive opportunities for future educators such as I2T and TSEIP, demystify the college admissions and financial aid process, provide an overview and highlights of the EPP at TU, and offer a glimpse of student life at TU.

Northeastern State University –*Riverhawk Academy for Future Teachers* - $5,461.77

The objective of this project is to provide 11^{th} and 12^{th} grade students with a highly interactive, immersive one-day experience designed to introduce them to the teaching profession and college life with a keynote address, breakout sessions led by NSU faculty and teacher candidates, a student-led Q&A panel, and a campus luncheon with opportunities for faculty engagement.

University of Oklahoma –*CREATE3* - $6,911

The objective of this project is to support the retention and professional growth of 30 special education educators working in rural Oklahoma schools by providing access to high-quality professional development and information on entry to Oklahoma graduate programs. This project includes high quality in person and online professional development opportunities, interactive newsletters, evidence-based materials, and a vibrant community of practice to support participant networking and ongoing collaboration.

Oklahoma State University –*From Student to Educator: Expanding the FCS Pipeline* - $7,000

The objective of this project is to provide coordinated activities that not only build awareness of opportunities to teach secondary Family and Consumer Sciences but also engage students in the profession.

Langston University –*Teacher Readiness and Retention Collaborative* - $5,000

The objective of this project is to increase awareness and interest in teaching careers among secondary students, provide mentorship and professional readiness support to Langston University education majors, strengthen teacher preparedness and retention through professional development workshops and conference experiences, and create collaborative engagement opportunities between LU education majors, alumni educators, and practicing teachers.

Oral Roberts University –*Next-Gen Teachers Day* - $4,800

The objective of this project is to increase awareness, access, and enrollment in Oral Roberts University's College of Education (COE) by providing structured campus visitation experiences for pre-collegiate students.

Northwestern Oklahoma State University –*Northwest Oklahoma Literacy Pathway and Recruitment Initiative* - $6,570

The objective of this project is to establish a comprehensive recruitment, preparation, and retention pipeline that brings high school students and regional paraprofessionals into the teaching profession while equipping them with specialized skills necessary to pass state-mandated literacy certification exams.

The total funding requested for 2026-2027 is $99,859.77.

Meeting of the
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September 3, 2026

AGENDA ITEM #11-b:

Teacher Education.

SUBJECT:

Possible action on Paid Student Teaching Contract and acceptance of funds from the Oklahoma State Department of Education.

RECOMMENDATION:

It is recommended that the State Regents ratify the Paid Student Teaching Program Contract and accept funds in the amount of $1,768,000 for FY 27 as needed to fund the Paid Student Teaching Program.

BACKGROUND:

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

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

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

POLICY ISSUES:

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

ANALYSIS:

The Paid Student Teaching Program began in academic year 2021-2022 and will continue to fund Oklahoma student teachers through 2026-2027. According to the contract (Attachment), funds will be made available for up to $3,250 per individual student teacher approved by an EPP. The award is divided into two parts and will be distributed as follows:

First Disbursement

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

Second Disbursement

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

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

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

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

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

22. University of Science & Arts of Oklahoma
23. University of Tulsa

Attachment

Legal Approved-7/6/2026-JP

OKLAHOMA Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

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

1. PURPOSE

1.1. The purpose of this Agreement is: **to set forth the terms and understanding between the OSDE and the Oklahoma State Regents for Higher Education regarding the funding of the Paid Student Teaching program. This agreement outlines the process by which OSDE will transfer funds to the Regents, who will, in turn, distribute these funds to colleges and universities participating in the Paid Student Teaching Program based on the eligible and approved lists of student teachers. The program is an investment of state dollars to compensate qualified candidates for their work as student teachers. The program will fund Oklahoma student teachers in the 2026-27 school year.**

1.2. To fulfill the purpose of this Agreement, OSDE and Vendor agree to incorporate by reference the attached **Timeline & Deliverables** (Attachment A). Attachment A is in addition to, and not in place of, any terms outlined in the Agreement. Should any of the provisions conflict, this Agreement governs in all respects unless preempted by federal laws and/or regulations.

2. PAYMENT TERMS & AGREEMENT DURATION

In consideration of satisfactory performance of this Agreement, the OSDE agrees to pay Vendor a total amount not to exceed **$1,768,000.00 (One million, seven hundred sixty-eight thousand dollars and zero cents)** (includes travel expenses), payable in arrears. It is further agreed by both parties that this Agreement shall be in effect from **the date of execution by all parties hereto** and ending **06/30/2027**.

3. INVOICING & PAYMENT

Pursuant to Title 74 O.S. § 85.44(B), invoices will be paid in arrears after products have been delivered or services provided. Interest on late payments made by the State of Oklahoma is governed by Title 62 O.S. § 34.71 and Title 62 O.S. § 34.72.

Invoices shall be submitted to the Oklahoma State Department of Education by e-mail to SDEAccountsPayable@sde.ok.gov.

Invoice remittance shall in every case possible be paid by Electronic Fund Transfer (EFT). Title 62 O.S. § 34.64(H) requires that payments from the State Treasury shall be conveyed solely through an electronic payment mechanism. New Vendors doing business with the OSDE for the first time must contact the Office of Management and Enterprise Services to register as a Vendor and receive a Supplier Identification Number before any payment can be made. New Vendors shall also contact the Office of Management and Enterprise Services to at EFT.Registration@omes.ok.gov to make arrangements to receive payment electronically.

3.1. Standard Payment Terms: Net-45 (Title 62 O.S. § 34.71).

4. TAX EXEMPTION

State agency acquisitions are exempt from state sales and federal excise taxes.

5. AUDIT AND RECORDS CLAUSE

As used in this clause, "records" includes books, documents, accounting procedures and practices, and other data, regardless of type and regardless of whether such items are in written form, in the form of computer data, or in any other form. In accepting any Agreement with the State, the Vendor agrees that any pertinent State or Federal agency will have the right to examine and audit all records relevant to execution and performance of the resultant Agreement.

The Parties are required to retain records relative to the Agreement for the duration of the Agreement and for a period of seven (7) years following completion and/or termination of the Agreement. If an audit, litigation, or other action involving such records is started before the end of the seven (7) year period, the records are required to be maintained for two (2) years from the date that all issues arising out of the action are resolved, or until the end of the seven (7) year retention period, whichever is later.

6. AGREEMENTS OPEN TO PUBLIC DISCLOSURE

Unless otherwise specified in the Oklahoma Open Records Act, Central Purchasing Act, or other applicable law, documents and information the Parties submit as part of or in connection with this Agreement are public records and subject to disclosure. A Party claiming any portion of this Agreement as proprietary or confidential must specifically identify what documents or portions of documents they consider confidential and identify applicable law supporting their claim of confidentiality..

7. ENTIRE AGREEMENT

This instrument contains the full understanding and agreement of the parties as to the subject matter hereof and may not be altered or amended except by written agreement signed by the parties. No oral statement of any person shall modify or otherwise affect the terms, conditions, or specifications stated in the Agreement.

Either party may initiate a request to amend this Agreement. Request for any amendment must be made in good faith and in compliance with Applicable Law. All such amendments shall be in writing, dated, signed by the Parties and identified as an amendment.

8. AGREEMENT MODIFICATION

Any change to the Agreement, including the addition of work or materials, the revision of payment terms, or the substitution of work or materials, directed by a person who is not specifically authorized by the OSDE in writing, or made unilaterally by the Vendor, is a breach of the Agreement. Unless otherwise specified by applicable law or rules, such changes, including unauthorized written Agreement Modifications, shall be void and without effect, and the Vendor shall not be entitled to any claim under this Agreement based on those changes.

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9. NON-APPROPRIATION CLAUSE

The terms of any Agreement and any Purchase Order issued for multiple years under the Agreement are contingent upon sufficient appropriations being made by the Legislature or other appropriate government entity. Notwithstanding any language to the contrary in the purchase order or any other Agreement document, the OSDE may terminate its obligations under the Agreement if sufficient appropriations are not made by the Legislature or other appropriate governing entity to pay amounts due for multiple year agreements. The decision of the OSDE as to whether sufficient appropriations are available shall be accepted by the Vendor and shall be final and binding.

10. GOVERNING LAW

This Agreement shall be governed by the laws of the State of Oklahoma. Any dispute or controversy arising under or in relation to this Agreement shall be litigated exclusively in a court of competent jurisdiction in the State of Oklahoma. The state and federal courts and authorities with jurisdiction in the State of Oklahoma shall have exclusive jurisdiction over all controversies which shall arise under or in relation to this Agreement.

11. CHOICE OF VENUE

The venue for any action, claim, dispute or litigation relating in any way to the Agreement shall be in Oklahoma County, Oklahoma.

12. TERMINATION FOR CAUSE

The Vendor may terminate the Agreement for default or other just cause with a 30-day written request and upon written approval from the OSDE. The OSDE may terminate the Agreement for default or any other just cause upon a 30-day written notification to the Vendor.

The OSDE may terminate the Agreement immediately, without a 30-day written notice to the Vendor, when violations are found to be an impediment to the function of an agency and detrimental to its cause, when conditions preclude the 30-day notice, or when the OSDE determines that an administrative error occurred prior to Agreement performance.

If the Agreement is terminated, the OSDE shall be liable only for payment for products and/or services delivered and accepted.

13. TERMINATION FOR CONVENIENCE

Either Party may terminate the Agreement, in whole or in part, for convenience if the either Party determines that termination is in the State's best interest. The Parties shall terminate the Agreement for convenience by delivering to the other Party a Notice of Termination for Convenience specifying the terms and effective date of Agreement termination. The Agreement termination date shall be a minimum of 30 days from the date the Notice of Termination for Convenience is issued.

If the Agreement is terminated, the OSDE shall be liable only for products and/or services delivered and accepted, and for costs and expenses (exclusive of profit) reasonably incurred prior to the date upon which the Notice of Termination for Convenience was received by the Vendor.

14. COUNTING OF DAYS

Except where otherwise specifically provided, any reference in this Agreement to a period of "days" means calendar days, not business days.

15. SEVERABILITY

Any provision of this Agreement which is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction only, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions thereof, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction.

16. CAPTIONS

The captions of the paragraphs of this Agreement are for convenience only and shall be disregarded in construing the terms of this Agreement.

17. INSURANCE

The Vendor shall obtain and retain insurance, including worker's compensation, automobile insurance and general liability, as applicable, or as required by State or Federal law, prior to commencement of any work in connection with the Agreement. Vendor shall timely renew the policies to be carried pursuant to this section throughout the term of the Agreement and shall provide the OSDE with evidence of such insurance and renewals.

18. TRAVEL EXPENSES

In accordance with Title 74 O.S. § 85.40, ALL travel expenses to be incurred by the Vendor in performance of the Agreement shall be included in the total bid price/Agreement amount.

19. EMPLOYMENT RELATIONSHIP

The Agreement does not create an employment relationship. The Vendor's employees shall not be considered employees of the OSDE for any purpose and accordingly shall not be eligible for rights or benefits accruing to state employees.

20. COMPLIANCE WITH APPLICABLE LAWS

The products and services supplied under the Agreement shall comply with all applicable federal, state and local laws, and the Vendor shall maintain all applicable licenses and permit requirements.

21. UNAUTHORIZED OBLIGATIONS

At no time during the performance of this Agreement shall the Vendor have the authority to obligate the OSDE for payment of any goods or services over and above the awarded Agreement. If the need arises for goods or services over and above the Agreement for this project, Vendor shall cease the project and contact OSDE for approval prior to proceeding.

22. ASSIGNMENT

Vendor's obligations under this Agreement may not be assigned or transferred to any other person, firm, or corporation without the prior written consent of the OSDE.

23. EQUAL OPPORTUNITY AND DISCRIMINATION

The Vendor certifies they are an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended and Executive Orders 11246 and 11375. The Vendor assures compliance with the Americans with Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant to this act.

24. LOBBYING

The Parties certify that they are in compliance with the Anti-Lobbying law, Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over $100,000.00 as defined at 45 CFR 93, Section 93.105 and 93.110.

25. ENVIRONMENTAL PROTECTION

If the payments under the Agreement are expected to exceed $100,000.00, then Parties must comply with all applicable Federal Laws such as Section 306 of the Clean Air Act (42 U.S.C. 1857 (L)), Section 508 of the Clean Water Act (33 U.S.C. 1638), Executive Order 11738, and Environmental Protection Agency Regulations (40 C.F.R Part 15), which prohibit the use under nonexempt Federal Agreements, grants or loans of facilities included on the EPA List of Violating Facilities.

26. DRUG-FREE WORKPLACE

The Parties certifies compliance in providing or continuing to provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988, and implemented at 45 CFR part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610.

27. STUDENT DATA ACCESSIBILITY, TRANSPARENCY & ACCOUNTABILITY (If student data will not be shared, disregard paragraph 27).

The Parties' ability to provide services under this Agreement may require OSDE to share student data containing confidential personally identifiable information ("PII") from education records maintained by OSDE with Vendor. Vendor agrees to comply with all state and federal laws relating to student data and privacy, including the Family Educational Rights and Privacy Act, (20 U.S.C § 1232g; 34 CFR Part 99) ("FERPA") and the Oklahoma Student Data Accessibility, Transparency, and Accountability Act of 2013, (Title 70 O.S. § 3-168).

Student data released to Vendor will be limited to data points specifically listed in this Agreement. If Vendor determines that there is a legitimate need to receive or access additional student data and that such data is necessary to perform required duties, Vendor shall submit a written request to OSDE detailing the data needed and state the purpose of the disclosure. If OSDE determines that access is necessary and appropriate, this Agreement may be modified in accordance with request. No additional data shall be provided until the Agreement is modified to reflect the additional data disclosures.

Vendor will safeguard the confidentiality and integrity of all data received pursuant to this Agreement, place limitations on its use, and maintain compliance with all applicable privacy laws. Vendor shall establish appropriate administrative, technical and physical safeguards to ensure the security and confidentiality of all student data.

Student information from education records cannot be published in a way that would allow individual students or their parents to be identified. Any reports or published information that is a result of or derived from confidential student data containing PII provided by OSDE shall not allow individuals to be directly or indirectly identified and shall contain no individual student level data. Vendor may use student data from education records to perform contractual duties as required by this Agreement, but any published results must be presented in a manner which protects the privacy and confidentiality of students. The OSDE shall be provided the opportunity to review all results prior to publication.

Vendor shall require all staff to comply with the data security and confidentiality provisions set forth herein. Only those employees that are directly involved in performing tasks outlined herein and who have a legitimate interest in providing services according to the terms of this Agreement shall be entitled to access student data. Vendor shall take steps to maintain the confidentiality of student information from education records. OSDE reserves the right to claim privilege for any student data information that may be procured as part of the discovery process.

This Agreement does not constitute a release of student-level data for the vendor's discretionary use. Access to (or disclosure of) confidential student information contained from education records pursuant to the terms of this Agreement shall not constitute an assignment of ownership of the information provided. OSDE retains all ownership rights to the data transferred pursuant to this Agreement, and Vendor shall not obtain any right, title, or interest in any of the data furnished by OSDE.

Data transferred pursuant to this Agreement may only be used to carry out the responsibilities throughout the duration of the projects, task and assignments specified herein. Any unauthorized use of the data files beyond the terms specified in the Agreement is not permitted. Vendor shall not use the data for purposes other than the projects, task and assignments identified herein. Information shall be limited to that which may be procured in the discovery process and through normal electronic discovery means.

Vendor shall immediately notify the OSDE if there is any unauthorized access or breach to the data provided by the OSDE and take reasonable steps to mitigate any breach. In the event a breach occurs, Vendor will take reasonable steps and implement corrective procedures to ensure that further breaches do not occur.

OSDE shall be notified immediately if Vendor receives a request for the student data containing PII provided by the SDE. If Vendor becomes legally compelled to disclose any confidential PII (whether by judicial or administrative order, applicable law, rule or regulation, or otherwise) then Vendor shall use all reasonable efforts to provide OSDE with prior notice before disclosure so that OSDE may seek a protective order or other appropriate remedy to prevent the disclosure. If a protective order or other remedy is not obtained prior to when any legally compelled disclosure is required, Vendor shall only disclose that portion of the confidential PII that it is legally required to disclose.

Vendor may determine that it is necessary to employ a contractor or subcontractor to fulfill contractual obligations under the Agreement. Vendor shall ensure, by written agreement, that any contractor or subcontractor employed by Vendor remains in compliance with FERPA, (20 USC § 1232g; 34 CFR Part 99), and the Oklahoma Student Data Accessibility, Transparency, and Accountability Act of 2013 (Title 70 O.S. § 3-168). Vendor shall enter into a Data Sharing Agreement with any contractor or subcontractor employed by Vendor. A copy of said Data Sharing Agreement shall be forwarded to OSDE prior to the release of any student data or personally identifiable information.

The OSDE will immediately terminate this Agreement and this Agreement shall not be renewed due to the intentional breach of any of the terms and conditions of the data security and confidentiality provisions set forth herein by Vendor and OSDE may revoke any other existing RFP's or Agreement with Vendor.

The OSDE may seek monetary, restitutive and punitive damages against Vendor for a breach of any of the terms and conditions of the data security and confidentiality provisions set forth herein as allowed by law.

Upon notification of a breach in the terms and conditions of the data security and confidentiality provisions set forth herein, the OSDE will not release any additional confidential personally identifiable information ("PII") from education records maintained by OSDE to the Vendor until corrective procedures have been implemented to ensure further breaches do not occur.

Upon completion of the services detailed in this Agreement or upon termination of this Agreement, Vendor shall immediately destroy all PII that was disclosed by the OSDE and provided to Vendor for the purposes detailed in this Agreement. Within ten (10) days of destruction, Vendor shall provide written notification to the OSDE of the date and method of destruction of these records.

28. FORCE MAJEURE

A party is not liable for failure to perform the party's obligations if such failure is a result of Acts of God (including fire, flood, earthquake, storm, or other natural disaster), war, invasion, act of foreign enemies, hostilities (regardless of whether war is declared), strikes or labor disputes, embargoes, government orders, epidemics, pandemics or other similar events beyond the reasonable control of the party. If a party asserts Force Majeure as an excuse for failure to perform the party's obligation, then the nonperforming party must prove that the party took reasonable steps to minimize delay or damages caused by foreseeable events, that the party substantially fulfilled all non-excused obligations, and that the other party was timely notified of the likelihood or actual occurrence of an event described in this clause. If an event of Force Majeure occurs, the party injured by the other's inability to perform may elect one of the following remedies:

28.1. to terminate this Agreement in whole or in part; or

28.2. to suspend the Agreement, in whole or part, for the duration of the Force Majeure circumstances.

The party experiencing the Force Majeure circumstances shall cooperate with and assist the injured party in all reasonable ways to minimize the impact of Force Majeure on the injured party.

29. NON-COLLUSION CERTIFICATION. Pursuant to Title 74 O.S. § 85.22, any competitive bid submitted to this state, or contract executed by the state for an acquisition in excess of the fair and reasonable acquisition threshold amount, shall contain a certification, dated and in substantially the following form. I certify:

74 O.S. § 85.22

A. For purposes of any competitive bid or contract executed by the state for an acquisition in excess of the fair and reasonable acquisition threshold amount, I certify:

1. I am the duly authorized agent of the above-named supplier or bidder for the purpose of certifying the facts pertaining to the existence of collusion among and between bidders and suppliers and state officials or employees, as well as facts pertaining to the giving or offering of things of value to government personnel in return for special consideration in connection with the prospective acquisition.
2. I am fully aware of the facts and circumstances surrounding the acquisition or making of the bid to which this statement relates and have been personally and directly involved in the events leading to the acquisition or submission of such bid.
3. Neither the business entity that I represent in this certification nor anyone subject to the business entity's direction or control has been a party to:
   a. Any collusion among bidders or suppliers in restraint of freedom of competition by agreement to bid or contract at a fixed price or to refrain from bidding or contracting.
   b. Any collusion with any state official or employee as to quantity, quality or price in the prospective contract, or as to any other terms of such prospective contract.
   c. Any discussions between bidders or suppliers and any state official concerning exchange of money or other thing of value for special consideration in connection with the prospective contract.

B. I certify, if awarded the contract, whether competitively bid or not, neither the business entity I represent nor anyone subject to the business entity's direction or control has paid, given or donated or agreed to pay, give or donate to any officer or employee of this state any money or other thing of value, either directly or indirectly, in procuring the contract to which this statement relates.

74 O.S. § 85.42

For the purpose of a contract for services, the Parties also certify that no person who has been involved in any manner in the development of this contract shall be employed by the supplier to fulfill any of the services provided for under said contract.

74 O.S. § 582

For the purpose of a contract for goods or services, the Parties also certify that they are not currently engaged in a boycott of goods or services from Israel that constitutes an integral part of business conducted or sought to be conducted with the state.

74 O.S. § 12005

For the purpose of a contract for goods or services, the Parties also certify that they are not currently engaged in a boycott of energy companies and will not boycott energy companies during the term of the contract.

DEBARMENT, SUSPENSION OR OTHER RESPONSIBILITY MATTERS

For the purpose of a contract for goods or services, the Parties certify that any debarment, suspension, indictments, convictions, civil judgments and terminated public contracts have been disclosed to the state purchasing director.

74 O.S. § 85.5

For the purposes of a contract for the physical performance of services, the Parties also certify that they are in compliance with the provisions of Section 1313 of Title 25 of the Oklahoma Statutes requiring all suppliers to register and participate in the Status Verification System to verify the work eligibility status of all new employees.

21 O.S. § 1289.31

For the purpose of a contract for goods or services, the Parties also certify that they do not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association; and will not discriminate against a firearm entity or firearm trade association during the term of the contract.

74 O.S. § 85.22C

List of all known business or familial relationships that currently exist or which existed within one year prior to the date on this form between any officer or director of the supplier and any officer or employee of the state agency listed on Page 1. State the names of persons with such relationships, their position within the organization, and the nature of such relationships.

1.

2.

3.

If no such relationships exist, check the box below:

☒ There are no known business or familial relationships that currently exist or which existed within one year prior to the date on this form between any officer or director of the supplier and any officer or employee of the state agency stated above.

74 O.S. § 85.42(B)

Pursuant to 74 O.S. § 85.42(B), the Parties certify that no person involved in any manner in the development, approval or negotiation of the contract, including change orders, extensions, renewals or amendments, while employed by the State of Oklahoma shall be employed or given anything of value to fulfill any services provided under the contract, including change orders, extensions, renewals or amendments.

30. EXECUTION BY COUNTERPARTS

This Agreement may be executed in any number of counterparts by facsimile, electronic, scanned or digital signature and when executed so it shall be deemed an original signature.

The counterparts of this Agreement and all ancillary documents may be executed and delivered by facsimile or other electronic signature by any of the parties to any other party and the receiving party may rely on the receipt of such document so executed and delivered by facsimile or other electronic means as if the original had been received.

31. THIRD PARTY BENEFICIARIES.

Nothing in this Agreement, expressed or implied, does, or is intended to, confer upon any person, other than the parties hereto and their respective assigns, any rights, or remedies under, or by reason of, this Agreement.

32. BINDING EFFECT.

This Agreement binds the parties hereto and any successors and assigns of the parties.

33. GOVERNMENTAL TORT CLAIMS ACT.

By entering into this Agreement, OSDE and its "employees," as defined by the Governmental Tort Claims Act, 51 O.S. § 151, et seq., do not waive sovereign immunity or any defenses or any limitations of liability as may be provided for by law. No provision of this Agreement modifies and/or waives any provision of the Governmental Tort Claims Act.

34. NOTICES.

Whenever notice is required to be given in writing, such notice shall emailed and mailed by certified mail, restricted delivery, return receipt requested, and directed to the respective parties at the following addresses:

Vendor:	Oklahoma State Regents of Higher Education Attn: Goldie Thompson Email: gthompson@osrhe.edu
Address:	655 Research Parkway Suite 200, Oklahoma City, OK 73104
Telephone:	405-225-9143
OSDE:	Oklahoma State Department of Education
Attn:	Autumn Kouba
Email:	autumn.kouba@sde.ok.gov
Address:	2500 North Lincoln Blvd., Oklahoma City, OK, 73105
Telephone:	405-549-5015

35. VENDOR RESPONSIBLE FOR ITS ACTIONS.

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

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

Vendor: **Oklahoma State Regents for Higher Education**
655 Research Parkway, Suite 200
Oklahoma City, OK 73104

Date: 7/8/26
Certified this date

Sean Burrage
Signature of Authorized Representative

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

Date: 7/23/26
Certified this date

Tom Newell
Chief of Staff

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

Appendix A - Timeline and Deliverables

Vendor will submit the college or university name, the number of student teachers, and the total amount to be received (figured as $1,625 multiplied by the number of student teachers per college or university). This submission will be considered the invoice.

Fall 2026	Vendor submits invoice	OSDE has 45 days to initiate payment
Spring 2027	Vendor submits invoice	OSDE has 45 days to initiate payment

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #11-c:

Teacher Education.

SUBJECT:

Possible action to appoint Inspired to Teach Advisory Committee member.

RECOMMENDATION:

It is recommended that the State Regents appoint Benjamin Rupert to the Inspired to Teach Program Advisory Committee.

BACKGROUND:

The Inspired to Teach Program was created during the 2022 legislative session, with the passage of HB 3564. The purpose of the program is to address the teacher shortage in the state of Oklahoma and provide a pipeline of quality and effective teachers for the public schools of this state. The Oklahoma State Regents for Higher Education was charged with administering and maintaining this scholarship and incentive program to encourage the preparation of public-school teachers (pre-K through 12th grade) at all accredited state public and private higher education institutions.

Inspired to Teach allows students who have graduated from high school and who declare teacher education as a major in college to receive a scholarship over the duration of their matriculation if they maintain satisfactory academic progress (SAP), a 2.5 GPA and full-time enrollment. Participants can receive awards up to $5,500, and if they remain and teach in an Oklahoma (Pre-K through 12th grade) public school for five consecutive years, they will receive a $4,000 award for each year of service up to five years - not to exceed a total of $20,000. This program provides an effective, comprehensively prepared teacher for Oklahoma public school students.

POLICY ISSUES:

The legislation (70 O.S. § 698.1 (B)) mandates that State Regents' teacher education staff establish an advisory committee comprised of educators, teacher education faculty, public school representatives, and a representative of the Oklahoma State Department of Education (OSDE). The purpose of the committee is to provide recommendations and help to improve the effectiveness of the Inspired to Teach Program. The advisory committee is charged with submitting a report on the Inspired to Teach Program to the Oklahoma State Legislature on or before July 1 each year.

ANALYSIS:

The Inspired to Teach Program became effective July 1, 2022. The Inspired to Teach advisory committee commenced in Spring 2023, after the appointment of the original nine committee members was approved by the State Regents at their February 9, 2023, meeting. The committee meets twice a year – once during the fall semester and once during the spring semester – and provides valuable recommendations to the

Oklahoma Teacher Connection (OTC) division in the drafting of the inaugural annual report. The Inspired to Teach advisory committee is scheduled to convene again during the spring semester.

Former Advisory Committee member, JoLynn Love, has transitioned into a new role at another school. The following individual is recommended to serve as her replacement on the Advisory Committee:

Committee Member	Title	Institution	Representation
Benjamin Rupert	Social Studies Teacher	Skyline Middle School	Required Public School Representative

Meeting of the
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AGENDA ITEM #12:

Oklahoma Rising Scholars Award Program.

SUBJECT:

Possible action to authorize Freshman Institutional Nominees for Fall 2027.

RECOMMENDATION:

It is recommended that the State Regents approve the number of authorized freshmen Institutional Nominees for each institution and approve the program scholarship levels for 2027-2028.

BACKGROUND:

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

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

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

INSTITUTIONAL NOMINEE ELIGIBILITY CRITERIA

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

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

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

In response to funding changes and policy priorities, the State Regents have taken the following actions since 2016.

- 2017-2018 – Reduced nonresident student funding from 20 percent to 10 percent.
- 2018-2019 – Reduced nonresident student funding from 10 percent to 0 percent and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).
- 2020-2021 – Based on program savings from the elimination of funding for nonresident students and reduction of Institutional Nominee slots, the State Regents approved 116 additional freshmen Institutional Nominee slots distributed proportionately among the three institutional tiers, increased the Institutional Nominee scholarship award by $400, and added a third minimum eligibility criterion option for Institutional Nominee qualification.
- 2021-2022 – Due to a reduction of about $250,000 or 4 percent in state appropriations for FY2021, 100 freshmen Institutional Nominee scholarship slots were cut for the 2021-2022 academic year.
- 2022-2023 – Due to the restoration of the $250,000 reduction in FY2022, 82 freshmen Institutional Nominee slots were restored for the 2022-2023 academic year.
- 2023-2024 – Based on an increase of state funding in FY2023 of $850,000 or 13 percent, scholarship award amounts were increased between 9 percent and 14 percent. In addition, a total of 20 additional freshmen Institutional Nominee slots were added to the state two-year colleges.
- 2024-2025 – Institutional Nominee and Automatic Qualifier scholarship award amounts were increased by $500.
- 2025-2026 – The number of Institutional Nominee and Automatic Qualifier scholarship award amounts and number of slots were unchanged from the previous academic year.
- 2026-2027 – The amount of Automatic Qualifier scholarship award amounts was increased by $700 at the October 2025 State Regents meeting. The number of Institutional scholarship award amounts and number of slots were unchanged from the previous academic year. In the December 2025 State Regents meeting the automatic qualifier award amounts for the 2026 freshmen class were set at the estimated cost of attendance.

In the 2025-2026 academic year, about 1,532 resident students participated in the program receiving awards totaling almost $7.4 million.

POLICY ISSUES:

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

(1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete for top Oklahoma scholars;

(2) attract high-caliber out-of-state students to attend Oklahoma colleges and universities (nonresident students are no longer funded as of 2018-2019); and

(3) enhance the academic quality in Oklahoma colleges and universities.

ANALYSIS:

Recommendation #1: It is recommended that scholarship awards for automatic qualifying freshmen and sophomores continue to be awarded at the average cost of attendance by institution tier, not including tuition, for the 2027-2028 academic year. It is further recommended that scholarship awards for automatic qualifiers beyond their sophomore year be maintained at the award levels previously approved by the State Regents, as outlined in the table below.

AUTOMATIC QUALFIER AWARD RATES

Institution Tier	Freshmen/Sophomore Cohort Rates	Junior/Senior Cohort Rates
Research Universities	$24,000	$7,200
Regional Universities	$13,000	$5,700
Community Colleges	$12,500	$5,200

Recommendation #2: As shown in the following table (begins next page), it is recommended that the number of freshmen institutional nominee slots for 2027-2028 remain unchanged from the previous year.

PROPOSED ALLOCATION OF FRESHMEN INSTITUTIONAL NOMINEES FOR 2027-2028: RESEARCH UNIVERSITIES

Institution	2026-2027	2027-2028	Change
University of Oklahoma	45	45	0
Oklahoma State University	45	45	0
Total Research Universities	**90**	**90**	**0**

PROPOSED ALLOCATION OF FRESHMEN INSTITUTIONAL NOMINEES FOR 2027-2028: REGIONAL UNIVERSITIES

Institution	2026-2027	2027-2028	Change
Cameron University	7	7	0
East Central University	7	7	0
Langston University	7	7	0
Northeastern State University	7	7	0
Northwestern Oklahoma State University	7	7	0
Oklahoma Panhandle State University	7	7	0
Rogers State University	7	7	0
Southeastern Oklahoma State University	7	7	0
Southwestern Oklahoma State University	7	7	0
University of Central Oklahoma	14	14	0
University of Science and Arts of Oklahoma	7	7	0
Total Regional Universities	**84**	**84**	**0**

PROPOSED ALLOCATION OF FRESHMEN INSTITUTIONAL NOMINEES FOR 2027-2028: COMMUNITY COLLEGES

Institution	2026-2027	2027-2028	Change
Carl Albert State College	7	7	0
Connors State College	7	7	0
Eastern Oklahoma State College	7	7	0
Murray State College	7	7	0
Northeastern Oklahoma A&M College	7	7	0
Northern Oklahoma College	7	7	0
Oklahoma City Community College	14	14	0
Oklahoma State University – Oklahoma City	7	7	0
Oklahoma State University Institute of Technology	7	7	0
Redlands Community College	7	7	0
Rose State College	14	14	0
Seminole State College	7	7	0
Tulsa Community College	14	14	0

Western Oklahoma State College	7	7	0
Total Research Universities	**119**	**119**	**0**

The following table shows the recent history of program participants and the projected number of participants for 2021-2022 to 2030-2031. It is unknown if the number of Automatic Qualifiers is expected to remain stable following the passage of House Bill 1282 in the 2025 legislative session. The bill increased the potential award amount for automatic qualifying students with the intended purpose of increasing the number of automatically qualifying students to stay in-state for college. However, if enrollment in the program remains consistent the total number of program recipients is projected to grow from 1,532 in 2025-2026 to 1,814 in 2030-2031

The table below is constructed on current enrollment and retention trends in the program if we increase the automatic qualifier award up to the cost of attendance award rate for each new entering cohort of recipients.

PARTICIPANT ENROLLMENT HISTORY AND PROJECTIONS

Academic Year	Automatic Qualifiers	Institutional Nominees	Total Recipients	Scholarship Expenses
2021-2022 actual	762	623	1,385	$5.7 million
2022-2023 actual	706	702	1,408	$5.6 million
2023-2024 actual	654	758	1,412	$6.0 million
2024-2025 actual	673	786	1,459	$7.0 million
2025-2026 actual	723	809	1,532	$7.3 million
2026-2027 projected	782	876	1,658	$12.7 million
2027-2028 projected	825	909	1,734	$16.6 million
2028-2029 projected	844	940	1,784	$20.3 million
2029-2030 projected	860	967	1,827	$23.6 million
2030-2031 projected	845	969	1,814	$23.9 million

The following table shows the recent funding and expenditure history of the program. The projections assume state funding for the program will continue to receive $13.9 million for the next several fiscal years through FY2031. The increased award amounts can continue without additional state appropriations through FY2028 due in large part to reserve funds from previous fiscal years. However, in FY2029 the cost for the program at current award amounts will extend beyond the trust fund and allocated balances for the year. At which point the program will need an increased state appropriation to continue awarding at current rates or will need to adjust the award amounts to stay within the trust fund balance.

TRUST FUND HISTORY AND PROJECTIONS

Fiscal Year	July 1 Beginning Balance	Income (Appropriations & Earnings)	Net Expenditures (Scholarships)	June 30 Ending Balance
FY2016 actual	2,965,458	7,728,252	-7,949,765	2,743,945
FY2017 actual	2,743,945	6,733,025	-8,384,412	1,092,558
FY2018 actual	1,092,558	6,366,442	-7,056,962[2]	402,038
FY2019 actual	402,038	6,365,624	-6,011,295[3]	756,367
FY2020 actual	756,367	6,371,823	-5,905,000	1,223,190
FY2021 actual	1,223,190	6,111,812	-6,209,500[4]	1,125,502
FY2022 actual	1,125,502	6,348,018	-5,710,800[5]	1,762,720
FY2023 actual	1,762,720	7,246,642	-5,570,000[6]	3,439,362
FY2024 actual	3,439,362	7,162,752	-5,761,275[7]	4,840,839
FY2025 actual	4,840,839	7,397,798	-6,956,975[8]	5,281,662
FY2026 actual	5,281,662	9,155,862[9]	-7,343,975	7,093,549
FY2027 estimated	7,093,549	13,885,862[10]	-12,680,000	8,299,411
FY2028 estimated	8,299,411	13,885,862	-16,611,900	5,573,373
FY2029 estimated	5,573,373	13,885,862	-20,270,200	-810,965
FY2030 estimated	-810,965	13,885,862	-23,626,900	-10,552,003
FY2031 estimated	-10,552,003	13,885,862	-23,857,000	-20,523,141

[2] Non-resident funding limit lowered from 20% to 10% in FY2018.
[3] Non-resident funding limit lowered from 10% to 0% in FY2019; IN's reduced by 80.
[4] In FY2021, Freshmen IN's slots increased by 116; IN award amount increased by $400.
[5] Due to a $250,000 (4 percent) reduction in FY2021, 100 freshmen IN slots were cut for 2021-22.
[6] Due to the restoration of the $250,000 cut in FY2022, 82 freshmen IN slots were added for 2022-23.
[7] 20 freshmen IN slots were added; scholarship awards increased between $300-$500.
[8] Awards increased by $500 in FY2025.
[9] In FY2026, the state appropriation for the program increased by approximately $2 million.
[10] In FY2027, the state appropriation for the program increased by approximately $4.7 million.

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AGENDA ITEM #13:

Regional University Baccalaureate Scholarship Program.

SUBJECT:

Possible action to authorize freshman scholarship slots for Fall 2027.

RECOMMENDATION:

It is recommended that the State Regents authorize 15 freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2027.

BACKGROUND:

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

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

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

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

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

POLICY ISSUES:

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

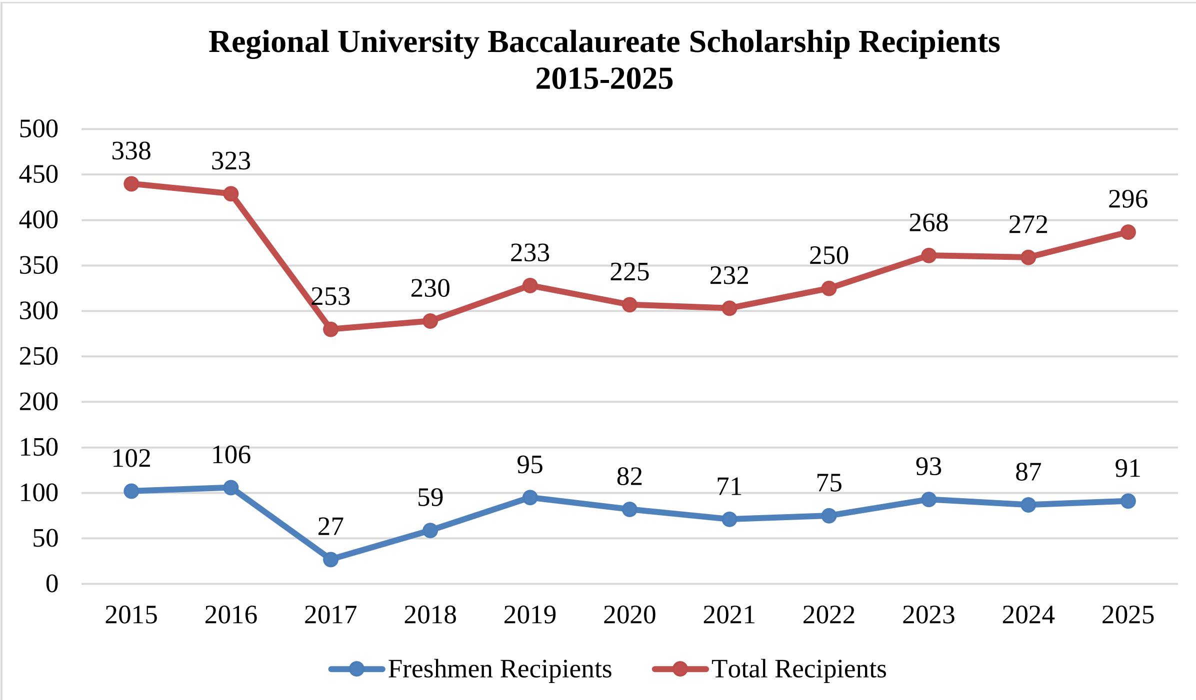
ANALYSIS:

Recommendation: it is recommended that the number of freshmen scholarship slots remain unchanged at fifteen for Fall 2027.

History of Authorized Freshmen Scholarship Slots

Academic Year (fall semester)	Authorized Freshmen Scholarship Slots
1994 to 2016	15
Fall 2017	3
Fall 2018	6
Fall 2019	12
Fall 2020	12
Fall 2021	10
Fall 2022	10
Fall 2023	15
Fall 2024	15
Fall 2025	15
Fall 2026	15
Fall 2027 (Recommended)	15

The following chart shows the total number of freshmen and the total recipients since 2015.



The following table shows the number of freshmen slots filled by each institution since 2015.

RUBS Freshmen Recipients by Institution, 2015-2025

Institution	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Cameron University	10	3	3	6	8	3	6	6	3	6	2
East Central University	14	13	3	6	12	9	10	7	14	14	10
Langston University	0	0	0	3	0	2	0	0	0	0	0
Northeastern State University	15	15	3	6	12	12	9	10	15	15	14
Northwestern Oklahoma State University	3	6	3	6	4	6	8	10	9	4	11
Oklahoma Panhandle State University	1	0	0	2	1	1	0	0	2	0	1
Rogers State University	12	14	3	6	12	12	3	5	5	3	3
Southeastern Oklahoma State University	6	12	3	6	12	5	5	8	9	9	6
Southwestern Oklahoma State University	15	15	3	6	12	12	10	9	15	15	14
University of Central Oklahoma	13	15	3	6	12	12	10	10	15	14	15
University of Science and Arts of Oklahoma	13	13	3	6	10	8	10	10	6	7	15
TOTAL	**102**	**106**	**27**	**59**	**95**	**82**	**71**	**75**	**93**	**87**	**91**

The following table shows the total number of scholarships awarded by each institution since 2015.

RUBS Recipients by Institution, 2015-2025

Institution	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Cameron University	28	20	17	14	13	12	10	13	14	14	12
East Central University	51	49	39	30	31	28	29	32	34	39	37
Langston University	1	0	0	3	1	3	3	2	2	0	0
Northeastern State University	48	45	32	25	26	31	35	38	41	44	51
Northwestern Oklahoma State University	11	13	11	15	17	18	16	19	26	26	33
Oklahoma Panhandle State University	3	2	0	2	3	3	2	0	2	1	2
Rogers State University	38	36	20	22	24	27	24	23	20	13	10
Southeastern Oklahoma State University	22	22	22	21	29	23	20	21	20	25	27
Southwestern Oklahoma State University	55	51	42	35	33	28	34	33	41	42	44
University of Central Oklahoma	50	49	39	32	31	29	33	39	41	42	49
University of Science and Arts of Oklahoma	31	36	31	31	25	23	26	30	27	26	31
Total	**338**	**323**	**253**	**230**	**233**	**225**	**232**	**250**	**268**	**272**	**296**

As shown in the following table, scholarship costs in FY2027 are projected to increase to $1,232,000. This is an increase of about $236,250 from FY2026. This is due to an increase in the number of scholarship slots in 2023. Previous cohorts were smaller due to funding reductions but if the current annual funding level remains constant in future years, the number of scholarships and the award amounts should stabilize and remain consistent through at least FY2028.

Regional University Baccalaureate Scholarship Recent Funding History

Fiscal Year	July 1 Beginning Balance	Appropriation Allocation	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY-15 actual	$204,026	$986,068	$10,559	$(918,000)	$282,653
FY-16 actual	$82,653	$912,164	$10,912	$(987,750)	$217,979
FY-17 actual	$217,979	$789,057	$4,462	$(951,750)	$59,748
FY-18 actual	$59,748	$751,029	$564	$(739,500)	$71,841
FY-19 actual	$ 71,841	$746,517	$5,321	$(672,000)	$151,679
FY-20 actual	$151,679	$746,517	$7,680	$(693,750)	$212,126
FY-21 actual	$212,126	$717,054	$7,109	$(668,250)	$268,039
FY-22 actual	$268,039	$746,517	$5,627	$(686,950)	$333,233
FY-23 actual	$333,233	$1,021,517	$8,589	$(723,750)	$639,589
FY-24 actual	$639,589	$1,021,517	$20,131	$(903,875)	$777,362
FY-25 actual	$777,362	$1,021,517	$27,149	$(928,375)	$897,653
FY-26 actual	$897,653	$1,021,517	$34,633	$(995,750)	$958,053
FY-27 estimated	$958,053	$1,021,517	$9,000	$(1,232,000)	$756,570
FY-28 estimated	$756,570	$1,021,517	$9,000	$(1,375,500)	$411,587
FY-29 estimated	$411,587	$1,021,517	$9,000	$(1,491,000)	$ (48,896)
FY-30 estimated	$(48,896)	$1,021,517	$9,000	$(1,610,000)	$(628,379)

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AGENDA ITEM #14-a:

State Authorization.

SUBJECT:

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

Authorization Fees

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

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

Student Tuition Recovery Fund Payments

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

- Initial Authorization STRF Payment: $2,500
- Re-Authorization STRF Payment: 0.25 percent (.025) of the institution's gross annual tuition from Oklahoma students or $250, whichever is greater.

Currently Authorized Institutions

Currently, 38 private and out-of-state institutions are authorized to operate in Oklahoma:

- Academy of Art University
- ATA College
- Arizona College of Nursing
- Biola University
- California Coast University
- California Institute of Applied Technology

- California Institute of Integral Studies
- Central Oklahoma College
- Chamberlain University
- Chicago School (The)
- Claremont Lincoln University
- Columbia College
- 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
- New York University
- Ottawa University
- Pepperdine University
- Ultimate Medical Academy
- San Diego Global Knowledge University
- San Jose State University
- Southern California University of Health Sciences
- Southwestern Law School
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- University of California Berkeley
- University of California Davis
- University of San Diego
- University of Saint Augustine for Health Sciences
- Upper Iowa University
- Walden University
- Westcliff University
- Wichita State University

POLICY ISSUES:

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

ANALYSIS:

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

- University of California, San Diego

Institutional Summary

The information below summarizes the institution's presence and activities in Oklahoma during the reporting period, the 2024-2025 academic year.

University of California, San Diego

The University of California, San Diego's main campus is located in La Jolla, California, is a public institution, and is accredited by the Western Association of Schools and Colleges, Senior College and University Commission. As a public institution, it is not required to submit a federal financial responsibility composite score. The University of California, San Diego enrolled no Oklahoma students during the reporting period; but plans to do so by distance education upon finalization of authorization.

After reviewing the application and required documentation, State Regents' staff determined that this institution meets the authorization requirements established in the OSRHE Institutional Accreditation and

State Authorization policy. Therefore, it is recommended that the State Regents approve this institution's requests for authorization through the 2026-2027 academic year.

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

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

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

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

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AGENDA ITEM #14-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 an STRF payment.

- Initial Authorization STRF Payment: $2,500
- Re-Authorization STRF Payment: 0.25 percent (.025) of the institution's gross annual tuition from Oklahoma students or $250, whichever is greater.

Currently Authorized Institutions

Currently, 38 private and out-of-state institutions are authorized to operate in Oklahoma:

- Academy of Art University
- ATA College
- Arizona College of Nursing
- Biola University
- California Coast University
- California Institute of Applied Technology

- California Institute of Integral Studies
- Central Oklahoma College
- Chamberlain University
- Chicago School (The)
- Claremont Lincoln University
- Columbia College
- 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
- New York University
- Ottawa University
- Pepperdine University
- Ultimate Medical Academy
- San Diego Global Knowledge University
- San Jose State University
- Southern California University of Health Sciences
- Southwestern Law School
- Spartan College of Aeronautics and Technology
- Strayer University
- Tulsa Welding School
- University of California Berkeley
- University of California Davis
- University of San Diego
- University of Saint Augustine for Health Sciences
- Upper Iowa University
- Walden University
- Westcliff University
- Wichita State University

POLICY ISSUES:

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

ANALYSIS:

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

- Claremont Lincoln
- National University
- San Jose State University
- Tulsa Welding School
- Westcliff University

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

Claremont Lincoln University
Claremont Lincoln University's main campus is located in Claremont, California. The institution is private non-profit, is accredited by the Western Association of Schools and Colleges, Senior College and University Commission, and its Federal Financial Responsibility Composite Score[1] is 3.0.

Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	8	0	0	0
Associate Programs	0	0	0	0

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	8	0	0	0
Bachelor's Programs	2	0	0	0
Master's Programs	5	0	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	15	0	0	0

National University

National University's (NU) main campus is located in San Diego, California and is private non-profit. The university is accredited by the Western Association of Schools and Colleges, Senior College and University Commission, and its Federal Financial Responsibility Composite Score[1] is 2.2.

Degree Programs Offered in Oklahoma - Summary

Program Level	Number of Programs	Students Enrolled	Credentials Awarded	Federal Financial Aid
Certificate Programs	19	6	1	1
Associate Programs	5	14	1	7
Bachelor's Programs	40	84	4	41
Master's Programs	47	62	13	32
Doctoral Programs	23	71	7	33
Other Degree Programs	3	2	1	1
Totals	137	239	27	115

San Jose State University

San Jose State University's (SJSU) main campus is located in San Jose, California and it is a public university. It is accredited by the Western Association of Schools and Colleges, Senior College and University Commission, and as a public institution is not required to submit a federal financial responsibility composite score.

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	2	2	0	2
Master's Programs	7	4	0	0
Doctoral Programs	0	0	0	0
Other Degree Programs	0	0	0	0
Totals	9	6	0	2

Tulsa Welding School

Tulsa Welding School - Tulsa's (TWS) main campus is located in Tulsa, Oklahoma and its parent company is StrataTech Holdings, LLC. The institution is private for-profit, is accredited by the Accrediting Commission of Career Schools and Colleges, and its Federal Financial Responsibility Composite Score[1] is 2.1.

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	81	42	58
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	81	42	58

Westcliff University

Westcliff University's (WCU) main campus is located in Irvine, California and its parent company is Westcliff Management Group. The institution is private for-profit, is accredited by the Western Association of Schools and Colleges, Senior College and University Commission, and its Federal Financial Responsibility Composite Score[1] is 1.7.

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	2	0	0
Master's Programs	15	4	0	1
Doctoral Programs	6	5	0	2
Other Degree Programs	0	0	0	0
Totals	33	11	0	3

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

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

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

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

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

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AGENDA ITEM #15:

Budget Report and Revenue Update.

SUBJECT:

Report on State budget and revenue.

Oral Presentation.

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AGENDA ITEM #16:

E&G Budget.

SUBJECT:

Possible action to approve a supplemental allocation totaling $169,391, to state system institutions as a result of staff identifying two calculation errors within the newly revised Performance Funding Formula.

RECOMMENDATION:

It is recommended that the State Regents approve a supplemental allocation of $169,391 to several system institutions to correct for calculation errors identified within the performance funding formula.

BACKGROUND:

At the May 29, 2026, Oklahoma State Regents' meeting, the State Regents approved revisions to the Performance Funding Formula. Staff have identified two formula errors within the Retention & Success component of the model. The first involved the Total Undergraduate Completions metric. For most of the two-year institutions, the formula was not pulling from the correct source cell, which resulted in that metric being recorded as zero for those institutions. The second error involved the calculation of the overall Retention & Success component. One of the cells was inadvertently referencing Cameron University's "sum of graduate awards or transfers" value for every institution, rather than pulling the corresponding value for each institution.

POLICY ISSUES:

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

ANALYSIS:

Staff have corrected both formula errors and rerun the calculation. As a result, several institutions should have received additional funding under the corrected revised formula. The supplemental allocation amounts range from $194 to $71,156, with a total amount of $169,391 for the supplemental allocation.

Institution	**Funding**
Northeastern Oklahoma A&M College	$194
Western Oklahoma State College	$932
Seminole State College	$1,812
Rose State College	$1,886
East Central University	$2,287
Eastern Oklahoma State College	$2,360
Northwestern Oklahoma State University	$9,796
University of Science & Arts of Oklahoma	$11,415
Langston University	$12,097
Oklahoma Panhandle State University	$12,367
Connors State College	$12,580

Cameron University	$13,221
Tulsa Community College	$17,557
Southeastern Oklahoma State University	$71,156

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AGENDA ITEM #17-a:

Master Lease.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the Fall 2026 Equipment Master Lease Series. The total projects from one entity amount to approximately $2,250,000.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. Equipment projects no longer require legislative review.

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

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

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

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

The Fall 2026 series of potential equipment includes one system entity with an estimated total of approximately $2,250,000 in projects. The following table summarizes this series of project totals by institution with project descriptions provided by each institution following. No bonds for refunding projects will be issued if the minimum threshold for savings is not achieved.

Institution	Total Amount to be Financed
Oklahoma State University-Stillwater	$2,250,000
Total	$2,250,000

The purpose of this project is to update Enterprise Information Technology equipment. The Data Center Power Refresh project will replace aging, end-of-life power infrastructure supporting the OSU-Stillwater campus data center in the Math Sciences building. The project includes building power infrastructure modifications, an instant-on generator, and new uninterruptible power supply (UPS) equipment. The equipment is expected to have a 15-year useful life.

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AGENDA ITEM #17-b:

Master Lease.

SUBJECT:

Possible action to increase the FY27 allocation of Capital and Master Lease funds for professional services.

RECOMMENDATION:

It is recommended that the State Regents approve an increase of $100,000 for Capital and Master Lease funds for professional services.

BACKGROUND:

At the May 29, 2026, State Regents meeting, the Regents approved an allocation of $100,000 to be used for Capital and Master Lease professional services. We are requesting that the authorized amount be increased from $100,000 to $200,000 to cover expenses expected to be incurred during FY27.

POLICY ISSUES:

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

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AGENDA ITEM #18:

Grant.

SUBJECT:

Possible action to accept grant funds from the National Council for State Authorization Reciprocity Agreements to support the Oklahoma State Regents for Higher Education in fulfilling the duties of state membership in the State Authorization Reciprocity Agreements (SARA).

RECOMMENDATION:

It is recommended that the State Regents accept a grant for FY 2026-2027 in the amount of $7,500 from the National Council for State Authorization Reciprocity Agreements to support the Oklahoma State Regents for Higher Education in fulfilling the duties of state membership in SARA during the 2026-2027 academic year.

BACKGROUND:

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

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

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

POLICY ISSUES:

No policy issues related to this action.

ANALYSIS:

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

It is recommended that the State Regents accept a grant for $7,500 from NC-SARA to support the OSRHE's SARA SPE work during FY 2026-2027 as described above.

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AGENDA ITEM #19-a:

EPSCoR.

SUBJECT:

Possible action to allocate matching funds for NASA EPSCoR projects for FY27.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds that total $50,000 to Oklahoma State University for NASA EPSCoR projects as listed below, as well as $400,000 for FY27 EPSCoR initiatives 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 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 five-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 $400,000 in support of FY27 EPSCoR initiatives to include $80,000 for Regional "Research Day" symposia (four regions of the state), $60,000 for Research Day at the Capitol (continuation), $100,000 for Regional capacity-building seed grants (including SWOSU-OSU water purification), $30,000 for Regional sponsored-program certification training, $40,000 for Aerospace workforce partnership (Rogers State, TU, TCC, and OSU), $80,000 for Bridge for OU's MSVSNET center, and $10,000 for Reserve to seed-support any funded E-RISE award.

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AGENDA ITEM #19-b:

EPSCoR.

SUBJECT:

Possible action to allocate Oklahoma Research Day matching funds for FY27.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of $40,000 to Northwestern Oklahoma State University for the annual Oklahoma Research Day.

BACKGROUND:

Northwestern Oklahoma State University is scheduled to host the 2027 Oklahoma Research Day on March 5, 2027. This annual event promotes cross-campus and cross-disciplinary research among all institutions of higher learning in the state of Oklahoma. The State Regents' support enables students to participate in the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

POLICY ISSUES:

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

ANALYSIS:

Northwestern Oklahoma State University requests $40,000 in support for the annual research exposition and symposium. The 2027 platform will allow for a venue for networking among researchers and interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards The State Regents along with several additional sponsors have agreed to host this annual event.

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AGENDA ITEM #20:

Contract and Purchases.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents approve FY-2027 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.

<u>Purchases Over $100,000</u>

<u>Core</u>

1) Vendor to be Determined in an amount not to exceed $2,703,000.00 for the procurement and implementation of a Scholarship and Grant Management System. (Funded from 210-Core)

   OSRHE administers more than fifteen state scholarship and grant programs — Oklahoma's Promise, OTAG, OTEG, Inspired to Teach, Heroes Promise, TSEIP and others — reaching an estimated 100,000 to 200,000 participants each year. Today that work is spread across aging spreadsheets, Access databases, email, and disconnected systems, which limit visibility, responsiveness and functionality. A unified, cloud-based scholarship and grant management system consolidates the full award lifecycle — application, eligibility, authorization, disbursement, and reconciliation — into one secure, auditable platform.

2) Lightcast Analyst in the amount of $345,000.00 for a labor market analytics platform that provides real-time workforce and employment data to support academic program planning, workforce alignment, and strategic decision-making. (Funded from 210-Core)

OCAN

3) Dobson Technologies in the amount of $132,000.00 for relocation of OCAN fiber due to Oklahoma Department of Transportation road construction along SH-78 in Bryan County. Relocation is necessary to protect and preserve critical network assets and maintain reliable connectivity for subscribers served in the area. Cost recovered through OCAN subscriber fees. (Funded 720 – OCAN)

Multiple Funds

4) Ironclad in the amount of $124,787.65for the renewal of the contract management software which streamlines the contract lifecycle process. Contracts will flow through OneNet, Purchasing and Legal from one central location. (Funded from 210-Core and 718-OneNet)

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AGENDA ITEM #21:

Investments.

SUBJECT:

Possible action on new Investment Managers.

This item will be available at the meeting.

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AGENDA ITEM #22:

Legislative Update.

SUBJECT:

Update on legislative activity.

Oral Presentation.

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AGENDA ITEM #23:

State Regents' Meetings.

SUBJECT:

Possible action on proposed 2027 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

RECOMMENDATION:

It is recommended that the State Regents approve the 2027 schedule of regular meetings for filing with the Office of Secretary of State according to law.

BACKGROUND:

Under the Oklahoma Open Meeting Act, regularly scheduled meetings of the Oklahoma State Regents for Higher Education are to be filed with the Secretary of State by December 15th of each year, showing the date, time, and location of the regularly scheduled meetings for the following year.

POLICY ISSUES:

None.

ANALYSIS:

The following meeting dates are proposed for calendar year 2027.

Thursday, February 4, 2027
9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Thursday, March 11, 2027
9:00 a.m.
University of Science and Arts of Oklahoma – 1727 W. Alabama, Chickasha, OK 73018

Wednesday, April 21, 2027 (Retreat)
1:00 p.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Thursday, April 22, 2027
9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Friday, May 28, 2027

9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Wednesday, June 23, 2027
9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Thursday, June 24, 2027
9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Thursday, September 2, 2027
9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Thursday, October 21, 2027
9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

Thursday, December 2, 2027
9:00 a.m.
State Regents Office – 655 Research Parkway, Suite 200, Oklahoma City, OK

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AGENDA ITEM #24-a:

Administrative Rules.

SUBJECT:

Inspired to Teach. Possible action to adopt proposed permanent rule revisions and initiate the permanent rulemaking process.

RECOMMENDATION:

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

BACKGROUND:

Inspired to Teach was established by the Oklahoma legislature as an incentive to encourage the preparation of teachers in the public schools of Oklahoma. The program offers qualified Oklahoma college students an opportunity to earn scholarships and benefits. Program participants may have the opportunity to earn up to $25,500 as they complete their Educator Preparation Program and teach in Oklahoma.

POLICY ISSUES:

The proposed revisions are necessary to clarify and modernize administration of the Inspired to Teach Program. Absent these amendments, participants and program administrators may be adversely affected by outdated procedures, ambiguous eligibility and benefit requirements, inconsistent program administration, and increased administrative inefficiencies that could hinder the effective operation of the program.

ANALYSIS:

610:25-41-2. Definitions
The proposed revision expands the definition of "full-time student" to recognize certain teacher education majors as full-time even when they are enrolled in fewer than 12 credit hours, provided the reduced enrollment is approved by the institution because the student is completing degree requirements or following the institution's approved degree sequence.

610:25-41-4. Application procedure
The proposed revisions update the Inspired to Teach Program application process by replacing paper Participation Agreements with an online application system, granting participating institutions administrative access to verify eligibility and enter participant data, revising application review procedures and timelines, and allowing applicants to track application status and benefit information through the agency's scholarship database system.

610:25-41-5. Certifications of compliance

The proposed revision updates the application method for entry into the Inspired to Teach Program by replacing the Participation Agreement form with the agency's scholarship database system.

610:25-41-7. Participant eligibility for scholarship payments
The proposed revisions add clarity to the current scholarship payment structure with a four-tier award system based on academic progress toward degree completion, clarifies how scholarship awards are administered when students become eligible for multiple tiers, and establishes eligibility limitations for participants completing approved accelerated degree programs. The amendment maintains the existing maximum scholarship award amount and other eligibility and re-eligibility requirements.

610:25-41-8. Participant eligibility for employment incentive payments
The proposed revisions extend the time period for participants to begin qualifying teaching service from thirteen (13) to fifteen (15) months after graduation, clarifies that participants must graduate from an accredited Oklahoma teacher preparation degree program, and specifies that student teaching and other teaching experience completed during matriculation do not count toward the program's five-year teaching-service requirement.

610:25-41-9. Incentive benefits to be disbursed under the program
The proposed revisions clarify the documentation required before employment incentive payments may be disbursed. Specifically, the amendments require participants to submit a final official transcript, a teaching certificate, and an Employment Compliance Form, available on the OSRHE Inspired to Teach Program website, before receiving an initial payment. The revisions also reorganize the rule to distinguish the initial documentation requirement from the annual Employment Compliance Form required after each year of eligible teaching service. The amendment does not change incentive payment amounts, eligibility requirements, or repayment obligations.

610:25-41-11. Verification and notification requirements
The proposed revisions update verification and notification requirements to reflect the transition from Participation Agreements to the Inspired to Teach Program's online administration process. The amendment replaces references to Participation Agreements with references to program obligations and establishes use of a Contact Update Form for reporting changes to contact information or status. Existing verification and documentation requirements remain unchanged.

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 41. INSPIRED TO TEACH PROGRAM

610:25-41-2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Full-time student" means:

(A) an undergraduate student enrolled in 12 or more semester credits toward teacher education degree requirements;

(B) an undergraduate student who is a teacher education major who is enrolled in or has completed an internship or student teaching credit hours in order to complete their degree program prior to certification and who has been approved by the institution to take less than twelve credit hours due to degree-completion requirements or the institution's approved sequencing of the degree program; or

(C) an undergraduate student who is a teacher education major with an approved reasonable accommodation from Student Accessibility Services at the institution due to a documented disability and who has been approved to take less than twelve credit hours.

"Internship" or **"Student teaching"** means: A minimum of 12 weeks or 360 hours of full-time student teaching or its equivalent completed by all initial candidates prior to teacher education program completion. The student teaching internship must be completed in an accredited Oklahoma PK-12 school to fulfill the mandatory requirement for a teacher education degree at an accredited Oklahoma institution.

"OSRHE" means the Oklahoma State Regents for Higher Education.

"SAP" means satisfactory academic progress according to the standards of the Oklahoma educational institution in which the student is enrolled.

610:25-41-4. Application procedure

(a) ~~OSRHE will distribute Inspired to Teach Participation Agreement forms to postsecondary institutions in Oklahoma that are eligible to participate in state and federal financial aid programs and have an approved program of professional teacher preparation or an approved articulation agreement on file with a state institution that has a professional teacher preparation program.~~ The OSRHE will make applications for the Inspired to Teach program available through the agency's scholarship database system on the OSRHE Inspired to Teach program website. Postsecondary institutions in Oklahoma that are eligible to participate in state and federal financial aid programs and that have either an approved program of professional teacher preparation or an approved articulation agreement on file with a state institution that has a professional teacher preparation program will be provided administrative access to the agency's scholarship database system and shall use the system only to verify participant eligibility and enter participant data.

~~(b) Participation Agreement forms may be obtained from the Inspired to Teach coordinator at each postsecondary institution or from OSRHE.~~

~~(c)~~(b) ~~A Participation Agreement~~ The application must be ~~signed~~ submitted through the agency's database system by the student while enrolled in a major course of study in teacher education at the undergraduate level.

~~(d)~~(c) The completed ~~Participation Agreement~~ application ~~must be submitted to~~ will be evaluated by the Inspired to Teach coordinator upon declaring teacher education as a major or, at the latest, before beginning the final semester prior to graduation. ~~; however, a~~ A student who has declared teacher education as a major at least one semester before the final semester will be allowed to submit a completed ~~Participation Agreement~~ application through the agency's database system and be considered for the Inspired to Teach Program the final semester.

~~(e)~~(d) Inspired to Teach coordinators at postsecondary institutions will ~~submit copies of the Participation Agreements to OSRHE~~ evaluate students for program eligibility within ~~10 days~~ two weeks of submission by the student.

~~(f)~~(e) ~~OSRHE will notify each~~Each applicant ~~of the receipt~~ may check the status of ~~his/her~~ their application to the Inspired to Teach program, ~~the requirements for ongoing eligibility, and the disbursement benefits under Inspired to Teach,~~ as well as their disbursement benefits, through their personal portal within the agency's scholarship database system.

610:25-41-5. Certifications of compliance

(a) Participants must apply for entry into the Inspired to Teach program during their matriculation as an undergraduate student using the ~~Participation Agreement Form which can be obtained from the eligible Oklahoma higher education institution in which they are enrolled or the OSRHE website~~ agency's scholarship database system.
(b) OSRHE will be responsible for determining participant eligibility at each stage following Inspired to Teach program entry.
(c) Institutions will supply OSRHE with verification and certification of student eligibility each semester for the Inspired to Teach Program scholarship.
(d) After graduation, as participants transition to their teaching assignments in Oklahoma public schools, Inspired to Teach Program participants will provide compliance documentation to OSRHE as set forth in 610:25-41-9 and 610:25-41-11.

610:25-41-7. Participant eligibility for scholarship payments

(a) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible participants in the Inspired to Teach program:
(1) One thousand dollars ($1,000) per academic year for up to three (3) academic years for full-time students who have earned less than 90 credit hours; and
(2) Two thousand five hundred dollars ($2,500) for the final academic year for full-time students who have earned 90 or more credit hours.
(b) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible full-time students participating in Inspired to Teach according to the following tiers based on enrolled credit hours towards degree requirements if the student is entering the first year of undergraduate study, or earned credit hours towards degree requirements for all other students:
(1) Tier 1, requiring a minimum of 12 hours enrolled: $1,000
(2) Tier 2, requiring a minimum of 24 and a maximum of 47 hours earned: $1,000
(3) Tier 3, requiring a minimum of 48 and a maximum of 89 hours earned: $1,000
(4) Tier 4, requiring a minimum of 90 hours earned: $2,500
(c) Participants can receive a maximum of Five Thousand Five Hundred Dollars ($5,500) in total scholarship awards. Students will not be eligible for multiple awards in an academic year. If a participant will become eligible for a Tier 3 award and a Tier 4 award in the same academic year, which is also the participant's final academic year, and the participant has yet to receive an award from either tier, then the participant may choose which award to receive. In the event that a participant completes an approved accelerated degree program and graduates upon completion of ninety (90) credit hours, the participant will only be eligible for the first three tiers, as the Tier 4 award requires a remaining final academic year of undergraduate study after the participant has earned ninety (90) or more credit hours. Scholarship award disbursements will only be made for fall and spring semesters of the academic year. There will be no summer semester scholarship disbursements.
(d) Participants who have earned less than ninety (90) credit hours towards degree requirements but have received Three Thousand Dollars ($3,000) in scholarship funding, will not be eligible for the final scholarship allotment of Two Thousand Five Hundred Dollars ($2,500) until their final academic year of study.
(e) Participants who have earned 90 or more credit hours towards degree requirements but still have more than one academic year remaining to complete the teacher education degree requirements, may receive the Two Thousand Five Hundred Dollar ($2,500) award in the final academic year during a semester (fall and/or spring disbursement) designated by, and at the discretion of, the institution. Participants, upon

receiving the Two Thousand Five Hundred Dollar ($2,500) award, will not be eligible for any of the scholarship awards granted to participants who have earned less than 90 credit hours towards degree requirements.

(f) Participants may utilize no more than one of the following provisions to become re-eligible for the Inspired to Teach program:

(1) Participants whose GPA falls below a 2.5, or who fail to maintain SAP, will have one academic semester (fall or spring) to re-establish a 2.5 GPA (or above) and SAP in order to have the scholarship benefit reinstated. Failure to meet the GPA and/or SAP requirements will result in the participant's withdrawal from the Inspired to Teach program.

(2) Participants who change majors to an ineligible area of study, fail to meet GPA and/or SAP requirements for two semesters, fail to maintain enrollment as a full-time student for one semester or completely withdraw from enrollment, will be allowed to reapply within one year of that occurrence as long as the participant does not graduate the same semester in which the participant reapplies.

(3) Participants who fail to meet the GPA or SAP requirement during the 2nd to last semester of their final year of matriculation, will not receive the scholarship benefit in the final semester; however, under the provisions of (1) of this subsection, if the participant re-establishes a 2.5 GPA (or above) and SAP within the final academic semester (before graduation), upon graduation, the participant's eligibility will be reinstated for employment incentive payments.

(4) Participants may obtain from the institution in which they are enrolled, an official letter reflecting a leave of absence or withdrawal when a serious illness, pregnancy, or other natural cause prevents the participant from continuing the coursework requirements or from fulfilling the provisions outlined under the eligibility requirements.

(A) College/ university withdrawals or leaves of absence may not exceed more than one academic year but will not be counted against the participant for the purposes of scholarship eligibility as long as the following criteria are met:

(B) Participants must present official college/university documentation to OSRHE at the time the withdrawal or leave of absence was granted which meets the requirements of this rule. Reapplication into the Inspired to Teach program must be received thirty (30) days prior to the participant resuming classes full-time or the participant may be withdrawn from the program.

(g) Participants who have been disqualified from the Inspired to Teach program but later become re-eligible pursuant to 610:25-41-7(f) shall be considered to have maintained program eligibility throughout matriculation for the purposes of 610:25-41-8(a)(1) if, following re-eligibility, the participant maintains Inspired to Teach program eligibility through graduation.

610:25-41-8. Participant eligibility for employment incentive payments

(a) In order to qualify to receive the employment incentive disbursement benefits under the Inspired to Teach program, program participants who are employed as traditionally prepared and certified teachers in Oklahoma public prekindergarten through 12th grade schools must:

(1) After being accepted into the Inspired to Teach program, maintain program eligibility pursuant to 610:25-41-3 throughout matriculation and receive at least one scholarship award;

(2) Graduate from an accredited Oklahoma teacher preparation degree program;

(3) Obtain a traditional teacher certification and provide eligible full-time teaching service under a regular teaching contract at an Oklahoma public school in the area of certification or qualified subject area; and

(4) Begin the first year of eligible full-time teaching service, as described above, within ~~thirteen (13)~~ fifteen (15) months from the date of graduation from ~~a four-year institution in Oklahoma~~ an accredited Oklahoma teacher preparation degree program. Student teaching or other teaching experience during matriculation through the teacher education degree program does not count towards the five-year service requirement.

(b) Employment incentive payments may be awarded following each consecutive year of satisfactory service as documented by the employing school district for up to five (5) years of service to Inspired to Teach program scholarship recipients upon graduation from an accredited Oklahoma teacher preparation degree program and traditional certification to teach in Oklahoma.

(c) The maximum amount of employment incentive payments for any qualified participant shall be Four Thousand Dollars ($4,000) per year for up to five (5) years, not to exceed a total of Twenty Thousand Dollars ($20,000) per participant.
(d) If sufficient funds are not available for employment incentive payment to qualified participants during any fiscal year, the Chancellor may make reductions in the payments made to qualified participants.
(e) Participants may apply to the employing school for a leave of absence when a serious illness, pregnancy, or other natural cause prevents the participant from providing consecutive full-time teaching service. Participants must present official school documentation to OSRHE that a leave of absence was granted which meets the requirements of this rule. Official notification must be given within one year that the teacher has resumed the teaching duties or participant may be withdrawn from the Inspired to Teach program.
(f) Leaves of absence may not exceed more than one academic year. Leaves of absence will not be included for the purpose of calculating the required consecutive five (5) years of teaching service.
(g) A Reduction in Force will not disqualify a participant based on the consecutive five-year obligation if the following requirements are met:
(1) Participant must provide to OSRHE official documentation of the Reduction in Force; and
(2) Participant must resume teaching at an Oklahoma public school within eighteen (18) months after the Reduction in Force.

610:25-41-9. Incentive benefits to be disbursed under the program
(a) Under the provisions of the Inspired to Teach program, OSRHE is authorized to make the employment incentive payments each year, up to five consecutive years for full-time teaching service, to Oklahoma public school districts for participants eligible pursuant to 610:25-41-8.
(b) Prior to the initial disbursement of employment incentive benefits, participants must submit a final official college transcript and an official copy of their teaching certificate.
~~(b)~~(c) Additionally, ~~A~~an Employment Compliance Form, available on the OSRHE Inspired to Teach program website, must be submitted to OSRHE upon completion of each year of eligible teaching service. An authorized school official must complete the form.
~~(c)~~(d) Each year, if all program requirements are satisfied, and contingent upon the availability of funds, OSRHE will issue disbursements of Inspired to Teach program benefits to school districts employing the qualifying participants for payment to participants.
~~(d)~~(e) The total annual amount of employment incentive payments for any qualified participant shall not exceed Four Thousand Dollars ($4,000).
~~(e)~~(f) If OSRHE determines that any Inspired to Teach program disbursement was authorized based on misleading or incorrect information supplied by the participant, the participant must reimburse such payment to OSRHE.

610:25-41-11. Verification and notification requirements
(a) Verification requirements which must be satisfied prior to disbursement of Inspired to Teach program benefits include:
(1) A copy of the participant's traditional teaching certificate from the Oklahoma State Department of Education submitted to OSRHE. Additionally, a new copy of the traditional teaching certificate must be submitted for all new subsequent certification competencies or credentials;
(2) A copy of the participant's official college or university transcript reflecting GPA, coursework, and graduation confirmation submitted to OSRHE; and
(3) An Employment Compliance Form submitted to OSRHE after each year of eligible teaching service. An authorized school district official must complete the form including the participant's signature. This form must be notarized prior to submission to OSRHE.
(b) The participant is responsible for ensuring that all documentation requested for verification requirements is provided within the time indicated.

(c) Until all mutual obligations ~~of the Participation Agreement~~ under the Inspired to Teach program are satisfied, the participant must respond to all communications and requests from OSRHE within the time indicated.
(d) Until all mutual obligations ~~of the Participation Agreement~~ under the Inspired to Teach program are satisfied, the participant must provide written notification by submitting a Contract Update form, available on the OSRHE Inspired to Teach program website, to OSRHE of any change in legal name or address and of any change in status, which affects Inspired to Teach program eligibility.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #24-b:

Administrative Rules.

SUBJECT:

Oklahoma's Promise. Possible action to adopt proposed permanent rule revisions and initiate the permanent rulemaking process.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

The proposed Oklahoma's Promise changes are intended to support the State Regents' goal to increase the number of college graduates in Oklahoma. The proposed revisions are necessary to modernize program administration, clarify ambiguous eligibility and application requirements, and ensure consistent treatment of applicants across varying circumstances. Without these changes, outdated or unclear procedures could create confusion, inconsistent determinations, and unnecessary administrative burden.

ANALYSIS:

610:25-23-2. Eligibility of participants
The proposed amendments to 610:25-23-2. Eligibility of participants modernize and clarify several eligibility provisions. The revisions establish that all students must submit a completed application and required verifying documentation no later than the student's official date of high school graduation, which provides a clear outside deadline for program enrollment. The amendments also clarify the age-based eligibility window for students educated by other means and update language relating to students who have been in DHS custody. In addition, the revisions further define the requirements applicable to children of certified classroom teachers by clarifying qualifying employment, certification, calculation of years of service, eligible teaching roles, and the applicable federal poverty level income review. The changes to financial need documentation also clarify that parents must generally use the most recently completed tax year, while preserving other approved methods of demonstrating eligibility. Collectively, these amendments should improve administrative consistency, reduce uncertainty in eligibility reviews, and provide clearer guidance to students, families, school districts, and OSRHE staff.

610:25-23-3. Applications

The proposed amendments to Section 610:25-23-3. Applications clarify and strengthen the application process for Oklahoma's Promise. The revisions specify how applications will be handled when a student's legal custody is subject to an active legal proceeding and clarify that such applications may remain incomplete until custody is determined. The amendments also reinforce that all required fields, agreement forms, and verifying documentation must be submitted before the applicable deadline and, in all cases, no later than the student's official date of high school graduation. Additional language clarifies the Chancellor's authority to consider deadline exceptions only in extraordinary circumstances and defines hardship in a way that promotes consistent, documented, and narrow review of exception requests. The revisions further clarify that falsified, misleading, materially incomplete, or incomplete information may result in disqualification or ineligibility and require applicants to notify OSRHE of material changes affecting eligibility. Collectively, these amendments should reduce uncertainty, improve documentation standards, support fair treatment of applicants, and help protect the integrity of Oklahoma's Promise eligibility determinations.

610:25-23-4. Program requirements

The proposed amendments to 610:25-23-4. Program requirements make limited clarifying changes to existing program requirements. The curriculum-related revision aligns the exception language with the rule's existing reference to the "college admissions curriculum," thereby reducing potential confusion between the State Regents' college admissions curriculum and other uses of the term "core curriculum." The testing-related revision removes ACT-specific language from a sentence addressing scores generally, which supports more consistent treatment of ACT, SAT, and CLT test scores for homeschool students and students graduating from non-accredited high schools. These changes do not alter the substantive program requirements but improve clarity and internal consistency.

610:25-23-5. Securing Program benefits

The proposed amendments to 610:25-23-5. Securing Program benefits make narrow updates to existing benefit eligibility provisions. The amendment also adds an annual verification requirement for students qualifying as children of certified classroom teachers, requiring confirmation of the teacher-parent's qualifying employment and required certification before the student receives an award for each year of enrollment at an eligible institution. These changes do not alter the general structure of program benefits but provide clearer standards for confirming continued eligibility before funds are awarded.

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

The proposed amendments to the Application and Enrollment provisions of 610:25-23-9. "Heroes Promise" make a limited clarifying change by replacing age seventeen with age eighteen. This revision clarifies that eligible students educated by other means may apply through age eighteen and that students who have completed twelfth grade or reached age eighteen may still be given an opportunity to apply before reaching age twenty-one. The change does not alter the underlying Heroes Promise eligibility criteria or financial need exemption but improves consistency and clarity in the rule's application timeline.

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

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or permanent guardian(s). Students enrolled in the eighth, ninth, tenth, or eleventh grade and no later than December 31 of the twelfth-grade year at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. A student who does not have a December 31 of their twelfth-grade year must complete all fields of the application, sign virtual or physical agreement forms, and submit the finished application and required eligibility documentation to the OSRHE no later than the official date of high school graduation. Students educated by other means who are between the ages after reaching the age of thirteen (13) and sixteen (16) prior to reaching the age of eighteen (18) are eligible to apply to become a program participant. A student who was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades may be eligible to enroll in the program until no later than the student's official date of high school graduation. All students must submit an application and provide all required verifying documentation no later than their official date of high school graduation. Eligibility requirements to participate in the program include the following:

(1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and

(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

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

(i) $60,000 per year for parents who have one or two dependent children,

(ii) $70,000 per year for parents who have three or four dependent children, or

(iii) $80,000 per year for parents who have five or more dependent children.

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

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

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

(i) "Certified classroom teacher" means a full-time classroom teacher with a standard or alternative standard certification as a teacher in Oklahoma who has been employed as a teacher in a public school district classroom in this state for a minimum of ten (10) years prior to his or her child applying for participation in the program. *Certified classroom teacher does not mean a certified teacher who is employed as a school district superintendent, principal, or any other position within the administration of a public school district when his or her child applies for participation in the program or prior to his or her child receiving any Oklahoma Higher Learning Access Program benefit award.* [70 O.S. Section 2605]. A certified classroom teacher is not required to have been employed by the same public school district for ten (10) consecutive years, and the ten (10) years of employment do not have to be consecutive. For purposes of calculating

years of employment, a completed semester of employment will be counted as one-half (0.5) year of service. Two qualifying half-years may be combined and counted as one full year of service. Employment periods of less than one completed semester will not be counted toward the ten-year requirement. A counselor, librarian, school nurse or athletic trainer may be considered a "certified classroom teacher" only if the individual is employed by an Oklahoma public school district to teach students specifically identified classes for specifically identified subject areas during a semester, has been employed as a teacher for at least ten (10) years, has held a standard certificate or alternative standard certificate in a classroom subject area for at least ten (10) years and currently maintains such certification, and otherwise fulfills the requirements of this definition.
(ii) For the purposes of this subparagraph, a certified classroom teacher shall be considered the parent of a student if he or she is the natural or adoptive parent or permanent legal guardian of the student.
(iii) The FPL shall be determined in accordance with federal guidelines using the most recently completed tax year at the time the application is submitted.
(D) (E) Parents of students making application to the program must use one of the following options to establish financial need eligibility:
(i) Documentation of their most recent recently completed calendar (tax) year income. Parents of eleventh-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the eleventh grade if the application is submitted by the required deadline.; or
(ii) Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.
(iii) Income information submitted through the Free Application for Federal Student Aid (FAFSA).
(iii) (F) The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student as set forth in section (2)(A) above if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income of the student's parent(s), excluding income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed the limitations set forth in section (2)(A) above, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)(7)]
(E) (G) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

610:25-23-3. Applications
(a) Students and their parent(s), custodial parent(s), or permanent guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or permanent guardian(s). The application will be treated as an incomplete application per section (h) below until the student's legal custody is determined.
(b) The application shall include either:
(1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or permanent guardian(s) agree to the program's requirements. The agreement form shall be retained in the student's permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or
(2) an agreement form submitted directly to the OSRHE by the student and their parent(s), custodial parent(s), or permanent guardian(s), which shall be processed and verified by the OSRHE.

(c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes.
(d) Any falsified or incomplete information on the application forms may result in the student's disqualification from the program.
(e) Applications will be accepted throughout the school year for students in the eighth, ninth, tenth, and eleventh grade. Applications will be accepted until December 31 for students in the twelfth grade. All applications must be fully submitted with required verifying documentation prior to the official date of high school graduation.
(f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.
(g) Persons applying directly to the OSRHE must complete all fields of the application, sign virtual or physical agreement forms, and submit the finished application to the OSRHE no later than June 30 for students in the eighth, ninth, tenth, and eleventh grade. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE. Persons applying directly to the OSRHE must complete all fields of the application, sign virtual or physical agreement forms, and submit the finished application to the OSRHE no later than December 31 for students in the twelfth grade. If December 31 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by December 31, or the next business day if applicable, to be considered timely submitted to the OSRHE. Exceptions to the December 31 or eighteenth (18) birthday deadline may be approved by the Chancellor for extraordinary circumstances. Any application that remains incomplete after the student's official date of high school graduation will not be accepted.
(h) Applicants shall be provided an opportunity to provide the required supporting and verifying income documentation to complete their application. Applicants must submit this required documentation no later than December 31 February 1 immediately prior to the student's graduation from high school. Exceptions to the December 31 February 1 submission date document submission deadline may be approved by the Chancellor for only upon a showing of extraordinary circumstances. To be considered for program enrollment, the student and the student's parent(s), custodial parent(s), or permanent guardian(s) must fully complete the application and submit all documentation required to establish eligibility, including any financial, custody, household, employment, certification, or other supporting information requested by OSRHE. An application that remains incomplete after the student's official date of high school graduation will not be accepted, and no application may be accepted after that date. Any falsified, misleading, or materially incomplete information submitted by the student or parent(s), custodial parent(s), or permanent guardian(s) may result in the student's disqualification or ineligibility for the program.
(i) For purposes of this section, hardship means a serious, atypical circumstance outside the applicant's reasonable control that directly prevented timely compliance with an applicable deadline despite reasonable diligence. In reviewing hardship requests, the Chancellor may consider factors including severity, control, causation, timing, duration, diligence, the strength of supporting documentation, the availability of narrow relief, consistency of application, and program integrity.
(j) Applicants shall notify the OSRHE of any material change in information submitted in support of the application, including but not limited to changes in legal name, address, household composition, custody status, or other information affecting eligibility. Such notification shall be made by submitting a Change of Status Form available on the OSRHE website.

610:25-23-4. Program requirements
(a) Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:
(1) Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;

(2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
(3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;
(4) Have school work and school records reviewed by mentors designated pursuant to the program;
(5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
(6) Participate in program activities. [70 O.S. § 2605]
(b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:
(1) Assist the student in achieving compliance with the agreements;
(2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
(3) Provide information requested by the OSRHE or the State Board of Education; and
(4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
(c) Students must complete the curricular requirements for admission to an institution within The Oklahoma State System of Higher Education, herein referred to as the "college admissions curriculum", and attain a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale in this curriculum, by the time they graduate from high school. The courses required for college admission shall be provided for in the Oklahoma State Regents for Higher Education Policy and Procedures Manual. Any change by the OSRHE to the college admissions curriculum shall also apply to the Oklahoma's Promise curricular requirements. For the purpose of calculating the required college admissions curriculum GPA, courses in English, lab science, mathematics, and history and citizenship skills, must be transcripted with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. The Chancellor may approve exceptions to the grading policy for pass/fail courses for extraordinary circumstances.
(d) Students seeking admission to a technology center school overseen by the State Board of Career and Technology Education located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes must complete either:
(1) the college admissions curriculum; or
(2) all requirements of the high school "core curriculum" adopted by the State Board of Education. However, if the core curriculum does not fulfill the requirements of the college admissions curriculum, then the scholarship shall not be transferable to an institution within The Oklahoma State System of Higher Education.
(e) Advanced students who complete courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program. Such courses must be awarded high school credit and appear on the high school transcript.
(f) Exceptions to the Oklahoma's Promise required high school curriculum will be considered according to the following:
(1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core college admissions curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
(A) Curriculum requirements which are also required for admission to an institution within The Oklahoma State System of Higher Education (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B) Any other Oklahoma's Promise high school curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
(2) Any other requests for exceptions to the college admissions curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any college admissions curriculum requirements omitted in high school or other educational program.
(g) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.
(h) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT or CLT test score. Only ACT scores reported by ACT for tests administered prior to the student's high school graduation will be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT and CLT test scores will be considered in a manner comparable to ACT test scores. CLT test scores of students in this state who take the CLT test shall only be accepted if the student took the CLT test in compliance with 70 O.S. § 1210.508-7. OSRHE may require students to demonstrate compliance with 70 O.S. § 1210.508-7.

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

(6) Be a United States citizen or lawfully present in the United States.
(b) Beginning with the 2018-2019 academic year, prior to receiving any Oklahoma Higher Learning Access Program benefit award for any year during which the student is enrolled in an eligible institution, the federal adjusted gross income of the student's parent(s) shall not exceed $100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student, not the income of the parent(s), if the student:
(1) is determined to be independent of the student's parents for federal financial aid purposes,
(2) was in the permanent custody of the Department of Human Services at the time the student enrolled it the program,
(3) was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades and enrolled in the program no later than the student's official date of high school graduation, or
(4) was in the court-ordered custody of a federally-recognized Indian tribe, as defined by the federal Indian Child Welfare Act, at the time the student enrolled in the program.
(c) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualification at the time the student begins postsecondary education and prior to receiving any program benefit award:
(1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income of the student's parent(s) may not exceed $150,000 per year.
(2) For a student adopted between thirteen (13) and seventeen (17) <u>prior to reaching the age of eighteen (18)</u>, the federal adjusted gross income of the student's parent(s) may not exceed $200,000 per year.
(3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).
<u>(d) For a participant who is the child of a certified classroom teacher, prior to receiving any Oklahoma Higher Learning Access Program benefit award for any year during which the student is enrolled in an eligible institution, the federal adjusted gross income of the student’s parent(s) shall not exceed 700% FPL at the date of enrollment in the eligible institution. In addition, for each year in which the student is enrolled in an eligible institution, the teacher-parent’s qualifying employment and required certification shall be verified before the student receives an award.</u>
<u>(e)</u> Award recipients shall apply for financial aid at the institution in which they enroll.
<u>(f)</u> Beginning in 2018-2019 and thereafter, all students eligible to receive the program benefit award must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) each year the student is enrolled in postsecondary education. Students not eligible to complete the FAFSA may be provided an alternate method by the OSRHE. Income information submitted through the FAFSA shall be used to determine compliance with the income limits described in sections (b) and (c) above. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's disqualification from the program.
(g) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

610:25-23-9. "Heroes Promise"
HB 1343 of the 2011 Oklahoma legislative session amended the Oklahoma Higher Learning Access Act to authorize certain persons to participate in the Oklahoma Higher Learning Access Program and to qualify for the program benefits. This category of program participation shall be referred to as the "Heroes Promise" program. Except as otherwise provided in this section, the administrative rules of the Oklahoma Higher Learning Access Program shall apply to participants in the Heroes Promise program.
(1) Eligibility: A student shall be eligible to participate in the Heroes Promise program if the student meets the following criteria:

(A) The student is a child of any person killed after January 1, 2000, in the line of duty in any branch of the United States Armed Forces or who died after January 1, 2000, as a result of an injury sustained while in the line of duty in any branch of the United States Armed Forces and the person who was killed or died filed an individual or joint Oklahoma income tax return for the tax year prior to the year during which the person was killed or died.

(B) The student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(C) The student executes an agreement to participate in the program.

(2) Application and Enrollment:

(A) Eligible students enrolled in a public or private school in the eighth-, ninth-, tenth-, or eleventh-grade, or twelfth-grade and eligible students educated by other means between the ages of thirteen (13) and seventeen (17) prior to reaching the age of eighteen (18) may apply to participate in the program.

(B) Eligible students who have completed the eleventh twelfth grade or who have reached age seventeen (17) prior to reaching the age of eighteen (18) shall be given the opportunity to apply to participate in the program prior to reaching the age of twenty-one (21).

(C) An eligible student shall not be required to establish financial need as described in 610:25-23-2(2).

(D) To apply, the student and/or their parent, custodial parent, or guardian shall submit appropriate documentation of eligibility including, but not limited to:

(i) A copy of an individual or joint Oklahoma income tax return filed by the parent of the student for the tax year prior to the year during which the parent was killed or died.

(ii) Documentation of the parent's death after January 1, 2000 while in the line of duty or as a result of injury sustained while in the line of duty in any branch of the United States Armed Forces.

(iii) Documentation that the student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(3) Exemption from Oklahoma Higher Learning Access Program Requirements: Students eligible for the Heroes Promise program shall not be subject to the program requirements contained in 610:25-23-4 (Program requirements).

(4) Securing Program Benefits: An eligible student may qualify for a Heroes Promise award which includes payment of an amount equivalent to resident tuition or other tuition pursuant to Section 2604 of Title 70 of the Oklahoma Statutes for the first semester or other academic unit of postsecondary enrollment if the student meets the following criteria:

(A) The student has satisfied admission standards as determined by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution, or, if attending a private institution, has satisfied admission standards as determined by the private institution. No student participating in the Heroes Promise program shall be admitted into an institution of higher education by special admission standards.

(B) The student has secured admission to, and, prior to reaching the age of twenty-one (21), has enrolled in an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. The Oklahoma State Regents for Higher Education may award the Heroes Promise benefit for a student's first semester or other academic unit of postsecondary enrollment taken after the student turns twenty-one (21) years of age if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll before the student reaches twenty-one (21) years of age. The period of the extension shall be the length of the term of duty.

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

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AGENDA ITEM #24-c:

Administrative Rules.

SUBJECT:

Oklahoma Tuition Equalization Grant. Possible action to adopt proposed permanent rule revisions and initiate the permanent rulemaking process.

RECOMMENDATION:

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

BACKGROUND:

The Oklahoma Tuition Equalization Grant was established by SB 520, creating the Oklahoma Tuition Equalization Grant Act of 2003, which was signed into law on May 12, 2003. The purpose of this program is to provide grant assistance to Oklahoma residents enrolled as undergraduate students in a private or independent institution of higher education in Oklahoma.

POLICY ISSUES:

The proposed rule change updates the program to reflect current federal financial aid terminology and methodology by replacing the Expected Family Contribution (EFC) with the Student Aid Index (SAI). The change ensures consistency with federal financial aid practices and provides clear guidance for prioritizing awards based on financial need when funding is limited.

ANALYSIS:

The proposed rule change updates the reference to the Expected Family Contribution (EFC) to the Student Aid Index (SAI), reflecting the current federal methodology used to assess financial need for student aid eligibility. EFC is no longer the federal methodology used to determine financial aid eligibility through the FAFSA. Under the federal FAFSA Simplification Act, the Student Aid Index (SAI) replaced the Expected Family Contribution (EFC) as the primary measure of financial need. Accordingly, the rule should be updated to reflect the current federal terminology and methodology. This revision will help ensure that OSRHE's award process remains consistent with federal financial aid practices, eliminates reliance on an outdated standard, and provides private and independent institutions with clear guidance regarding the information required when available grant funds are insufficient and awards must be prioritized based on demonstrated financial need.

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

610:25-31-4. Fiscal Policies

(a) The enrolling private or independent institution shall forward a completed student application, documentation of full-time enrollment status, and certification of resident status to the State Regents no later than October 15 for the fall semester and March 15 for the spring semester of each academic year.

(b) Subject to the availability of funds in the Oklahoma Tuition Equalization Grant Trust Fund, an applicant is eligible to receive an award up to $2,000 per academic year, or $1,000 per academic semester.

(c) Students receiving this grant may also receive additional state-supported financial aid, but not in excess of the student's cost of attendance as determined by the institution consistent with regulations for federal financial aid.

(d) Grants are not approved for summer or intersession enrollments.

(e) A student may be awarded a grant for a period of five (5) consecutive years of study in a baccalaureate program beginning when the student first receives the grant, or until the student is granted a baccalaureate degree, whichever occurs first. Exceptions to this requirement may be considered for hardship circumstances; however, no recipient may receive benefits beyond a cumulative period of five (5) years.

(f) If funds are not sufficient in the Oklahoma Tuition Equalization Grant Trust Fund to provide grants for all eligible applicants, the State Regents shall award grants on the basis of need. If necessary, the private or independent institution shall provide to the State Regents the ~~Expect Family Contribution (EFC)~~ Student Aid Index (SAI) calculated for each eligible student for federal financial aid purposes. Institutions may also be required to provide the amount of unmet financial need calculated for each student's financial aid package. Students who have previously received a grant and who continue to meet the requirements for eligibility shall have absolute priority over any student who is applying for a grant for the first time.

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AGENDA ITEM #25:

Oklahoma Free Speech Committee.

SUBJECT:

Possible action to ratify Chancellor's interim approval of student free speech training at the University of Oklahoma and Oklahoma State University.

RECOMMENDATION:

It is recommended that the State Regents ratify the Chancellor's interim approval of the University of Oklahoma and Oklahoma State University free speech student training programs as recommended by the Oklahoma Free Speech Committee pursuant to 70 O.S. § 3205.14(B).

BACKGROUND:

Authored by Representative Chad Caldwell, HB 3543 (2022) created the "Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education." 70 Okla. Stat. § 3205.11.

The Oklahoma Free Speech Committee's original duties include the following:

1. To "[r]eview the free speech policies of Oklahoma public universities." 70 O.S. § 3205.12(1). The Committee will review the free speech policies of the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).
2. To "develop a process of collecting complaints of free speech violations on public university campuses and advise complainants of their rights." 70 O.S. § 3205.13.
3. To "[r]eview any free speech complaints filed with the Committee." 70 O.S. § 3205.12(2).
4. To "[r]eview university training on free speech for improvements." 70 O.S. § 3205.12(3). The Committee will review the free speech training provided by the institutions comprising the Oklahoma State System of Higher Education and make any recommendations directly to the institutions for improvements. 70 O.S. § 3205.12(4).
5. To "develop a First Amendment training or approve of an outside First Amendment training that shall be required for all college deans, heads of departments, and individuals responsible for establishing university free speech policies or handling free speech complaints. The Committee shall either revise or reapprove the training every two (2) years. The training will be required every two (2) years, or upon hire or promotion to one of the positions described by this section." 70 O.S. § 3205.14.

Authored by Senator Ally Seifried and Senator Julie Daniels, SB 1725 (2026) states:

> "An institution of higher education may develop its own free speech training, consistent with the provisions of this subsection and subject to a recommendation for approval from the Oklahoma Free Speech Committee to the Oklahoma State Regents for Higher Education."

Subsection C of SB 1725 requires those institutions who elect to develop their own training to include free expression policies specific to their campus along with several additional free speech related explanations and examples.

Subsection B of SB 1725 requires the Oklahoma Free Speech Committee to develop a free speech training for students that includes information on the expressive activities that are protected by the First Amendment to the United States Constitution and 70 O.S. § 2120. The Committee is currently producing this training with an expanded scope in order to further assist institutions in providing more robust training on the First Amendment to students in accordance with Subsection C of SB 1725.

POLICY ISSUES:

The Oklahoma Free Speech Committee Training Task Force, along with State Regents staff, reviewed the submitted trainings and determined that they address the statutory requirements related to protected expressive activities under the First Amendment and Oklahoma law. At a Special Meeting of the Oklahoma Free Speech Committee on August 18, the Committee then provided their recommendation for approval of the training programs to the State Regents.

In order to expedite dissemination of the student training, the Chancellor provided interim approval of the training programs subject to ratification by the State Regents at their next meeting.

Approval of the University of Oklahoma and Oklahoma State University training programs will facilitate compliance with the statutory training requirements applicable to students enrolled within the Oklahoma State System of Higher Education.

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AGENDA ITEM #26:

Commendations.

SUBJECT:

Possible action to recognize State Regents' staff for service on state and national projects.

RECOMMENDATION:

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

COMMENDATIONS:

State Regents' staff received the following recognitions.

- **Dr. Stephanie Beauchamp**, Associate Vice Chancellor for Academic Affairs, participated in a panel discussion on low-producing programs at the State Higher Education Executive Officers (SHEEO) Policy Conference in Chicago, Illinois. Alongside representatives from Ohio and Indiana higher education agencies, Dr. Beauchamp shared an overview of Oklahoma's state's low-producing program review policy and engaged attendees in a discussion on the development and implementation of academic program review policies across states.

- **John Hennessey**, Associate Vice Chancellor for Information Technology and OneNet, **Brian Burkhart**, OneNet Chief Technology Officer, and Drew Graham, OneNet **Senior Network Architect**, represented OneNet at Great Plains Network conference in Rogers, Arkansas. Great Plains Network is a regional research and education network that helps connect OneNet subscribers across the region. Mr. Hennessey moderated the "State of the State Networks" panel. Mr. Burkhart served as a panelist in the "State of Research Cyberinfrastructure" session. The OneNet team networked with other state research and education networks, learning about regional and state projects and best practices.

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AGENDA ITEM #27-a:

Programs.

SUBJECT:

Possible action on institutional requests for program modification.

RECOMMENDATION:

It is recommended that the State Regents approve the following requests for modification changes to the existing programs as described below.

BACKGROUND:

University of Oklahoma (OU) requests authorization to change the credit hours required for the programs listed below:

- Master of Science in Chemical Engineering (031)
- Bachelor of Science in Civil Engineering (037)
- Bachelor of Science in Geology (094)

Oklahoma State University (OSU) requests authorization to change the credit hours required for the programs listed below:

- Education Specialist in School Psychology (291)
- Master of Science in Dietetics (264)

Rogers State University (RSU) requests authorization to change the credit hours required for the programs listed below:

- Bachelor of Science in Biology (112)
- Bachelor of Fine Arts in Visual Arts (119)

Tulsa Community College (TCC) requests authorization to change the credit hours required for the program listed below:

- Associate of Applied Science in Engineering Technology (151)

POLICY ISSUES:

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

ANALYSIS:

OU – Master of Science in Chemical Engineering (031)
Degree program requirement changes

- Total credit hours for the program will change from 30-31 to 30.
- The proposed change will add consistency between the program options.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Civil Engineering (037)
Degree program requirement changes

- Total credit hours for the program will change from 125 to 120.
- The proposed change will better streamline the program with ABET and departmental requirements.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Geology (094)
Degree program requirement changes

- Total credit hours for the program will change from 121 to 120.
- The proposed change will better align the program with departmental offerings.
- No funds are requested from the State Regents.

OSU – Education Specialist in School Psychology (291)
Degree program requirement changes

- Total credit hours for the program will change from 85 to 77.
- The proposed change will better meet student needs.
- No funds are requested from the State Regents.

OSU – Master of Science in Dietetics (264)
Degree program requirement changes

- Total credit hours for the program will change from 32 to 30.
- The proposed change will better align the program with the Interactive Distance Education Alliance.
- No funds are requested from the State Regents.

RSU – Bachelor of Science in Biology (112)
Degree program requirement changes

- Total credit hours for the program will change from 121 to 120.
- The proposed change will better align the program with other regional universities.
- No funds are requested from the State Regents.

RSU – Bachelor of Fine Arts in Visual Arts (119)
Degree program requirement changes

- Total credit hours for the program will change from 125 to 122.
- The proposed change will better serve student needs.
- No funds are requested from the State Regents.

TCC – Associate in Applied Science in Engineering Technology (151)
Degree program requirement changes

- Total credit hours for the program will change from 60-61 to 61-62.
- The proposed change will better align the program with departmental offerings.
- No funds are requested from the State Regents.

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AGENDA ITEM #27-b:

Scholars for Excellence in Child Care.

SUBJECT:

Possible action to ratify the allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Human Services.

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of the community college Scholars for Excellence in Child Care Program FY27 allocations in the amounts set forth herein pursuant to the contract between Oklahoma Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and Oklahoma Human Services (OKDHS) have contracted to allow the State System community colleges to participate in the Scholars for Excellence in Child Care (SECC) program. Twelve community colleges and Oklahoma State University-Oklahoma City (OSU-OKC) have a Scholars program in place, of which twelve house a scholar coordinator with a program operating budget.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies. No State Regents' policies are impacted by this action.

ANALYSIS:

At their June 25, 2026, meeting, the State Regents approved the allocation of $1,579,377 to twelve Oklahoma community colleges and Oklahoma State University-Oklahoma City participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Human Services. The agenda item inadvertently omitted listing Rose State College which received $153,333. The total amount allocated across all participating institutions remains unchanged. This action corrects the error.

INSTITUTIONAL ALLOCATIONS

• Carl Albert State College	$171,706
• Connors State College	$90,434
• Northern Oklahoma College	$198,054
• Northeastern A&M College	$94,444
• Murray State College	$98,903
• Oklahoma City Community College	$103,600
• Oklahoma State University-Oklahoma City	$84,965
• Redlands Community College	$111,304
• Rose State College	$153,333
• Seminole State College	$92,358
• Tulsa Community College	$268,757
• Western Oklahoma State College	$111,519
TOTAL ALLOCATIONS	**$1,579,377**

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AGENDA ITEM #27-c:

State Authorization Reciprocity Agreement.

SUBJECT:

Possible action on the ratification of 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 September 3, 2026, State Regents' staff received a SARA renewal application from the institutions listed below:

- Southwestern Oklahoma State University,
- Oklahoma Panhandle State University,
- Redlands Community College,
- Northeastern Oklahoma A&M College,
- Western Oklahoma State College, and
- Randall University.

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

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September 3, 2026

AGENDA ITEM #27-d (1):

Contracts and Purchases.

SUBJECT:

Possible action to ratify 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 June 2, 2026, and July 14, 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 **June 2, 2026, and July 14**, **2026,** there were **37** purchases exceeding $25,000 but less than $100,000.

<u>Core</u>

1) SHI International Corporation in the amount of $63,648.56 for Zoom video and phone conferencing cloud hosted service. (Funded from 210-Core)

2) Quadient Leasing in the amount of $64,700.00 for the annual postage for the postage meter and postage supplies. (Funded from 210-Core)

3) Internet2 in the amount of $45,000.00 for US UCAN/SEGP membership fees for July 1, 2026 – June 30, 2027. (Funded from 210-Core)

4) Mythics LLC in the amount of $86,406.80 for maintenance renewal for the Oracle Database Internet Application Enterprise Edition software. (Funded from 210-Core)

5) Xerox Corporation in the amount of $61,890.24 for the FY27 lease of the black and white and color printers including print charges for the Central Services department. (Funded from 210-Core)

OneNet

6) AT&T in the amount of $34,866.00 for wireless redundant services for the Department of Mental Health and digital paging services for OneNet staff to be alerted in the event of system changes or failures. Costs recovered through OneNet subscriber fees.(Funded from 718-OneNet)

7) BTC Broadband in the amount of $34,140.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

8) Cable One Inc. in the amount of $39,716.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

9) Central Cellular LLC in the amount of $39,800.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet).

10) Consolidated Communications Inc., in the amount of $26,500.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

11) Chickasaw Telecommunication in the amount of $26,552.40 for the annual Tulsa IRU lease fiber maintenance. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

12) Cross Telephone in the amount of $88,100.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet)

13) Central Oklahoma Telephone in the amount of $27,500.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet)

14) AT&T in the amount of $51,447.00 for AT&T's AlienVault managed threat detection and response (MTDR) protects the organization with 24x7 security monitoring from AT&T Cybersecurity. Costs recovered though OneNet user fees. (Funded from 718-OneNet)

15) Comdata Inc. in the amount of $35,500.00 for fuel and minor vehicle repair and maintenance for the ETN Fleet. Costs recovered though OneNet user fees. (Funded from 718-OneNet)

16) Clarity Telecom Inc. in the amount of $25,500.00 for required circuits for the Department of Health. Costs recovered from OneNet subscriber fees. (Funded from 718-OneNet)

17) Hurricane Electric LLC in the amount of $40,000.00 for Internet access backbone to maintain a point of presence at Rack59 in Oklahoma City and expand our current network and create a more secure redundant network. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

18) Presidio Holdings in the amount of $52,658.29 for OpenDNS content filtering for K-12 and libraries to filter inappropriate content required to receive federal funding. Costs recovered from OneNet subscriber fees. (718-OneNet)

19) Oklatel Communications in the amount of $42,000.00 for Circuits to provide services to OneNet customers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

20) Skyrider Communications in the amount of $40,200.00 for Circuits to provide services to OneNet customers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

21) Trace Fiber Networks LLC in the amount of $64,000.00 for Circuits to provide services to OneNet customers. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

22) Oklahoma Gas and Electric in the amount of $29,256.00 for electric power for ETN Tower facilities. Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

23) University of Arkansas in the amount of $81,374.76 for Circuits to provide services to OneNet customers, in consortium with LEARN (Lonestar Education and Research Network), ARE-ON (Arkansas Research and Education Optical Network) and LONI (Louisiana Optical Network Infrastructure). Costs recovered through OneNet subscriber fees. (Funded from 718-OneNet)

24) Curators of the University of Missouri for circuits for redundancy for OneNet research traffic from Oklahoma City to Dallas. Costs recovered through OneNet user fees. (Funded from 718-OneNet)

25) Carahsoft Technology Corporation in the amount of $50,629.70 for Salesforce licenses to enable OneNet to streamline workflow processes. Costs recovered through OneNet user fees. (Funded from 718-OneNet)

26) Norlem Technology Consulting in the amount of $60,637.40 for yearly maintenance for physical Palors and Panorama Palo management. Costs recovered through OneNet user fees. (Funded from 718-OneNet)

27) Telco Supply Company in the amount of $26,556.50 for building and relocating fiber for Stillwater Public Schools. Costs recovered through OneNet user fees. (Funded from 718-OneNet)

<u>OCAN</u>

28) Dobson Technologies, Transport and Telecom in the amount of $34,568.40 for repairs to fiber cut on Highway 70. Costs recovered through OCAN subscriber fees. (Funded from 720-OCAN)

<u>GEAR UP</u>

29) Koch Communications in the amount of $87,500.00 for FY27 Oklahoma GEAR Up media campaign to expand the implementation efforts for the 13 Grant V School districts aimed at increasing student education aspirations. (Funded from 730-GEAR UP)

<u>Multiple Funds</u>

30) Finley & Cook PLLC in the amount of $58,000.00 for a general purpose financial and compliance audit of the Oklahoma State Regents for Higher Education and the Oklahoma College Assistance Program for fiscal 2026. (Funded from 210-Core and 701-OCAP)

31) Softchoice Corporation in the amount of $32,618.61 for Software Assurance maintenance and licenses for upgrades for our licensed Microsoft products. (Funded from 210-Core).

32) Softchoice Corporation in the amount of $55,257.15 for the Microsoft Software renewal for various Microsoft services including but not limited to the A5 Microsoft subscription for Email, Apps and MS Teams. (Funded from 210-Core, 701-ITOCAP, 718-OneNet, 730-GEARUP)

33) SHI International in the amount of $31,867.20 for Asana premium renewal for an expansion within Salesforce which is essential in properly managing, tracking, scheduling, and reporting on

all OneNet’s circuit projects. Costs recovered through OneNet subscriber fees. (Funded from 210-Core and 718 OneNet)

34) 110 Properties LLC in the amount of $26,361.36 for State Leasing annual renewal for self-storage located at 3421 N. Walnut Ave in Oklahoma City. (Funded from 210-Core, 718-OneNet).

35) Oklahoma University Health Science Center in the amount of $64,597.00 for employee and visitor parking at 655 Research Parkway OKC for July 1, 2026, through June 30, 2027. Costs recovered through OneNet subscriber fees. (Funded from 210-Core, 701-OCAP, 718-OneNet)

36) SHI International in the amount of $28,286.16 for Tenable software that provides management of system and security vulnerabilities. (Funded from 701-ITOCAP, 718-OneNet)

37) Tierpoint Oklahoma LLC in the amount of $61,377.60 for rack space and power to place optical and network equipment in, to provide services to OneNet customers. (Funded from 718-OneNet, 720-OCAN)

Meeting of the

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

September 3, 2026

AGENDA ITEM #27-d (2):

Contracts and Purchases.

SUBJECT:

Possible action to ratify FY27 agreement with the Oklahoma Department of Career and Technology Education.

RECOMMENDATION:

It is recommended that the State Regents ratify the agreement with the Oklahoma Department of Career and Technology Education for FY2027.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Attachment.

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

2026-2027 Programs and Services

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

WITNESSETH:

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

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

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

WHEREAS, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1st day of July 2026 and will terminate no later than the 30th day of June 2027.

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

1. *Funds in the amount of $2,036,826 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

	Basic Grant	**Innovative Grant**
Cameron University	$ 88,632	
Connors State College	$229,648	
Murray State College	$116,524	
Northern Oklahoma College	$119,500	

Oklahoma City Community College	$295,485
OSU-Oklahoma City	$253,859
OSU-Institute of Technology	$146,822
Rogers State University	$ 37,378
Rose State College	$288,123
Tulsa Community College	$460,855

2. *Funds in the amount of $1,921,175 will be provided by the State Board for the purpose of Adult Education and Family Literacy programs pursuant to the regulations of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (CFDA #84.0020000). Allocation of funds will be as follows:

	Basic Grant	**EL/Civics**	**Corrections**
Carl Albert State College	$108,026.58		
Northeastern Oklahoma A&M University	$138,509.32		
Oklahoma City Community College	$1,112,085.47	$306,094.50	$29,710.28
OSU-Institute of Technology	$226,748.85		

3. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers. Not to exceed $15,000 per university. Services may include but are not limited to instructional coaching/mentoring services. The staff of the Oklahoma Department of Career and Technology Education and the appropriate institution staff will negotiate services provided during FY27.

4. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY27 school year. The amount is not to exceed $5,000.

5. The State Board will pay the State Regents $50,000 to furnish information services and to provide information needed to further develop career and technical education. The State Board will provide a schedule of reports and data requests with respective due dates to the State Regents. The State Board will provide the State Regents staff with as much advance notice as possible for any additional information requests.

6. The State Board's contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.

7. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the higher education institutions identified in this Agreement.

8. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.

9. Any additional services that the State Board wishes to have provided by the State Regents during FY27 will be negotiated by the staff of the Oklahoma Department of Career and Technology Education working with each appropriate institution or agency of the state system to provide the needed services. Each such agreement for the provisions of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

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

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

State Board of Career and Technology Education:

_______________________________ 8/17/2026

Brent Haken, State Director Date

Oklahoma State Regents for Higher Education:

_______________________________ _______________

Sean Burrage, Chancellor Date

Meeting of the

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

September 3, 2026

AGENDA ITEM #28-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, 2026, 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 (2026-2027) and can be found online at Status Report of New Program Requests.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #28-b:

Reports.

SUBJECT:

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

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Policy Exception Quarterly Report.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 95th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

One exception to OSRHE academic policies was granted by the Chancellor since the March 26, 2026, report.

ANALYSIS:

Rose State College (RSC)

One exception was granted to OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to permit RSC to allow a home-schooled high school sophomore student to participate in concurrent enrollment. This exception was approved based on the students' high school performance, ACT composite score of 24, an ACT math sub-score of 26, successful completion of concurrent courses at Oral Roberts University, recommendations from the high school counselor and RSC's president.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #28-c (1):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the Annual Report on Program Requests and Notifications.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Annual Report on Program Requests and Notifications.

BACKGROUND:

Oklahoma State System institutions submitted 840 program requests and notifications from July 1, 2025, to June 30, 2026. Nineteen requests or notifications were carried over from 2024-2025. The following schedules summarize requests and notifications and State Regents' actions in 2025-2026. The detailed report is available as a supplement.

POLICY ISSUES:

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

ANALYSIS:

The Annual Report on Program Requests and Notifications contains the 2025-2026 Degree Program Inventory and the following schedules:

1. Letter of Intent Submissions
2. New Program Requests Under Review
3. Approved New Program Requests
4. Denied New Program Requests
5. Program Deletion Requests Under Review
6. Approved Program Deletion Requests
7. Approved New Certificate Requests
8. Processed Program Modification Notifications
    a. Program Suspensions
    b. Electronic Delivery of Existing Programs
    c. CIP Code Changes
    d. Location Changes/Additions
    e. Option Additions
    f. Option Deletions

g. Program Name Changes
h. Option Name Changes
i. Degree Designation Changes
j. Program Requirement Changes
k. Program Reinstatements
l. Net Program Inventory Table

2025-2026 Submissions and Actions. In the 2025-2026 academic year, institutions submitted the following requests, and the State Regents took the following actions:

Requested Item Category	2024-2025 Carry-Over	2025-2026 Submissions	2025-2026 Actions	Percentage of Requests Approved
New Programs	13	37	33	66%
Program Deletions	9	78	67	77%
Total	**22**	**115**	**100**	**73%**

In the 2025-2026 academic year, institutions notified OSRHE staff of the following actions, and the State Regents Staff processed the following requests:

Requested Item Category	2024-2025 Carry-Over	2025-2026 Submissions	2025-2026 Actions	Percentage of Requests Approved
New Certificates	0	69	69	100%
Processed Program Modifications				
Program Suspensions	0	33	33	100%
Electronic Delivery	0	25	25	100%
CIP Code Changes	0	20	20	100%
Location Changes/Additions	0	2	2	100%
Option Additions	0	47	47	100%
Option Deletions	0	22	22	100%
Program Name Changes	0	27	27	100%
Option Name Changes	0	25	25	100%
Degree Designation Changes	0	9	9	100%
Program Requirement Changes	0	446	446	100%
Program Reinstatements	0	0	0	**---**
Total	**0**	**725**	**725**	**100%**

Collectively, the State Regents and staff acted on 825 requests and notifications during the 2025-2025 academic year, reflecting a substantial level of review and coordination with institutions statewide. Of the new program, deletion, new certificate, and program modifications requests, approximately 98 percent of all submissions received approval or action following evaluation for compliance with State Regents' policies and procedures.

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #28-c (2):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the FY27 Tuition and Fee Rates Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the FY27 Tuition and Fee Rates Report.

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the 2026-2027 academic year at their meeting on June 25, 2026. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

This report lists the actual rates approved for each institution and reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of $349.50 at the University of Oklahoma to a low of $146.00 at Carl Albert State College.
- The average resident tuition and mandatory fee rate is $227.05 per credit hour, or approximately $6,811.55 for a full-time student enrolled in 30 credit hours.
- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of $377.10 at the University of Oklahoma to a low of $263.00 at Cameron University.
- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #28-c (3):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the Student Cost in the Oklahoma State System of Higher Education Report for FY2026-2027.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Student Cost in the Oklahoma State System of Higher Education Report for FY2026-2027.

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2026 and spring 2027 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average and estimated student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is $16,199, an increase of $652 or 4.2 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $10,461, an increase of $618 or 6.3 percent more than the previous year.
- The average cost for a commuter student at the community colleges is $6,412, a decrease of $97 or 1.5 percent less than the previous year.

- The average cost for a commuter student at the technical colleges is $7,511, an increase of $176 or 2.4 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:

- The average cost for a student living on campus at the research universities is $28,215, an increase of $992 or 3.4 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $18,337, an increase of $779 or 4.4 percent more than the previous year.
- The average cost for a student living on campus at a community college is $11,321, an increase of $36 or 0.3 percent more than the previous year.
- The average cost for a student living on campus at the technical colleges is $15,257, an increase of $626 or 4.3 percent more than the previous year.

FY2026-2027 Average Cost of Attendance
Full-Time Undergraduate Resident and Nonresident Students

Resident Students	**Research Universities**	**Regional Universities**	**Community Colleges**	**Technical Branches**
Tuition	$5,603	$6,572	$3,625	$4,469
Mandatory Fees	$4,481	$1,725	$1,211	$1,069
Average Academic Service Fees	5,001	1,050	385	653
Books & Supplies	1,115	1,114	1,192	1,320
Average Costs for Commuter	**$16,199**	**$10,461**	**$6,412**	**$7,511**
Room & Board	12,017	7,875	4,909	7,746
Average for on Campus Student	**$28,215**	**$18,337**	**$11,321**	**$15,257**
Nonresident Students	**Research Universities**	**Regional Universities**	**Community Colleges**	**Technical Branches**
Tuition	$23,070	$15,260	$8,656	$10,889
Mandatory Fees	$4,481	$1,725	$1,211	$1,069
Average Academic Service Fees	5,001	1,050	385	653
Books & Supplies	1,115	1,114	1,192	1,320
Average Costs for Commuter	**$33,666**	**$19,149**	**$11,443**	**$13,932**
Room & Board	12,017	7,875	4,909	7,746
Average for on Campus Student	**$45,683**	**$27,024**	**$16,352**	**$21,678**

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is $16,702 an increase of $917 or 5.8 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $9,975, an increase of $324 or 3.4 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is $11,666, a decrease of $290 or 2.4 less than the previous year.

- The average cost for a commuter student at OSU Center for Health Sciences is $9,536, an increase of $498 or 5.5 percent more than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is $11,035, an increase of $400 or 3.8 percent more than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:

- The average cost for a student living on campus at the research universities is $28,719, an increase of $1,187 or 4.3 percent less than the previous year.
- The average cost for a student living on campus at the regional universities is $18,163, an increase of $490 or 2.8 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

FY2026-2027 Average Cost of Attendance

Full-Time Graduate Resident and Nonresident Students

Resident Students	**Research Universities**	**Regional Universities**	**OSU - Tulsa**	**OSU - Center for Health Sciences**	**OU Health Science Center**
Tuition	$7,808	$6,576	$5,878	$5,878	$5,928
Mandatory Fees	1,693	1,379	3,206	963	2,147
Average Academic Service Fees	6,342	913	2,182	446	981
Books & Supplies	860	1,106	400	2,250	1,979
Average Costs for Commuter	**$16,702**	**$9,975**	**$11,666**	**$9,536**	**$11,035**
Room & Board	12,017	8,189	0	0	0
Average for on Campus Student	**$28,719**	**$18,163**	**N/A**	**N/A**	**N/A**
Nonresident Students	**Research Universities**	**Regional Universities**	**OSU - Tulsa**	**OSU - Center for Health Sciences**	**OU Health Science Center**
Tuition	$24,813	$14,872	$22,116	$22,116	$22,908
Mandatory Fees	1,693	1,379	3,206	963	2,147
Average Academic Service Fees	6,342	913	2,182	446	981
Books & Supplies	860	1,106	400	2,250	1,979
Average Costs for Commuter	**$33,708**	**$18,270**	**$27,905**	**$25,775**	**$28,015**
Room & Board	12,017	8,189	0	0	0
Average for on Campus Student	**$45,724**	**$26,459**	**N/A**	**N/A**	**N/A**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #28-c (4):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the FY27 Institutional Cash Flow Reserves Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the FY27 Institutional Cash Flow Reserves Report.

BACKGROUND:

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

In FY2027, on a system-wide average 70.3 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12th) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th. Each institution may have additional reasons for maintaining a reserve balance that include Higher Learning Commission and governing board policy requirements.

The system-wide projected reserve for July 1, 2026, was 19.3 percent and the projected system-wide reserve at June 30, 2027, is budgeted for 18.4 percent. The projected ending reserve is slightly more than was budgeted for the previous fiscal year as institutions remain focused on cost efficiency and cost containment while providing a quality educational experience for students.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #28-c (5):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the 2024-25 Salaries in the Oklahoma State System of Higher Education – Faculty and Select Administrative Positions Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2025-26 Salaries in the Oklahoma State System of Higher Education – Faculty and Select Administrative Positions Report.

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $84,562 for the year 2025-2026. This is an increase of $68 or 0.1 percent above 2024-2025. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2025-2026 is 5,354 an increase of 418 from 2024-2025.

The 2025-2026 salaries range from a low of $13,538 to a high of $358,738 on a 9-10 month basis and from $30,200 to $650,000 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

The data shows that fringe benefits increased by 1.4 percent for 9-10 month faculty and decreased by -5.5 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is $28,185 and $34,704 for 11-12 month faculty. These costs include costs required by law, such as social security and unemployment taxes. It is best viewed as an approximate "cost" figure for the institution, rather than an amount received by the faculty member. Historically, increases are largely influenced by increases in health care costs.

Oklahoma's average salaries are 73.7 percent of the national average in 2025-2026, compared to 75.6 percent of the national average in 2024-2025.

Salaries by Tier		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	10-Yr % Inc
Research Universities:	National	92,222	88,490	101,312	104,560	105,321	107,008	111,502	115,274	119,295	122,691	33.0%
	Oklahoma	85,497	85,823	87,088	90,754	92,000	92,600	97,998	100,771	102,433	100,704	17.8%
	OK % of Nat'l	92.7%	97.0%	89.6%	86.8%	87.4%	86.5%	87.9%	87.4%	85.9%	82.1%	
Four-Year Universities:	National	74,123	74,313	73,826	77,555	78,126	79,346	82,030	85,992	89,321	89,279	20.4%
	Oklahoma	59,581	59,772	60,907	63,189	63,537	64,507	64,087	70,568	71,112	70,878	19.0%
	OK % of Nat'l	80.4%	80.4%	79.6%	81.5%	81.3%	81.3%	78.1%	82.1%	79.6%	79.4%	
Two Year Colleges:	National*	67,417	66,627	72,824	73,578	74,784	74,841	79,858	79,725	85,682	89,692	33.0%
	Oklahoma	48,988	49,620	50,351	53,712	53,606	53,944	55,487	63,515	63,877	64,098	30.8%
	OK % of Nat'l	72.7%	74.5%	73.8%	73.0%	71.7%	72.1%	69.5%	79.7%	74.6%	71.5%	
All Institutions:	National	79,134	77,190	93,366	96,063	97,141	98,745	103,190	106,726	111,758	114,703	44.9%
	Oklahoma	68,464	68,948	69,738	73,263	74,251	75,082	78,246	83,127	84,458	84,526	23.5%
	OK % of Nat'l	86.5%	89.3%	78.5%	76.3%	76.4%	76.0%	75.8%	77.9%	75.6%	73.7%	

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #28-c (6):

Annual Reports.

SUBJECT:

Possible action to acknowledge receipt of the 2024-25 Concurrent Enrollment Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2024-25 Concurrent Enrollment Annual Report.

BACKGROUND:

In 2018, the Oklahoma State Legislature adopted revisions through Senate Bill 1196 that amended 70 O.S. 628.13 to include definitions for concurrently enrolled high school students and tuition waivers, subject to the availability of funds, for those eligible students. Further, the legislation provided for an annual reporting component on certain aspects of the concurrently enrolled high school students. This report is the compilation of data from both the Oklahoma State Regents' data system and certain components provided by the State Department of Education to meet the reporting requirement.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

The concurrent enrollment program was developed to help qualified high school students earn college credit while still in high school. The program requires the waiver of tuition for high school seniors up to 18 credit-hours and, subject to availability of funding, tuition waivers for nine credit- hours for high school juniors.

For the Academic Year 2024 –2025 the report provides the following key performance indicators:

- 20,139 students were enrolled with concurrent status. This represented an increase of 1,324 students, or 7% over the 2023-24 academic year.

- Tuition waiver reimbursements totaled $24,884,060.

- 29,375 associate's or bachelor's degrees were conferred to students that had previously been concurrently enrolled.

- Graduate rates for each tier – research, regional, and two-year – for students that have participated in concurrent enrollment outpace those students that had not participated in concurrent enrollment.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 3, 2026

AGENDA ITEM #30:

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 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, 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-eighth Meeting

June 25, 2026

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

Minutes of the Eight Hundred and Fifty-eighth Meeting
June 25, 2026

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

Minutes of the Eight Hundred and Fifty-eighth Meeting
of the
Oklahoma State Regents for Higher Education

June 25, 2026

1. **ANNOUNCE 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, June 25, 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, Trevor Pemberton, Ken Levit, Dennis Casey, Brian Beller, Michael C. Turpen, and Steven W. Taylor. Regent Phillip Mitchell “Mitch” Adwon was absent.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Sherry, to approve the minutes of the State Regents’ meetings in May 2026. Voting for the motion were Regents Sherry, Warmington, Pemberton, Levit, Casey, Beller, Turpen, and Taylor. Voting against the motion were none.

4. **COMMENTS FROM THE CHAIR.** Chair Warmington reported that she recently participated in an interview with Chancellor Burrage for the State Chamber’s Oklahoma Business Voice publication. She noted that the interview included discussion of several important efforts underway across the State System, including the State Regents’ approval of the new performance funding formula and the policy framework for reduced-credit bachelor’s degrees. Chair Warmington stated that both initiatives reflect the Board’s

continued focus on strengthening alignment between higher education and Oklahoma's workforce needs. She explained that the performance funding formula provides a more outcomes-focused approach to allocating a portion of state appropriations while maintaining institutional stability during implementation, and that the 90-hour bachelor's degree framework gives institutions another tool to develop high-quality, workforce-aligned academic pathways where appropriate. Chair Warmington expressed appreciation for the thoughtful work of the Regents, Chancellor Burrage, agency staff, institutional leaders, and other stakeholders who helped advance these efforts. She emphasized the Board's continued goal of ensuring Oklahoma's higher education system remains responsive, efficient, and focused on student success and the needs of the state.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Burrage thanked the presidents and institutional representatives who participated in the previous day's tuition and mandatory fee request presentations. He expressed appreciation for the time and care they devoted to explaining their requests, the financial pressures facing their institutions, and the steps being taken to support students. Chancellor Burrage reported that 16 of the 25 state system institutions were requesting increases in tuition and mandatory fees for resident undergraduate students and that, if approved, the systemwide average increase would be 2.2%. He noted that Oklahoma's proposed increases remained below trends in several neighboring and regional states, where increases ranged from approximately 3% to 6%. He further reported that, if approved, tuition and mandatory fees at Oklahoma institutions would average 73.4% of the cost at peer institutions, despite continued increases in utilities, property insurance, health insurance, and other operating expenses. Chancellor Burrage also highlighted institutions' continued investments in affordability, noting that tuition waivers and scholarships provided by state system institutions were projected to increase 6.7% from FY 2026. He stated that these investments are an important part of helping students manage costs and complete their degrees. Chancellor Burrage concluded by noting that he would attend the State Higher Education Executive Officers Association Annual Meeting in July, which would provide an opportunity to engage with counterparts from other states, learn more about national and regional higher education trends, and discuss how other state systems are addressing similar challenges.

6. **NEW PROGRAM.** Regent Casey presented Agenda Item #6, which is a request from the University of Central Oklahoma to offer the Education Specialist in School and Professional Counseling, and asked Dr. Stephanie Beauchamp, Interim Vice Chancellor of Academic and Student Affairs, to explain the request. Dr. Beauchamp commented that this proposal failed to pass at the May State Regents' meeting and reconsideration is being requested by the UCO. She noted it is a 60-credit hour program designed to prepare licensed professional counselors for a school setting. She also noted that development of the program was requested by the Oklahoma Board of Behavioral Health Licensure. Approximately 20 percent of the coursework is in person, 40 percent is live interaction through Zoom, and 60 percent is asynchronous. Regent Taylor asked for clarification on delivery format. Dr. Beauchamp confirmed that 20 percent of the course work is face-to-face. UCO President Todd Lamb was recognized to provide additional comments in support of the program request. President Lamb noted the hybrid format helps working adults who are seeking this credential. Regent Casey moved, seconded by Regent Levit, to approve the request. Voting for the motion were Regents Warmington, Pemberton, Levit, Casey, Beller, Turpen, Taylor, and Sherry. Voting against the motion were none.

7. **PROGRAM DELETIONS.** Regent Casey presented Agenda Item #7, which is the approval of institutional requests for program deletions from the University of Oklahoma, Oklahoma State University, Northeastern State University, Southeastern Oklahoma State University, Northeastern Oklahoma A&M College, and OSU Institute of Technology. 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 Turpen, to approve the request. Voting for the motion were Regents Pemberton, Levit, Casey, Beller, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

8. **COURSE EQUIVALENCY PROJECT.** Regent Casey presented Agenda Item #8, which is a request to acknowledge receipt of the Course Equivalency Project for the 2026-27 academic year. The Course Equivalency Project includes nearly 7,900 courses across 48 disciplines and simplifies the transfer process for students across Oklahoma's colleges

and universities. Regent Casey moved, seconded by Regent Turpen, to acknowledge receipt. Voting for the motion were Regents Levit, Casey, Beller, Turpen, Taylor, Sherry, Warmington, and Pemberton. Voting against the motion were none.

9. **ACADEMIC POLICY.** Regent Casey presented Agenda Item #9, which is a request to approve proposed revisions to State Regents policy 3.17 – Distance Education and Traditional Off-Campus Courses and Programs. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Casey, Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, and Levit. Voting against the motion were none.

10. **INTENSIVE ENGLISH PROGRAM.** Regent Casey presented Agenda Item #10, which is a request to approve proposed revisions to an extension of the review schedule for the English as a Second Language Program at Tulsa Community College for one year. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, and Casey. Voting against the motion were none.

11. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES.** Regent Casey presented Agenda Item #11, which is a request to allocate funds totaling $2,512,275 to Oklahoma institutions of higher education participating in the Temporary Assistance to Need Families program pursuant to the contract with Oklahoma Human Services. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, Casey, and Beller. Voting against the motion were none.

12. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.**

    a. Regent Casey presented Agenda Item #12-a, which is a request to approve the contract renewal between Oklahoma Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program in the amount of $4,600,568. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Pemberton, Levit, Casey, Beller, and Turpen. Voting against the motion were none.

b. Regent Casey presented Agenda Item #12-b, which is a request to allocate funds totaling $1,579,377 to Oklahoma community colleges participating in the Scholars for Excellence in Child Care program pursuant to the contract with Oklahoma Human Services. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Sherry, Warmington, Pemberton, Levit, Casey, Beller, Turpen, and Taylor. Voting against the motion were none.

13. **STATE AUTHORIZATION**.

a. Regent Casey presented Item #13-a, which is the approval of a request from Arizona College of Nursing for initial authorization to operate as a degree-granting institution in Oklahoma. After reviewing the application and required documentation, State Regents' staff determined that this institution meets the authorization requirements established in our policy. Regent Casey moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Warmington, Pemberton, Levit, Casey, Beller, Turpen, Taylor, and Sherry. Voting against the motion were none.

b. Regent Casey presented Item #13-b, which is the approval of requests from Academy of Art University, California Coast University, The Chicago School, Miller Motte College, Pepperdine University, Strayer University, University of California Berkley, University of California Davis, and Wichita State University 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 Turpen, to approve the request. Voting for the motion were Regents Pemberton, Levit, Casey, Beller, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

14. **BUDGET REPORT AND REVENUE UPDATE.** Vice Chancellor for Budget and Finance Nick Hathaway presented Agenda Item #14, which is the Budget Report and Revenue Update. Mr. Hathaway reported positive trends in the state economy, noting that state revenue collections for May were about 10 percent, or $65 million, over the estimate. On a yearly basis, collections are up $458 million compared to the estimate.

15. **TUITION AND FEES.**

a. Regent Levit presented Agenda Item #15-a, which is the approval of institutional requests for changes to academic services fees for fiscal year 2027 as reported in the supplemental schedules. Of the 25 public institutions in the state system, 19 requested changes in academic services fees for fiscal year 2027 and 6 had no requests for changes in these fees. Regent Levit moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Levit, Casey, Beller, Turpen, Taylor, Sherry, Warmington, and Pemberton. Voting against the motion were none.

b. Regent Levit presented Agenda Item #15-b, which is a request to approve fiscal year 2027 tuition and mandatory fees. He noted that 9 institutions across the state system are not increasing tuition and mandatory fees for resident undergraduate students in the upcoming academic year. Regent Levit moved, seconded by Regent Taylor, to approve the following as listed in the agenda item and then separately take up consideration of institutions requesting tuition and mandatory fee increases for in-state undergraduate students: non-resident tuition and mandatory fees for all institutions; graduate, professional, special program, and constituent agency tuition and fees for all institutions; and 2026-28 undergraduate resident tuition and mandatory fees for the 9 institutions not requesting a tuition increase (Cameron University, Carl Albert State College, Eastern Oklahoma State College, Northern Oklahoma College, Oklahoma City Community College, Redlands Community College, Seminole State College, and Tulsa Community College). Voting for the motion were Regents Casey, Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, and Levit. Voting against the motion were none.

Regent Levit stated the University of Oklahoma requested a tuition and mandatory fee increase of 3.0% for resident undergraduate students, which equates to $10.15 per credit hour. Regent Levit moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, and Casey. Voting against the motion were none.

Regent Levit stated Oklahoma State University requested a tuition and mandatory fee increase of 4.7% for resident undergraduate students, which equates to $14.60 per credit hour. Regent Levit moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, Casey, and Beller. Voting against the motion were none.

Regent Levit stated the University of Central Oklahoma requested a tuition and mandatory fee increase of 3.5% for resident undergraduate students, which equates to $10.41 per credit hour. Regent Levit moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Pemberton, Levit, Casey, Beller, and Turpen. Voting against the motion were none.

Regent Levit stated East Central University requested a tuition and mandatory fee increase of 3.4% for resident undergraduate students, which equates to $9.33 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Sherry, Warmington, Pemberton, Levit, Casey, Beller, Turpen, and Taylor. Voting against the motion were none.

Regent Levit stated Northeastern State University requested a tuition and mandatory fee increase of 3.7% for resident undergraduate students, which equates to $10.00 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Warmington, Pemberton, Levit, Casey, Beller, Turpen, Taylor, and Sherry. Voting against the motion were none.

Regent Levit stated Northwestern Oklahoma State University requested a tuition and mandatory fee increase of 2.0% for resident undergraduate students, which equates to $5.25 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Pemberton, Levit, Casey, Beller, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

Regent Levit stated Rogers State University requested a tuition and mandatory fee increase of 4.1% for resident undergraduate students, which equates to $11.00 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Levit, Casey, Beller, Turpen, Taylor, Sherry, Warmington, and Pemberton. Voting against the motion were none.

Regent Levit stated Southeastern Oklahoma State University requested a tuition and mandatory fee increase of 3.5% for resident undergraduate students, which equates to $9.00 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Casey, Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, and Levit. Voting against the motion were none.

Regent Levit stated Southwestern Oklahoma State University requested a tuition and mandatory fee increase of 2.5% for resident undergraduate students, which equates to $6.76 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, and Casey. Voting against the motion were none.

Regent Levit stated Langston University requested a tuition and mandatory fee increase of 3.0% for resident undergraduate students, which equates to $7.14 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, Casey, and Beller. Voting against the motion were none.

Regent Levit stated Oklahoma Panhandle State University requested a tuition and mandatory fee increase of 2.4% for resident undergraduate students, which equates to $7.00 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Pemberton, Levit, Casey, Beller, and Turpen. Voting against the motion were none.

Regent Levit stated the University of Science and Arts of Oklahoma requested a tuition and mandatory fee increase of 2.5% for resident undergraduate students, which equates to $7.00 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Sherry, Warmington, Pemberton, Levit, Casey, Beller, Turpen, and Taylor. Voting against the motion were none.

Regent Levit stated Connors State College requested a tuition and mandatory fee increase of 1.9% for resident undergraduate students, which equates to $3.00 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Warmington, Pemberton, Levit, Casey, Beller, Turpen, Taylor, and Sherry. Voting against the motion were none.

Regent Levit stated Murray State College requested a tuition and mandatory fee increase of 2.8% for resident undergraduate students, which equates to $5.05 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Pemberton, Levit, Casey, Beller, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

Regent Levit stated Rose State College requested a tuition and mandatory fee increase of 2.5% for resident undergraduate students, which equates to $4.30 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Levit, Casey, Beller, Turpen, Taylor, Sherry, Warmington, and Pemberton. Voting against the motion were none.

Regent Levit stated Western Oklahoma State College requested a tuition and mandatory fee increase of 1.8% for resident undergraduate students, which equates to $3.00 per credit hour. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Casey, Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, and Levit. Voting against the motion were none.

16. **E&G BUDGET.**

a. Regent Levit presented Agenda Item #16-a, which is a request to approve the final allocations and E&G budgets of institutions, constituent agencies, higher education centers, special programs and other operations as listed in the agenda and asked Associate Vice Chancellor Vaughn to explain the item in further detail. Regent Levit moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, and Casey. Voting against the motion were none.

b. Regent Levit presented Agenda Item #16-b, which is a request to approve allocations of $1,015,348.31 to both Oklahoma State University Center for Health Sciences and University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Regent Levit moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, Casey, and Beller. Voting against the motion were none.

c. Regent Levit presented Agenda Item #16-c, which is a request to approve a grant allocation in the amount of $40,000 for year two of a renewable five-year commitment to the Oklahoma Historical Society for support of the higher education archives project. Regent Levit moved, seconded by Regent Taylor, to approve the request. Voting for the motion were Regents Taylor, Sherry, Warmington, Pemberton, Levit, Casey, Beller, and Turpen. Voting against the motion were none.

17. **CAPITAL.** Regent Levit presented Agenda Item #17, which is a request to authorize the transmittal of the institutional capital improvement plans for 8 fiscal years 2028 through 20235 to the State of Oklahoma Long-Range Capital Planning Commission. A total of 716 capital projects are identified by state system institutions for submission to the Commission. These projects total approximately $3.6 billion for the 8-year period. Regent Levit moved, seconded by Regent Sherry, to approve the request. Voting for the motion were Regents Sherry, Warmington, Pemberton, Levit, Casey, Beller, Turpen, and Taylor. Voting against the motion were none.

18. **CONTRACTS AND PURCHASES.**

a. Regent Levit presented Agenda Item #18-a, which is a request to approve purchases exceeding $100,000 for FY27. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Warmington, Pemberton, Levit, Casey, Beller, Turpen, Taylor, and Sherry. Voting against the motion were none.

b. Regent Levit presented Agenda Item #18-b, which is a request to approve the contract for legal services with the Office of the Attorney General for fiscal year 2027. The contract enables the State Regents to provide legal support to institutions that do not have their own legal counsel. Regent Levit moved, seconded by Regent Turpen, to approve the request. Voting for the motion were Regents Pemberton, Levit, Casey, Beller, Turpen, Taylor, Sherry, and Warmington. Voting against the motion were none.

19. **INVESTMENTS.** Regent Taylor presented Agenda Item #19 and noted that the Investment Committee had no investment manager recommendations for consideration at this meeting. He noted the Investment Committee met with consultants by videoconference earlier in the week and reviewed portfolio performance. At the end of May, the portfolio was up 13.6% for the fiscal year.

20. **LEGISLATIVE UPDATE.** Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, provided the Regents with an update on current legislative activity. Dr. Jobe

commented on the recent primary elections, noting that runoff elections will be held in August. He noted that most incumbent candidates were successful in their primary elections. Dr. Jobe mentioned the statewide elections for Governor and State Superintendent. Dr. Jobe discussed plans for fall legislative meetings in preparation for the 2027 legislative session. He stated that the State Regents have been contacted to participate in one interim study.

21. **ADMINISTRATIVE OPERATIONS.**

a. Regent Sherry presented Agenda Item #21-a, which is a request to approve proposed revisions to Chapter 2 – Administrative Operations of State Regents' policy. This creates the Innovation Council as an advisory group to the State Regents. Regent Sherry moved, seconded by Regent Levit, to approve the request. Voting for the motion were Regents Levit, Casey, Beller, Turpen, Taylor, Sherry, Warmington, and Pemberton. Voting against the motion were none.

b. Regent Sherry presented Agenda Item #21-b, which is a request to approve proposed revisions to Section 5.8 of the State Regents' Personnel Policies and Procedures to align with changes made through Senate Bill 169 passed during the 2026 legislative session. Regent Sherry moved, seconded by Regent Levit, to approve the request. Voting for the motion were Regents Casey, Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, and Levit. Voting against the motion were none.

22. **COMMENDATIONS**. Regent Warmington presented Agenda Item #22, which is recognition of staff for service on state and national projects and asked Vice Chancellor for Administration Kylie Smith to read the commendations as listed in the agenda. Regent Turpen moved, seconded by Regent Levit, to recognize staff. Voting for the motion were Regents Beller, Turpen, Taylor, Sherry, Warmington, Pemberton, Levit, and Casey. Voting against the motion were none.

23. **CONSENT DOCKET.** Regent Turpen moved, seconded by Regent Taylor, 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 109.

b. Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Possible action to ratify recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service for the 2026-27 academic year. Page 111.

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

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

a. Programs. Possible action to acknowledge receipt of the Current Status Report on Program Requests. Page 113.

b. Annual Reports.

(1) Possible action to acknowledge receipt of the Teacher Education Annual Report on Systemwide Review. Page 115. (Supplement)

(2) Possible action to acknowledge receipt of the Inspired to Teach 2025-2026 Year-End Report. Page 119. (Supplement)

(3) Possible action to acknowledge receipt of the 2024-25 Teacher Education Program Admission Study. Page 123.

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

25. **REPORT OF THE COMMITTEES.**

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

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

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

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

26. **PROPOSED EXECUTIVE SESSION.** Chris Turner, General Counsel, advised Regents that an executive session was not needed at this meeting.

27. **OFFICERS**. Regent Turpen presented the proposed slate of officers for the upcoming fiscal year on behalf of the Strategic Planning, Personnel and Technology Committee: Chair – Courtney Warmington; Vice Chair – Mitch Adwon; Secretary – Steven W. Taylor; Assistant Secretary – Ken Levit. Regent Turpen moved, seconded by Regent Sherry, to approve the slate of officers. Voting for the motion were Regents Sherry, Warmington, Pemberton, Levit, Casey, Beller, Turpen, and Taylor. Voting against the motion were none.

28. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Warmington announced the next regular meetings are scheduled for Wednesday, September 2, 2026 at 10:30 a.m. and Thursday, September 3, 2026 at 9:00 a.m. at the State Regents office in Oklahoma City.

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

ATTEST:

Courtney Warmington, Chair	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, June 24, 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 9:00 a.m. on Wednesday, June 24, 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 Michael C. Turpen, Ken Levit, Jack Sherry, Brian Beller, Steven W. Taylor, Dennis Casey, Courtney Warmington, Phillip Mitchell "Mitch" Adwon, and Trevor Pemberton.

3. **TUITION.**

    a. **Tuition and Mandatory Fees Review.** Vice Chancellor for Budget and Finance Nick Hathaway briefly reviewed the institutional requests being brought forward. He stated that all the rates to be considered for the 2026-27 academic year are in compliance with the peer limits defined by statute. Including the proposals today, the institutions remain at a combined 73.4 percent of their peer averages. He also reported that nine institutions are not requesting an increase and will keep a flat tuition rate for the upcoming academic year. The system-wide average of those proposing increases is an average increase of 2.96 percent. The materials provided to the Regents are summaries of the requests from each of the institutions.

    b. **Institutional Presentations.**

    University of Oklahoma. President Joe Harroz presented the University of Oklahoma's tuition and fee request, which included a proposed 3.0 percent increase, or $10.15 per credit hour. President Harroz reported that OU has enrolled a record number of Oklahoma residents for the fourth consecutive year and that enrollment is growing at its fastest rate since 1975. He noted that 58 percent of OU students graduate debt-free, well above the national average. He also reported that 81 percent of graduates secure employment after graduation, with 58 percent employed in Oklahoma. President Harroz stated that OU's donor campaign has reached $1.92 billion, scholarship funding has increased 38 percent over the past six years, and need-based aid has increased 39 percent. He further reported that the average net price of attendance for Oklahoma students has decreased 20 percent during that period. Regent Casey asked how OU has managed increased enrollment and administrative costs. President Harroz responded that OU has reduced costs by $160 million since 2019. In response to a follow-up question from Regent Casey regarding reserves, President Harroz stated that OU's goal is to maintain reserves sufficient to cover 120 days of operations and that the university currently has approximately 99 days of cash on hand. Regent Turpen asked what OU is doing to help students reduce costs. President Harroz explained that, among the 42 percent of students who graduate with debt, the average debt is slightly more than $32,000. Regent Taylor commended OU for reducing the number of online course hours offered. Regent Levit asked President Harroz about the benefits of concurrent enrollment. President Harroz stated that concurrent enrollment gives students a head start on completing their education and entering the workforce.

Oklahoma State University. President Jim Hess presented Oklahoma State University's tuition and fee request, which included a proposed 4.7 percent increase, or $14.60 per credit hour. President Hess reported that OSU launched a $2 billion comprehensive fundraising campaign in October 2025, with approximately half of the funds designated for scholarships. He discussed the importance of the university's research programs, partnerships, and extension services, as well as planned investments in essential information technology infrastructure. President Hess reported that nearly half of OSU students graduate without debt and stated that the university intends to increase that percentage significantly, while maintaining graduate employability as its primary goal. Regent Casey asked how OSU had increased its reserves. President Hess explained that integration across the university system contributed significantly and reported that OSU currently has approximately 119 days of cash on hand. Regent Taylor commended President Hess for OSU's reduction in online course hours. Regent Pemberton asked what tuition increase requests might look like over the next five years. President Hess responded that future requests would depend in part on the level of state funding available to offset operational costs but indicated that he anticipated additional tuition increases.

Rogers State University. President Don Raleigh presented Rogers State University's tuition and fee request, which included a proposed 4.1 percent increase, or $11.00 per credit hour. President Raleigh reminded the State Regents that RSU transitioned to a block tuition and fee model in 2024, under which students taking 12 or more credit hours pay the same tuition amount. He reported that 54 percent of RSU graduates had no student debt in 2025, an increase of 7 percentage points from the previous year and 13 percentage points from two years earlier. President Raleigh stated that revenue generated from the increase would support faculty hiring in business, chemical engineering, teacher education, and allied health to meet workforce needs in surrounding industries. He also explained that RSU strategically used deferred maintenance funding for HVAC improvements and other projects intended to reduce ongoing costs. Regent Taylor noted that 55 percent of RSU's credit hours are delivered online and asked whether that represented the university's long-term goal. President Raleigh responded that it did not, but explained that many RSU students are first-generation, commute to campus, or need flexible course options to accommodate their employment. Regent Turpen asked about the sources of RSU's enrollment growth. President Raleigh stated that he believed the increase was attributable to both concurrent enrollment and online students. Regent Casey asked why RSU was requesting a tuition increase given its healthy reserves. President Raleigh responded that the university must budget for future initiatives and necessary improvements and noted that RSU experienced two emergencies during the previous year for which its reserves allowed the university to be prepared.

Langston University. President Ruth Ray Jackson presented Langston University's tuition and fee request, which included a proposed 3.0 percent increase, or $7.14 per credit hour. President Jackson reported that most of the additional revenue would be used to offset increases in costs associated with inflation. She stated that state appropriations have not kept pace with inflation and that the university has experienced declining net margins from tuition, fees, housing, and food services. She noted that the most significant change to LU's budget resulted from the expiration of federal stimulus funding, representing a 100 percent decrease in that revenue source. President Jackson also reported a decline in enrollment and stated that a portion of the additional revenue would support student recruitment efforts. She reported that the average student loan debt is approximately $26,000. Regent Turpen asked how LU specifically recruits students in Logan County. President Jackson explained that the university works directly with local principals and superintendents to build partnerships with area schools. Regent Casey asked how a tuition increase could assist the university amid enrollment increases or declines. President Jackson responded that student support services are essential to student success.

Oklahoma Panhandle State University. President Julie Dinger presented Oklahoma Panhandle State University's tuition and fee request, which included a proposed 2.4 percent increase, or $7.00 per credit hour. President Dinger reported that most OPSU students pay approximately $3,000 annually after scholarships and financial aid. She noted that OPSU launched an expanded scholarship program in 2025-26 that guaranteed scholarships for students entering with a 3.0 high school GPA. To reduce expenses, OPSU suspended or eliminated academic and athletic programs, renegotiated contracts, froze non-mission-critical positions and travel, and reduced hourly wage budgets. President Dinger reported that 89 percent of the 2026 graduating class had student loan debt, although most owed less than $12,000, and that 96 percent of graduates received some form of financial aid. She stated that state appropriations totaled approximately $7.3 million in 2007 compared with approximately $6.9 million currently, representing a 41 percent decline when adjusted for inflation. Regent Turpen asked how OPSU builds upon the diversity of its student body. President Dinger responded that the university focuses less on students' differences and more on what unites them. Regent Taylor asked why approximately 60 percent of OPSU's credit hours are delivered online. President Dinger explained that the majority are generated by the university's online RN-to-BSN program and that other fully online degree programs account for only a small portion of the total. She also noted that the Oklahoma Panhandle's population has declined significantly over the past 30 years and that expanding online education has helped sustain the university's operations. She added that Goodwell has fewer than 1,000 residents. Regent Pemberton expressed concern that increasing tuition could negatively affect recruitment. President Dinger responded that OPSU's recruitment strategy is focused on enrolling students the university can retain. Regent Casey asked whether the tuition increase was intended to address the operating budget or rebuild reserves following a recent decline. President Dinger explained that unforeseen circumstances had reduced the university's reserves and that OPSU was continuing to recover from those expenses.

Connors State College. President Ron Ramming presented Connors State College's tuition and fee request, which included a proposed 1.9 percent increase, or $3.00 per credit hour. President Ramming highlighted significant improvements in graduation rates and reported that the number of degrees conferred has doubled over the past five years. He stated that the proposed increase would generate approximately $135,000 if the college meets its enrollment goal. President Ramming reported that 30 percent of CSC students graduate with debt, with an average debt of approximately $11,500 per student. Regent Taylor asked whether maintaining a majority of credit hours online was the college's goal. President Ramming responded that the percentage was not intentional and was expected to decline during the next year. He explained that concurrent students account for the majority of CSC's online credit hours. Regent Taylor asked how CSC had used the $15 million donation from MacKenzie Scott. President Ramming reported that the full amount had been placed in the CSC Foundation's endowment, with $3 million designated for scholarships. He added that partners had provided $120,000 in matching funds to date.

Regent Casey asked why CSC was requesting a tuition increase given its healthy reserves and the significant donation received by the institution. President Ramming explained that CSC's reserve level was approximately 2 percent in 2016 and had since grown to approximately 23 to 25 percent.

University of Central Oklahoma. President Todd Lamb presented the University of Central Oklahoma's tuition and fee request, which included a proposed 3.5 percent increase, or $10.41 per credit hour. President Lamb stated that the request was driven in part by rising health insurance costs, which are expected to increase by more than 10 percent again in 2027. He reported that UCO had implemented several cost-saving measures, including reductions in faculty and staff that generated approximately $3.1 million in savings, a 5 percent reduction in operating budgets totaling approximately $2.5 million, a $1.1 million reduction in international student-related expenses, and efforts to minimize health care costs. President Lamb also reported that $250,000 provided through Presidential Partners and the UCO Foundation supports academic programs, classroom needs, infrastructure, equipment, and other institutional expenses. He stated that 50.7 percent of UCO graduates leave with debt, with an average debt of approximately $25,000. President Lamb also reviewed scholarship opportunities available to first-time students and discussed Broncho Bridge, a grant-funded student support program. He noted that UCO's ROTC program is the largest in Oklahoma and among peer institutions in neighboring states. Regent Casey asked why UCO was requesting a tuition increase given the positive condition of its reserves. President Lamb responded that the reserve was only slightly above the required minimum and that he wanted to preserve it for a true emergency. Regent Casey then asked about UCO's reserve goal. President Lamb stated that the university's immediate goal was to achieve a balanced budget and noted that enrollment had increased 7 percent year over year and freshman retention had increased 2 percentage points.

East Central University. President Wendell Godwin presented East Central University's request for a 3.4 percent tuition and fee increase, or $9.33 per credit hour. He attributed the request primarily to increases of nearly $700,000 in property insurance and $510,000 in health care costs. ECU has held travel, supply, and administrative expenses flat, eliminated two underperforming degree programs, implemented energy-saving measures, and ended its partnership with Online Management Group. Without the additional revenue, ECU would need to reduce expenditures by approximately $1.5 million, likely affecting personnel and student programs. President Godwin reported that ECU's enrollment increased 9.3 percent in 2025-26, making it the fastest-growing four-year institution in Oklahoma, and that reserves exceeded $5.8 million. He noted that 38 percent of spring graduates completed their degrees debt-free, while those with debt averaged $5,066. The ECU Foundation awarded more than $1.6 million in scholarships last year. Of ECU's $17 million gift from MacKenzie Scott, $12 million was invested through the Foundation and approximately $4.7 million was used for critical infrastructure needs. President Godwin explained that recurring tuition revenue is needed to address ongoing operating costs, while reserves must remain available for more than $40 million in deferred maintenance and other urgent needs. Regent Casey asked about the decline in reserves and the effect of enrollment growth on expenses. President Godwin attributed the reserve decline to construction of the STEM building and explained that enrollment growth increases service and maintenance costs. Regent Turpin asked about the Ada Student Attraction Scholarship. President Godwin stated that the City of Ada awards eligible full-time ECU students $1,000 each semester if they live on campus and work at least 10 hours per week in Ada.

Northeastern State University. President Rodney Hanley presented Northeastern State University's request for a 3.7 percent tuition and fee increase, or $10.00 per credit hour.

He reported that NSU ranks eighth nationally for social mobility and has experienced enrollment growth for three consecutive years, allowing the Broken Arrow campus to expand into a four-year campus. NSU is also launching an online bachelor's degree in nursing and adding men's and women's wrestling and volleyball, initiatives expected to generate approximately $1.2 million in additional revenue. President Hanley stated that NSU has incurred more than $3 million in new costs, including nearly $2 million resulting from a 12.2 percent increase in health insurance premiums, as well as higher utility, contract, library, scholarship, and fee-waiver expenses. Cost-saving measures have included eliminating 19 faculty positions while maintaining an 18-to-1 student-faculty ratio, discontinuing underperforming academic programs, expanding shared services and statewide purchasing, implementing preventive maintenance, and modernizing the campus telephone system. He stated that, without the proposed increase, NSU would need to reduce its budget by approximately $1.1 million, potentially affecting positions, employee benefits, and growth initiatives. President Hanley reported that approximately 40 percent of graduates leave with debt, averaging $17,594. NSU's reserves exceed $14 million, although approximately 65 percent is restricted for specific purposes. He also reported that NSU received a $17 million gift from MacKenzie Scott, all of which was endowed, with approximately $500,000 supporting a new scholarship program. Regent Taylor asked about NSU's online credit hours. President Hanley explained that approximately 51 percent are fully online and that NSU is working to reduce exclusively online programs. Regent Levit asked about the Broken Arrow campus, and President Hanley reported that it enrolled 150 new students in January and was performing well.

Northwestern Oklahoma State University. President Bo Hannaford presented Northwestern Oklahoma State University's request for a 2.0 percent tuition and fee increase, or $5.25 per credit hour. He reported that approximately 15 vacant positions are currently generating about $145,000 in savings. Summer enrollment has increased approximately 5.5 percent, fall enrollment is currently up 1 to 2 percent, and overall enrollment has grown 20 percent in recent years. President Hannaford stated that mandatory increases in health insurance, property insurance, transportation, municipal trash services, and technology contracts total approximately $433,000. He reported that NWOSU's reserves are just under $4.5 million and stated that using reserves to cover recurring expenses would not be prudent. Regent Turpin asked about student debt. President Hannaford reported that approximately 61 percent of graduates leave with no debt and that average debt among those who borrow is approximately $16,000 to $17,000.

Southeastern Oklahoma State University. President David Whitlock presented Southeastern Oklahoma State University's request for a 3.5 percent tuition and fee increase, or $9.00 per credit hour. He reported that SE's enrollment has increased more than 60 percent over the past decade and that degrees conferred have increased more than 140 percent. Approximately 95 percent of fully online students are enrolled in graduate programs. President Whitlock stated that state appropriations per full-time-equivalent student declined from approximately $5,900 to $3,700 during the past decade, while the total budget per FTE declined approximately 12 percent. Students and families now provide 72 percent of SE's operating budget through tuition and fees. He reported that SE's composite financial index increased from 2.0 to 3.67 over the past decade and that its projected 2027 reserve balance is 8.26 percent. Even with the proposed increase, SE would remain the second-most affordable institution in the RUSO system. SE has saved approximately $340,000 by holding faculty positions vacant and reducing departmental supplies, travel, and satellite-location expenses. Without the increase, SE would be unable to cover mandatory cost increases and two new faculty positions in business and nursing without further reducing operational expenses. Regent Taylor expressed concern that 76 percent of SE students take online courses. Regent Turpin asked about the source of enrollment growth, which President Whitlock attributed to new academic programs. Regent Casey asked why a fee increase was requested rather than a tuition increase. President Whitlock explained that the fee applies only to students in aviation programs. He attributed the decline in reserves to unexpected emergencies. Regent Levit asked about offering one statewide online MBA rather than multiple institutional programs. President Whitlock discussed differences in accreditation and price. Regent Pemberton asked about the relationship between affordability and online enrollment. President Whitlock stated that online education had been essential to the institution's continued viability. Regent Warmington discussed the advantages and disadvantages of online options.

Southwestern Oklahoma State University. President Joel Kendall presented Southwestern Oklahoma State University's request for a 2.5 percent tuition and fee increase, or $6.76 per credit hour. He reported that fall 2025 enrollment totaled 5,194 students, the fourth-highest level in 30 years, and that SWOSU awarded 1,465 degrees in FY2025, the highest number in 30 years. Approximately 90 percent of those graduates are employed in Oklahoma. President Kendall highlighted investments in the Hodge Center for Pharmacy and Rural Health, expanded nursing capacity through deferred maintenance funding, institutional partnerships, and programs addressing critical workforce needs. He attributed the request to projected increases of 12 percent in employee benefit costs and more than 20 percent in liability insurance, technology, and infrastructure expenses. President Kendall reported that 58 percent of students graduate without debt, while those with debt average $20,985. The SWOSU Foundation awards more than $2 million in scholarships, and 85 percent of students receive institutional aid. He stated that SWOSU is working to avoid another increase by growing enrollment and expanding scholarship support. The university's reserve balance is also gradually improving and is projected to reach 8.8 percent by FY2028.

University of Science and Arts of Oklahoma. President Kayla Hale presented the University of Science and Arts of Oklahoma's request for a 2.5 percent tuition and fee increase, or $7.00 per credit hour. She noted that USAO has not requested an increase since 2023 and reported that freshman enrollment increased 18 percent this year. The university's reserve is now in compliance with State Regents requirements. President Hale stated that 91 percent of students receive financial aid, including $5 million in institutional aid and approximately $3.8 million in Pell Grants. She reported that 41 percent of students graduate with debt, averaging $21,170. More than 65 percent of students live on campus, and USAO is reopening a residence hall closed since 2002, adding 166 beds, with another residential facility expected to reopen soon. President Hale stated that USAO projects 31 additional students, plans to award more President's Scholarships, and seeks to improve retention from 62 percent to 67 percent. The university also aims to achieve an employment rate above 88 percent and generate nearly $900,000 in net tuition and fee revenue. Regent Casey asked for clarification regarding the fee requests, and President Hale explained that the proposal included increases to existing fees rather than new fees.

Murray State College. President Tim Faltyn presented Murray State College's request for a 3.0 percent tuition and fee increase, or $10.15 per credit hour. He reported that enrollment has grown 43 percent over the past four years and that 94 percent of graduates enter the workforce in critical occupations. Degrees conferred increased from 361 in 2022 to 597 in 2026. President Faltyn stated that scholarships increased by $300,000 during the past year, including a 126 percent increase in scholarships provided by the MSC Foundation and a nearly 100 percent increase in tribal scholarships. Only 25 percent of graduates leave with debt, averaging $7,006. MSC has reduced costs through a new health care provider, shared services, technology and energy-efficiency improvements, elimination of low-enrollment programs, and removal of three full-time positions. The requested increase would help offset increases of 12 percent in health insurance premiums, 10 percent in risk management premiums, and 5 percent in electric and water costs. Regent Taylor asked about MSC's high percentage of online programs and students. President Faltyn explained that online education is part of the college's enrollment strategy and provides students flexibility while helping MSC compete with institutions in Texas. He added that many online students still use campus facilities. Regent Casey asked about the use of reserves, and President Faltyn reported that approximately $70 million in campus projects are underway with reserve support. Regent Levit requested an update on the gunsmithing program. President Faltyn reported that 15 students graduated this year and that the program continues to grow, with graduates entering law enforcement armorer positions, starting businesses, or working for firearms companies. Regent Adwon asked about rising utility costs, and President Faltyn noted that MSC began an energy-savings program last year to improve efficiency.

Rose State College. President Travis Hurst presented Rose State College's request for a 2.5 percent tuition and fee increase, or $4.29 per credit hour. He reported that RSC received a flat state appropriation of $18.6 million for FY2027 and that, without the hold-harmless provision, its allocation under the new funding formula would decline 1.1 percent. President Hurst stated that the request would help RSC prepare for future funding uncertainty while supporting instruction, academic and student services, and campus operations. The proposed fee increase would be the college's first since 2020. He reported that enrollment increased 6.7 percent over the previous year and degrees conferred increased nearly 16 percent. Approximately 42 percent of associate degree students are Pell-eligible, while 33 percent of graduates leave with debt averaging approximately $5,600. RSC has awarded more than $1 million through its Ticket to Rose program, $290,000 in Foundation scholarships, and more than $2.5 million in tuition waivers. Concurrent high school students represent approximately one-fourth of enrollment. Regent Casey asked what students receive through the student activity fee. President Hurst explained that it supports student engagement activities and wraparound academic services in mathematics and English. Regent Pemberton asked how RSC is responding to the new funding formula. President Hurst stated that the college is reviewing its performance in each category and evaluating whether some degree programs should be expanded or eliminated. Regent Levit asked about the Ticket to Rose program. President Hurst explained that it is a gap-funding program that covers remaining tuition and fees after a student's financial aid is applied.

Western Oklahoma State College. President Chad Wiginton presented Western Oklahoma State College's request for a 1.8 percent tuition and fee increase, or $3.00 per credit hour. He reviewed WOSC's open educational resources initiative, which has converted 70 courses to free or low-cost instructional materials and saved students more than $300,000 last year. The proposed increase is expected to generate approximately $72,000 in additional revenue. President Wiginton cited rising information technology and personnel costs, including the need to outsource IT and grant-writing services. Cost-saving measures have included sharing a chief financial officer with Carl Albert State College, partnering with Ideal Impact on energy efficiency, and replacing a full-time campus counselor with TimelyCare services. He reported that reserves total approximately $4 million, or 35 percent, and that more than 80 percent of students graduate without debt. Among those with debt, the average is approximately $9,500. The WOSC Foundation awarded $176,000 in scholarships in 2025 and expects to award approximately $265,000 next year. Regent Taylor asked about the high percentage of online enrollment. President Wiginton explained that WOSC is responding to student needs and noted that online students may still participate actively in campus life. Regent Casey asked about the decline in reserves, and President Wiginton attributed it to a significant decrease in enrollment..

4. **ADJOURN.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Courtney Warmington, Chair	Steven W. Taylor, Secretary