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OKLAHOMA STATE SYSTEM  
OF HIGHER EDUCATION

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*Improving our future by degrees*

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***Agenda***

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**September 7, 2023**

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 7, 2023 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on September 7, 2023.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**A G E N D A**

Thursday, September 7, 2023 at 9 a.m.

655 Research Parkway, Suite 200

Oklahoma City, Oklahoma

Chair Jack Sherry, 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. **Free Speech Committee.** Report on updates and activities of the Oklahoma Free Speech Committee. Page 1. (Oral Presentation)

**ACADEMIC**

7. **New Programs.**
  - a. Oklahoma State University. Approval to offer the Bachelor of Science in Applied Computer Programming. Page 3.
  - b. University of Oklahoma. Approval to offer the Master of Science in Applied Computing. Page 7.
8. **Program Deletions.** Approval of institutional requests. Page 11.
9. **Academic Plans.** Acknowledgement of academic plans submitted by institutions. Page 13.
10. **Degree Completion Plans.** Acknowledgement of degree completion plans submitted by institutions. Page 17.
11. **Policy.**
  - a. Approval of revisions to the Function of Research in the State System, Intensive English Program Approval and Review, Academic Program Review, Institutional Admission and Retention, Grading, Granting of Degrees, Undergraduate Degree Requirements, Credit

for Prior Learning, In-state/Out-of-state Status of Enrolled Students, Academic Calendars, and Teacher Education policies. Page 33. (Supplement)

- b. Oklahoma State University. Request for approval of a policy exception for a five-year pilot to use Duolingo to assess student English language proficiency for admission. Page 37.
  - c. Posting of revisions to the Distance Education and Traditional Off-Campus Courses and Programs, Student Assessment and Remediation, and Professional Programs policies. Page 41. (Supplement)
  - d. Murray State College. Approval of request to institute additional Early College High School programs. Page 43.
12. **Teacher Education.** Allocation of the Oklahoma Teacher Connection (OTC) budget to fund Pre-Collegiate and Collegiate grant programs. Page 51.
13. **Academic Scholars Program.** Authorization of Freshmen Institutional Nominees for Fall 2024. Page 57.
14. **Regional University Baccalaureate Scholarship Program.** Authorization of Freshmen Scholarship Slots for Fall 2024. Page 63.
15. **Scholars for Excellence in Child Care.** Approval of a modification of the contract between Oklahoma Human Services and the Oklahoma State Regents for Higher Education for the Scholars for Excellence in Child Care program. Page 69.
16. **Institutional Student Assessment.** Approval of institutional student assessment five-year plans. Page 75.
17. **Administrative Rules.**
- a. Tulsa Reconciliation Education and Scholarship Program – Adoption of proposed permanent rule revisions. Page 89.
  - b. Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”) – Adoption of proposed emergency rules (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 698.1; and approval to initiate permanent rulemaking process. Page 93.

## FISCAL

18. **E&G Allocations.**
- a. First quarter FY24 distribution of Cigarette and Tobacco Tax Revenue. Page 107.
  - b. Allocation of American Rescue Plan Act (ARPA) Program Awards for Teacher Certification Acceleration Programs. Page 109.
19. **Grants.** Acceptance of the NSF Campus Cybersecurity Grant. Page 111.



20. **Tuition.** Murray State College mandatory fee request for Spring 2024. Page 113.
21. **EPSCoR.**
  - a. Approval of NASA Matching Funds. Page 115.
  - b. Acknowledge receipt of the 2023 Oklahoma EPSCoR Advisory Committee Annual Report. Page 117.
22. **Contracts and Purchases.**
  - a. Approval of contracts over \$100,000 for FY2024. Page 127.
  - b. FY2023 Agreement with the Oklahoma Board of Career and Technology Education. Page 129.
23. **Investments.** Approval of Investment Managers. Page 133.

#### **EXECUTIVE**

24. **Policy.** Posting of revisions to Chapter 1 (“Governance”) and Chapter 2 (“Administrative Operations”) of the OSRHE Policy and Procedures Manual. Page 135. (Supplement)
25. **Legislative Agenda.** Approval of the 2024 Legislative Agenda. Page 139.
26. **State Regents’ Meetings.** Approval of the proposed 2024 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 141.
27. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 143.

#### **CONSENT DOCKET**

28. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents’ policies and procedures or previous actions.
  - a. Program Name Changes. Approval of institutional requests. Page 145.
  - b. Electronic Delivery.
    - (1) Eastern Oklahoma State College. Approval to offer the existing Associate in Applied Science in Nursing by electronic delivery. Page 147.
    - (2) University of Oklahoma Health Sciences Center. Approval to offer the existing Master of Public Health in Public Health by electronic delivery. Page 149.

- c. State Authorization Reciprocity Agreement.
  - (1) Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 151.
  - (2) Ratification of an institutional request to begin participating in the State Authorization Reciprocity Agreement. Page 153.
- d. Operations.
  - (1) Ratification of purchases over \$25,000. Page 155.
  - (2) Contract with Attorney General for legal services. Page 161.
  - (3) Personnel. Ratification of appointment of Executive Director of IT. Page 165.
- e. Non-Academic Degrees. Ratification of institutional request. Page 169.

## **REPORTS**

### **29. Reports.**

- a. Programs. Acknowledge receipt of the Current Status Report on program requests. Page 171. (Supplement)
- b. Annual Reports.
  - (1) Acknowledge receipt of the Teacher Education Annual Report on Systemwide Review. Page 173. (Supplement)
  - (2) Acknowledge receipt of the Teacher Education Program Admission Study. Page 177.
  - (3) Acknowledge receipt of the Quarterly Policy Exception Report. Page 189.
  - (4) Acknowledge receipt of the Annual Status Report on Program Requests. Page 191. (Supplement)
  - (5) Acknowledge receipt of the Tuition and Fees Rate Book, FY2024. Page 193. (Supplement)
  - (6) Acknowledge receipt of the Student Cost Survey, FY2024. Page 195. (Supplement)
  - (7) Acknowledge receipt of the Cash Reserve Report for FY2024. Page 201. (Supplement)
  - (8) Acknowledge receipt of the Faculty Salary Report FY2023. Page 203. (Supplement)

- (9) Acknowledge receipt of the Concurrent Enrollment Annual Report, 2021-22. Page 205. (Supplement)

30. **Report of the Committees.** (No Action, No Discussion.)
- a. Academic Affairs and Social Justice and Student Services Committee.
  - b. Budget and Audit Committee.
  - c. Strategic Planning and Personnel Committee and Technology Committee.
  - d. Investment Committee.
31. **Proposed Executive Session.** Page 207.
- a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) 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; (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE in the United States District Court for the Northern District of Oklahoma; and (4) Larry Love University, Muskogee, 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.
  - 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.
32. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."
33. **Announcement of Next Regular Meeting – The next regular meetings are scheduled to be held on Wednesday, October 18, 2023 at 10:30 a.m. and Thursday, October 19, 2023 at 9 a.m. at the State Regents office, 655 Research Parkway, Suite 200, Oklahoma City, OK.**
34. **Adjourn.**

The Oklahoma State Regents for Higher Education are committed to ensuring that persons with disabilities are able to access the State Regents' public meetings. If you will need specialized assistance for an upcoming State Regents' meeting, please e-mail your request to [accessibility@osrhe.edu](mailto:accessibility@osrhe.edu) or call 405.225.9116 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**  
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**AGENDA ITEM #6:**

**Free Speech Committee.**

**SUBJECT:** Report on updates and activities of the Oklahoma Free Speech Committee.

*Oral Presentation.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #7-a:**

**New Programs.**

**SUBJECT:** Oklahoma State University. Approval to offer the Bachelor of Science in Applied Computer Programming.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Oklahoma State University's request to offer the Bachelor of Science in Applied Computer Programming, 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.**

- **Bachelor of Science in Applied Computer Programming.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
  - Majors enrolled: a minimum of 12 students in Fall 2027; and
  - Graduates: a minimum of 5 students in 2027-2028.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2023-2024 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

**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 have been 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:

2	Degree and/or certificate programs deleted
36	Degree and/or certificate programs added

### **Program Review**

OSU offers 352 degree and/or certificate programs as follows:

93	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
120	Baccalaureate Degrees
85	Master's Degrees
54	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' 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 Applied Computer Programming at their June 16, 2023 meeting. OSU is currently approved to offer 127 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 (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

### **ANALYSIS:**

#### **Bachelor of Science in Applied Computer Programming**

**Program purpose.** The proposed program will provide diverse and up-to-date learning opportunities in various programming platforms to prepare graduates to enter the computing industry.

**Program rationale and background.** The proposed program will be offered on both the Stillwater and Tulsa campuses and online. This degree differs from the current Bachelor of Science in Computer Science (052) program by focusing on the application of programming on various platforms. The more theoretical and upper-level mathematically-dependent courses are replaced with Computer Science courses which provide various programming language experiences and projects. The proposed program will serve OSU's mission by preparing a workforce to meet the demands in the computer and business industry and by continuing the strong tradition of instruction already in existence in the ABET-accredited Bachelor of Science in Computer Science program.



**Employment opportunities.** Graduates of the proposed program will possess programming and technical skills appropriate for many entry-level software developments, networking, system administration, and database positions. Graduates of this degree program are well-equipped to serve the State of Oklahoma’s Industry Cluster of Information and Financial services. The Central Oklahoma Workforce Innovation Board’s In-Demand Occupation list includes employment categories such as software developers and web developers, which have hundreds of job postings each year and have been growing at a rate of 13 percent. Similar numbers apply to categories such as network and database administrators, all of which will be supported by the proposed degree program.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	12	Fall 2027
Minimum Graduates from the program	5	2027-2028

**Duplication and impact on existing programs.** There are no Bachelor of Science in Applied Computer Programming programs in Oklahoma. A systemwide letter of intent was communicated by email on May 24, 2023. The University of Oklahoma (OU) requested a copy of the proposal which was sent on June 22, 2023. Neither OU nor any of the other State System institution notified State Regents’ staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Bachelor of Science in Applied Computer Programming will be offered via traditional and electronic delivery. OSU 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 are adequate for the proposed program.

**Online Pedagogy and Training.** Faculty who teach in online environments complete training in both the 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.



Meeting of the  
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**AGENDA ITEM #7-b:**

**New Programs.**

**SUBJECT:** University of Oklahoma. Approval to offer the Master of Science in Applied Computing.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Master of Science in Applied Computing, 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.**

- **Master of Science in Applied Computing.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:  
Majors enrolled: a minimum of 59 students in Fall 2026; and  
Graduates: a minimum of 34 students in 2026-2027.

**BACKGROUND:**

**Academic Plan**

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma’s (OU) 2023-2024 Academic Plan is available at: <https://okhighered.org/complete-college-america/degree-completion-plans.shtml>.

**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 have been 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:

10	Degree and/or certificate programs deleted
21	Degree and/or certificate programs added

## Program Review

OU offers 348 degree and/or certificate programs as follows:

61	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
127	Baccalaureate Degrees
103	Master's Degrees
57	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' 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 Master of Science in Applied Computing at their June 14, 2023 meeting. OU is currently approved to offer 77 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 (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

### ANALYSIS:

#### Master of Science in Applied Computing

**Program purpose.** The proposed program will provide students with the necessary skills to succeed in all engineering endeavors.

**Program rationale and background.** The curriculum for the proposed Master of Science in Applied Computing program will provide graduates with 1) current knowledge and tools in software; 2) skills necessary to identify problems and devise solutions for issues relating to computing; and 3) intellectual growth through practicing the skills and knowledge of applied computing, continuation to be a lifelong learner, and a focus on self-improvement through professional development.

**Employment opportunities.** There is an urgent need for students with computer science skills in the State of Oklahoma. A large gap exists between the number of students produced and the number of available jobs. According to the Bureau of Labor Statistics, computer science jobs will grow by 15 percent between 2019 and 2029. Recently, the International Monetary Fund issued a study that showed there would be increased competition worldwide for technology talent. It has also been stated that not funding enough talent will lead to a loss of nearly \$8.5 trillion, according to the global consulting firm Korn Ferry.

**Student demand.** The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	59	Fall 2026
Minimum Graduates from the program	34	2026-2027

**Duplication and impact on existing programs.** There are no Master of Science in Applied Computing programs in Oklahoma. A systemwide letter of intent was communicated by email on October 11, 2022. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

**Delivery method and support services.** The proposed Master of Science in Applied Computing will be offered via traditional and electronic delivery. OU 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 are adequate for the proposed program.

**Online Pedagogy and Training.** Faculty who teach in online environments complete training in both the 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.



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**AGENDA ITEM #8:**

**Program Deletions.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Cameron University (CU) requests authorization to delete the program listed below:

- Bachelor of Science in Physics (385)

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

- Master of Arts in Teaching in Teaching (511)

**POLICY ISSUES:**

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

**ANALYSIS:**

CU requests authorization to delete the Bachelor of Science in Physics (385), beginning the 2023-2024 academic year. This program was approved at the February 15, 2012 State Regents' meeting. CU reports:

- There has been lack of enrollment and low interest in the program.
- There are 9 students enrolled in the program with an expected graduation date during the 2026-2027 academic year.
- No courses will be deleted.
- No funds are available for reallocation.

OSU requests authorization to delete the Master of Arts in Teaching in Teaching (511), beginning the 2023-2024 academic year. This program was approved at the April 21, 2016 State Regents' meeting. OSU reports:

- Due to low enrollment and prevalence of other certification pathways in the state, faculty have decided to delete the program.
- There are no students enrolled in the program.
- All courses will continue to be offered as part of other degree options in the college.
- No funds are available for reallocation.





Meeting of the  
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**AGENDA ITEM #9:**

**Academic Plans.**

**SUBJECT:** Acknowledgement of academic plans submitted by institutions.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge the receipt of the following  
2023-2024 academic plans:**

- ◆ Oklahoma State University System
- ◆ University of Oklahoma
- ◆ Cameron University
- ◆ East Central University
- ◆ Langston University
- ◆ Northeastern State University
- ◆ Northwestern Oklahoma State University
- ◆ Oklahoma Panhandle State University
- ◆ Southeastern Oklahoma State University
- ◆ Southwestern Oklahoma State University
- ◆ University of Central Oklahoma
- ◆ University of Science and Arts of Oklahoma
- ◆ Carl Albert State College
- ◆ Connors State College
- ◆ Eastern Oklahoma State College
- ◆ Murray State College
- ◆ Northeastern Oklahoma A&M College
- ◆ Northern Oklahoma College
- ◆ Oklahoma City Community College
- ◆ Rose State College
- ◆ Seminole State College
- ◆ Tulsa Community College
- ◆ Western Oklahoma State College

**BACKGROUND:**

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans are summarized in a supplement and document the state system’s academic planning and institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents’ staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report; and Part II. Academic Plans for the Coming Year. The Annual Report summarized current academic programs and services in technology and academic efficiencies, and reported Learning Site activities. The Academic Plan for the Coming Year included a copy of the institution’s strategic plan, if available; the institution’s three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

In 2012, the Academic Plan report was revised again to include: 1) Priorities/Programs; 2) Technology; 3) Academic Efficiencies, and 4) Learning Site Activity Report. The current plan also includes enrollment projections for Fall 2023, Fall 2024, and Fall 2025.

**POLICY ISSUES:**

These actions support and further the goals of the APRA initiative.

**ANALYSIS:**

Institutions are provided an outline for the report (see the Attachment). Plans were due in the State Regents' office on August 31, 2023. The 2023-2024 Academic Plan Outline is provided below.

1) Academic Priorities/Programs		
2) Academic Efficiencies	Current Status	Future Plans
3) Technology	Current Status	Future Plans
4) Online Learning Activities/Initiatives	Current Status	Future Plans
5) Learning Site Activity Report		
Enrollment Projections		

With this action, the State Regents acknowledge receipt of the academic plans from all public institutions. Summaries of the submissions are available in a supplement. The request for the academic plan also included the Institutional Degree Completion Plan, which is reported in a separate agenda item. Rogers State University and Redlands Community College have been granted an extension and will provide their institutional Academic Plan for consideration at the October 19, 2023 State Regents’ meeting

Institutions’ individual 2023-2024 Academic Plan can be found online at <https://www.okhighered.org/admin-fac/academic-forms/>



## Academic Plan 2023-2024 Form B

The Academic Plan provides a means for the State Regents to view each institution's priorities and aspirations in the context of the State System and the alignment with the four fundamental goals of the strategic plan, [\*Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce\*](#). The Academic Plan is divided into two parts:

- A. informing the State Regents of academic program, technology, and efficiency plans for the future, and
- B. projecting enrollment targets for the next three years.

Institutions are encouraged to utilize this form to submit information electronically. Although the length of each institution's academic plan can will vary, it is anticipated a concise plan should be possible within fifteen or fewer pages. ***In addition to this document, please provide a copy of the institution's current strategic plan.***

The 2023-2024 Institutional Academic Plan is due **August 31, 2023**. This due date will allow for compilation and preparation for the State Regents' annual review.

### A. Summarize academic programs and services in the following areas:

**1. Priorities/Programs.** List the institution's academic priorities for the 2023-2024 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2023-2024 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

### 2. Academic Efficiencies

**Academic Efficiencies** - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

#### a. Current Status

#### b. Future Plans

(Note plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

**3. Technology** (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially note new, different, and innovative uses of technology)

**a. Current Status**

**b. Future Plans**

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

**4. Online Learning Activities/Initiatives.**

**a. Current Status**

a. Open Educational Resources (OER)

b. Professional Development

c. Delivery System/Platform

**b. Future Plans**

**5. Learning Site Activity Report**

Please respond to the following questions as a learning site:

**a.** Include the number of online/electronically delivered courses sent to and received from other institutions. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

**b.** Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

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**B. Provide the institution's 2023, 2024, 2025 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.**

Fall 2023 Undergraduate Headcount: \_\_\_\_\_  
Fall 2023 Graduate (if applicable) Headcount: \_\_\_\_\_  
2023 Annual FTE: \_\_\_\_\_

Fall 2024: Undergraduate Headcount: \_\_\_\_\_  
Fall 2024: Graduate (if applicable) Headcount: \_\_\_\_\_  
2024 Annual FTE: \_\_\_\_\_

Fall 2025: Undergraduate Headcount: \_\_\_\_\_  
Fall 2025: Graduate (if applicable) Headcount: \_\_\_\_\_  
2025 Annual FTE: \_\_\_\_\_

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**AGENDA ITEM #10:**

**Degree Completion Plans.**

**SUBJECT:** Acknowledgement of degree completion plans submitted by institutions.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge the receipt of the following 2023-2024 institutional degree completion plans:**

- ◆ Oklahoma State University System
- ◆ University of Oklahoma
- ◆ Cameron University
- ◆ East Central University
- ◆ Langston University
- ◆ Northeastern State University
- ◆ Northwestern Oklahoma State University
- ◆ Oklahoma Panhandle State University
- ◆ Southeastern Oklahoma State University
- ◆ Southwestern Oklahoma State University
- ◆ University of Central Oklahoma
- ◆ University of Science and Arts of Oklahoma
- ◆ Carl Albert State College
- ◆ Connors State College
- ◆ Eastern Oklahoma State College
- ◆ Murray State College
- ◆ Northeastern Oklahoma A&M College
- ◆ Northern Oklahoma College
- ◆ Oklahoma City Community College
- ◆ Rose State College
- ◆ Seminole State College
- ◆ Tulsa Community College
- ◆ Western Oklahoma State College

**BACKGROUND:**

In October 2011, the State Regents adopted a college completion agenda that incorporates the Complete College America (CCA) and National Governors Association (NGA) Complete to Compete metrics, recommitted to a revised Brain Gain performance program, and made college completion a top priority with commitments to state and campus goals, action plans, and measures of progress.

Considerable steps have been taken to date in Oklahoma's CCA project. The data team has evaluated Oklahoma's state-level and campus-specific enrollment and graduation data against key degree completion statistics using the CCA and NGA approved metrics. A standardized report of these baseline datasets for all CCA states served as the basis of Oklahoma's March 2011 CCA Completion Academy activities and has been utilized during all forums and meetings as the leadership team coordinates with key stakeholder groups in moving the project forward.

While the college completion efforts in Oklahoma expand upon current state and campus programs, there will be new initiatives at local and state levels that will be developed to meet the degree and certificate completion goals. Review of the CCA datasets and best practices within the CCA network of states has revealed several opportunities that Oklahoma can pursue to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates earn certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. State and campus activities in support of these goals will include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels;
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options;
- Certificate completion options through further development of cooperative agreement programs between higher education and technology centers;
- Targeted initiatives to increase freshman to sophomore retention and overall graduation rates;
- More effective and efficient completion of remediation and freshman gateway courses;
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's degree levels;
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12<sup>th</sup> grade and the freshman year; and
- Better documentation of the degree completion contributions of private and for-profit postsecondary education.

CCA was impressed by Oklahoma's early work on these completion projects and expressed that by reaching out to the governor and inviting Oklahoma to partner in establishing a national model for statewide completion plans. CCA national staff and project consultants worked with State Regents' staff to incorporate Oklahoma's work into a model plan project that can serve as an example of both process and product to the other CCA states. Oklahoma's work was spotlighted at the CCA Annual Convening of the 29 alliance states in 2011. CCA has pledged technical assistance to support project activities outlined in Oklahoma's plan and is working with the Oklahoma CCA Leadership Team to identify other potential funding sources for the work.

#### **POLICY ISSUES:**

As higher education institutions in Oklahoma experience national trends and challenges, increased enrollment demands, significant calls for higher education to drive economic development, and historically low levels of public budget allocations – postsecondary leaders are even stronger advocates for the public and individual investments in higher education and realize the enterprise's unique role in shaping the future of the state. In Oklahoma, elected officials have joined their counterparts around the nation in focusing on jobs. Higher education's response to this call was a thorough evaluation of the system's stewardship of intellectual, economic, social, and cultural needs of the state.

Ultimately, what was proposed under the CCA and NGA Complete to Compete action plan was an acceleration of efforts to make significant improvements to two critical segments of the educational pipeline in Oklahoma: 1) restructuring remedial and developmental education, and 2) development of accelerated degree completion options. Undergirding these efforts is a revised accountability framework that utilizes appropriate components of the state and campus-level CCA and NGA metrics and that reflects new priorities by measuring and rewarding priorities that meet statewide completion goals.

## **ANALYSIS:**

College completion initiatives in Oklahoma must involve strategies to reach both the emerging workforce matriculating through the common education pipeline and the current workforce that is dominated by individuals who have some college or postsecondary training, but have no earned degree or credential. Oklahoma's activities as a part of the CCA Alliance and NGA Complete to Compete project will reform the state's successful Brain Gain Performance Funding Program and focus on a public agenda framework that covers three issues:

- 1) Academic preparation initiatives that:
  - a. increase high school offerings to reduce the need for remediation; and
  - b. offer a fundamental change in the delivery of remedial and developmental education;
- 2) High impact practices with reverse transfer, prior learning assessments, data analytics, etc. to reduce time-to-degree; and;
- 3) Adult degree completion initiatives that streamline degree options, remove time and sequence barriers, and provide additional supports for completion.

Initiative #1: Higher education and K-12 are working together to develop and implement strategies that focus on better preparing students in high school for success in college. Enhancement in academic activities in the 11<sup>th</sup> and 12<sup>th</sup> grades will be made to reduce the need for remediation, including a college and career ready math course, concurrent enrollment opportunities, and advanced placement courses.

Initiative #2: Oklahoma public higher education institutions are implementing programs in the areas of math, language skills, and reading that will dramatically improve developmental programs and reduce the time it takes to earn a degree, including corequisite courses.

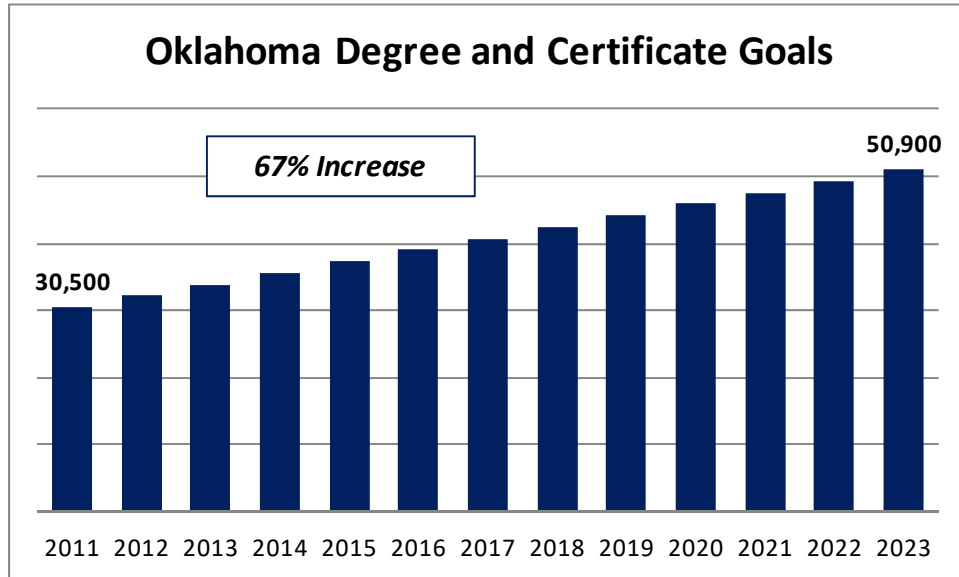
Initiative #3: Our colleges and universities are implementing programs that create clear pathways to degrees and certificates including the cooperative agreement programs with technology centers and providing proactive advising, coaching services, and additional academic support.

Initiative #4: The Reach Higher program provides degree completion opportunities to adult students who have some college credit, but have not completed a college certificate, associate, or bachelor's degree. The program offers two paths to meet both student and workforce needs: Reach Higher FlexFinish and Reach Higher DirectComplete.

Initiative #5: In April 2012, the State Regents adopted a revised Brain Gain performance-based funding formula providing incentives to institutions that increase their degree completion rates in addition to other performance factors.

Finally, these CCA datasets and policy audits have served as the basis for developing statewide completion goals for Oklahoma. Higher education is committed to increasing access to quality academic programs, increasing the number of college graduates, and better preparing those graduates to meet the challenges of a rapidly changing global economy. As CCA began in 2011, Oklahoma's colleges and universities produced 30,500 degrees and certificates annually. To remain competitive nationally and globally, the system of

higher education in Oklahoma must increase the number of degrees and certificates by 1,700 each year to a level of 50,900 by 2023 (chart below). This represents a 67 percent increase over a twelve-year period.



Institutions were requested to submit updated institutional degree completion plans by August 31, 2023 (template in the attachment). The request for the institutional degree completion plans also included the Academic Plan, which is reported in a separate agenda item. With this action, the State Regents acknowledge receipt of the institutional degree completion plans from all public institutions. Rogers State University and Redlands Community College have been granted an extension and will provide their institutional Degree Completion Plan for consideration at the October 19, 2023 State Regents' meeting

Institutions' individual 2023-2024 Degree Completion Plan can be found online at <https://www.okhighered.org/admin-fac/academic-forms/>





## **Institutional Degree Completion Form A 2023-2024**

The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare students to meet the challenges of a global economy. In joining the Complete College America (CCA) Alliance of States, Oklahoma pledged to extend its Public Agenda scope and reach, recommit to its performance funding program, and make college completion a top priority with commitments to state and campus goals, solid action plans, removal of policy barriers, and measures of progress. Through the college completion efforts of Oklahoma to expand upon current state and campus programs, there will be new initiatives at local and state levels developed to meet the degree and certificate completion goals. Oklahoma leverages opportunities to ensure that more students are prepared for college, that barriers to degree completion are diminished, and that graduates have certificates and degrees that have value and flexibility in establishing careers and/or advancing graduate and professional school opportunities. Examples of state and campus activities in support of these goals include:

- Adult degree completion initiatives in high-demand academic disciplines at the associate and bachelor's degree levels.
- Reverse transfer initiatives that allow students with significant hours toward a degree to complete meaningful associate degrees in the short-term with clear paths to bachelor's degree options.
- Targeted initiatives to increase student retention and overall graduation rates.
- More effective and efficient completion of remediation and success in freshman gateway courses.
- Development of innovative and workforce-driven academic programs at the certificate, associate, and bachelor's levels, and development of micro-credentials.
- Development of more intentional partnerships between higher education and K-12 to enable better preparation of students for collegiate success and smoother transition between 12<sup>th</sup> grade and the freshman year.
- Better documentation of degree completion contributions of private and for-profit postsecondary education and the Career Tech system cooperative agreement programs.
- Information regarding the use of predictive analytics documented and embedded in the institution's academic plan.

The Institutional Degree Completion Plan provides a means for the State Regents to view each institution's priorities, statewide initiatives, commitment to the public agenda, and educational attainment. The 2023-2024 Degree Completion Plan is due August 31, 2023. This due date will allow for compilation and preparation for the State Regents' annual review.

*In addition to this document, please provide a copy of the institution's current strategic plan.* Referencing the strategic plan as a supporting document, please respond to the following items regarding degree completion for the year 2023-2024.

**Based on your institution's priorities, statewide initiatives, commitment to the public agenda, and educational attainment initiatives, address each of the four goals of the Complete College Oklahoma plan.** (Note: tables expand to list all strategies and to allow full information)

**For the purposes of this document, the following terms are defined:**

**High Impact Strategy:** In addition to the initiatives listed, please describe strategies that address each of the four CCA Initiatives in Oklahoma. What activities have been or are being developed on your campus or as part of statewide initiatives to accomplish the goals of higher educational attainment in Oklahoma?

**Implementation:** List the activities with timelines that will be used to implement this strategy. What short- and long-term timelines have been established for implementation of the high impact strategies?

**Responsible Party:** List the people, offices or functions responsible for implementing this strategy or each activity. Who/what are the key people or offices responsible for development, implementation, and assessment?

**Measures of Effectiveness:** Describe the metrics used to evaluate the effectiveness of each activity.

**Results to Date:** Describe the current status and results of the activity.

**Fiscal Impact:** Describe how the activities associated with the high impact strategy impact the institutions budget needs for the 2023-2024 academic year.

## Institutional Degree Completion Plan 2023-2024

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### FOCUS ON READINESS

Higher education and K-12 will work together to develop and implement a strategy that seeks to identify students not on target to be college-ready by graduation and targets activities in the 11<sup>th</sup> and 12<sup>th</sup> grades to reduce remediation demands in the transition from high school to college.

**A) High Impact Strategy – 12<sup>th</sup> Grade Math** (*How is your institution using the College Career Math Ready (CCMR) course for placement and/or providing professional development to high school teachers to teach CCMR?*)

- **Implementation** –
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** –

**B) High Impact Strategy – Concurrent Enrollment**

- **Implementation** –
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** –

**C) High Impact Strategy – Individualized Career and Academic Plan (ICAP)** (*How can institutions assist and/or collaborate with K-12 in the use of ICAP to ensure students complete the appropriate high school courses to ensure college readiness?*)

- **Implementation** –
- **Responsible Party(ies)** – Enrollment Management

- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

## TRANSFORM REMEDIATION

Every Oklahoma institution will implement transformational models of course placement and support for less prepared students to ensure success and retention to completion.

**A) High Impact Strategy – Co-Requisite Support Courses** (*What supplemental support systems/programs/courses are in place to reduce student enrollment in traditional remedial courses?*)

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**B) High Impact Strategy – Course Placement** (*What alternative models and measures, such as CCMR, GPA, etc., are being used to determine course placement?*)

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**C) High Impact Strategy – Academic Advising** (*What advising and/or enrollment systems are in place to ensure students complete all remedial course work within the 24-credit hour requirement?*)

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**D) High Impact Strategy -**

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**BUILD BRIDGES TO CERTIFICATES AND DEGREES**

Develop, implement, or expand opportunities for students to complete a certificate or degree using multiple methods of awarding credit; including concurrent enrollment, college and university partnerships in reverse-transfer initiatives for certificate and associate degree completion, Early College Programs, Prior Learning Assessment, collaborations with Career Technology.

**A) High Impact Strategy – Concurrent Enrollment** *(What strategies are in place to advise concurrent students in degree pathways? What other support systems are in place in collaboration with high school counselors to ensure student success?)*

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**B) High Impact Strategy – Early College** (*Describe any partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.*)

- **Implementation** –
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** –

**C) High Impact Strategy – Reverse Transfer** (*Describe collaborations between institutions to apply credits earned at one institution back to a previous institution towards completion of a degree.*)

- **Implementation** –
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** –

**D) High Impact Strategy – Collaboration with Career Technology** (*What contracts (i.e. contractual arrangements, Technical Course Transfer, Prior Learning) do you have in place with your Career Technology partners?*)

- **Implementation** –
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** –

**E) High Impact Strategy – Prior Learning Assessment** (*How is your institution applying academic credit for prior learning, such as industry recognized credentials, military training, challenge exams, etc.?*)

- **Implementation** –
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** –

**F) High Impact Strategy – ICAP** (*How is student’s ICAP being used to advise students in correlation to career / degree pathways.*)

- **Implementation** –
- **Responsible Party(ies)** –
- **Measures of Effectiveness** –
- **2022 Results to Date** –
- **Fiscal Impact** –
- **2023 UPDATE** –

**G) High Impact Strategy** –

- **Implementation** –
  - **Responsible Party(ies)** –
  - **Measures of Effectiveness** –
  - **2022 Results to Date** –
  - **Fiscal Impact** –
  - **2023 UPDATE** –
-

## ADULT COMPLETION

Further expand and develop Reach Higher or other completion program(s), including micro-credential, degree and certificate completion efforts that involves the entire system of postsecondary education. This includes post-baccalaureate credentials to enhance professional options.

**A) High Impact Strategy – Reach Higher Direct Complete (High Demand/Critical Occupation)**  
*(How is your institution working with business/industry to provide scholarships and/or learning/apprenticeship opportunities for students?)*

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**B) High Impact Strategy – Reach Higher Flex Finish (Organizational Leadership and Enterprise Development)**  
*(What scholarships and support services are in place for students in these programs?)*

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**C) High Impact Strategy – Micro-credentials and Badging**  
*(How is your institution working with business and industry partners to re-engage and up-skill local workforce?)*

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**



- **Fiscal Impact –**
- **2023 UPDATE –**

**D) High Impact Strategy – Third-party course or training provider** (*Describe the types of third-party training/course providers (i.e. Coursera, LinkedIn, etc.) being used to build pathways to credentials for students, as well as local employer workforce needs, etc.)*)

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**E) High Impact Strategy –**

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

#### **OTHER INSTITUTIONAL PRIORITY AREAS FOR DEGREE COMPLETION AND MOMENTUM YEAR: FIRST YEAR BENCHMARKS**

**A) High Impact Strategy – Data Analytics** (*How is your institution using big data to support students in both academic and non-academic issues?)*

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**

- **Fiscal Impact –**
- **2023 UPDATE –**

**B) High Impact Strategy – 15 to Finish** *(Describe any strategies used to encourage students to complete 15 credit hours each semester and/or nine in program of study)*

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**C) High Impact Strategy – Degree Audit Program/Degree Reclamation** *(Describe any processes used to identify and re-engage students who have you're your institution or stopped out without applying for graduation or are close to completing a degree.)*

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**D) High Impact Strategy – Development and Implementation of Open Educational Resources (OER) and Zero Cost Textbooks**

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**
- **2023 UPDATE –**

**E) High Impact Strategy –**

- **Implementation –**
- **Responsible Party(ies) –**
- **Measures of Effectiveness –**
- **2022 Results to Date –**
- **Fiscal Impact –**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #11-a:**

**Policy.**

**SUBJECT:** Approval of revisions to the Function of Research in the State System, Intensive English Program Approval and Review, Academic Program Review, Institutional Admission and Retention, Grading, Granting of Degrees, Undergraduate Degree Requirements, Credit for Prior Learning, In-state/Out-of-state Status of Enrolled Students, Academic Calendars, and Teacher Education policies.

**RECOMMENDATION:**

**It is recommended the State Regents approve the proposed revisions to the following Academic Affairs polices: Function of Research in the State System, Intensive English Program Approval and Review, Academic Program Review, Grading, Granting of Degrees, Undergraduate Degree Requirements, Credit for Prior Learning, In-state/Out-of-state Status of Enrolled Students, Academic Calendars, and Teacher Education.**

**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 Function of Research in the State System, Intensive English Program Approval and Review, Academic Program Review, Grading, Granting of Degrees, Undergraduate Degree Requirements, Credit for Prior Learning, In-state/Out-of-state Status of Enrolled Students, Academic Calendars, and Teacher Education policies.

**POLICY ANALYSIS:**

The proposed revisions are the result of a request for a policy audit by the Chancellor and conducted by OSRHE staff under the direction of the Vice Chancellor for Academic Affairs. Policies were reviewed using the following guiding principles:

1. Remove barriers to success;
2. Emphasize quality and raise standards, but reduce the steps to achieve those standards;
3. Simplify language and remove statements that are not policy;

4. Promote efficiency and collaboration;
5. Align with state statutes and accreditation standards;
6. Foster innovation and speed to react to changing workforce needs;
7. Reduce time spent on processes that don't impact outcomes; and
8. Eliminate requirements that cost more than the benefits they provide.

Following the internal review by OSRHE staff, policies were distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below. It is recommended the State Regents approve the proposed policy revisions.

Policy	Recommendation
3.3 Function of Research in the State System	<ul style="list-style-type: none"> <li>• Remove research restrictions, to include restrictions by state function.</li> </ul>
3.5 Intensive English Program Approval and Review	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Remove internally developed standards and replace them with a requirement to use one of the two nationally recognized accreditors.</li> </ul>
3.7 Academic Program Review	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Add flexibility for unique program cycles.</li> <li>• Allow programs that are independently accredited to submit their program accreditation documents in lieu of a program review.</li> <li>• Remove requirements that duplicate Higher Learning Commission standards.</li> <li>• Remove need to explain duplication or demand.</li> <li>• Revise the Low Productivity Review Process to make it positive.</li> <li>• Remove the requirement for an External Review Process.</li> <li>• Move the submission requirements to procedures.</li> <li>• Alter the OSRHE staff involvement in the reviews.</li> </ul>
3.12 Grading	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Remove limits on repeated courses.</li> <li>• Change the GPA calculation for repeated courses to be the highest grade earned.</li> <li>• Remove the time period for academic reprieve.</li> <li>• Reduce the period of time that must elapse before a student is eligible for academic renewal and add a provision for institutional approval of a shorter period.</li> </ul>
3.14 Granting of Degrees	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Change approval of exceptions to be by the institution president, with notification to OSRHE.</li> </ul>

	<ul style="list-style-type: none"> <li>Update language regarding the awarding of non-academic degrees to not require OSRHE approval.</li> </ul>
3.15 Undergraduate Degree Requirements	<ul style="list-style-type: none"> <li>Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>Remove, clarify, and condense unnecessary language throughout the policy.</li> <li>Remove the computer proficiency requirement because it is ambiguous; the meaning of “proficient” is not standardized, causing transferability issues and inconsistent treatment of students.</li> </ul>
3.16 Credit for Prior Learning	<ul style="list-style-type: none"> <li>Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>Remove, clarify, and condense unnecessary language throughout the policy.</li> <li>Move the approvals to the President or designees.</li> <li>Adopt new expanded standards for apprenticeships, certifications, and professional licensure.</li> <li>Remove requirement for annual reviews of institutional AP policies, because it has been superseded by state statute.</li> <li>Remove the faculty committee requirement because a new, more rigorous process for policy change has been implemented.</li> <li>Add guidance for the military transfer inventory.</li> <li>Align oversight and evaluation requirements with applicable state statute.</li> <li>Add language for CLEP score in preparation of SB365.</li> </ul>
3.18 In-state/Out-of-state Status of Enrolled Students	<ul style="list-style-type: none"> <li>Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>Remove, clarify, and condense unnecessary language throughout the policy.</li> <li>Add a section for students impacted by war.</li> <li>Add a new standard for foreign service officers.</li> </ul>
3.19 Academic Calendars	<ul style="list-style-type: none"> <li>Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>Remove the requirement for classes to meet for 16 weeks.</li> <li>Adjust the drop period to be a calculation (one-eighth of the duration of the course).</li> <li>Add a provision for competency-based education credit.</li> <li>Clarify that academic calendars are required only to be submitted to the OSRHE office, not approved by the OSRHE.</li> <li>Move the section on competency-based education to policy 3.17.</li> </ul>

	<ul style="list-style-type: none"> <li>• Add a new section that specifies the dates of Spring Break and requires coordination with the SDE and ODCTE.</li> </ul>
3.21 Teacher Education	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Reword language for clarity.</li> <li>• Remove statements that are not policy.</li> <li>• Remove references to the Oklahoma General Education Test.</li> <li>• Replace sections that repeat various state statutes with references to the statute.</li> <li>• Remove unnecessary, restrictive transfer language.</li> </ul>

The proposed revisions are included in the supplement.

Supplement



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #11-b:**

**Policy.**

**SUBJECT:** Oklahoma State University. Request for approval of a policy exception for a five-year pilot to use Duolingo to assess student English language proficiency for admission.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a pilot project proposed by Oklahoma State University beginning Fall 2024 and ending Spring 2029 that allows a temporary policy exception to the International Student Admission and Non-native Speakers of English policy, as described below.**

**BACKGROUND:**

In 1979, the State Regents established a policy that requires non-native English-speaking applicants to demonstrate English proficiency. The initial policy required non-native English-speaking students to demonstrate English proficiency through one of the following: 1) attaining a requisite score on the Test of English as a Foreign Language (TOEFL) or 2) attaining a lower requisite score on the TOEFL and successfully completing 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents.

In 1989, the policy was revised to allow non-native English-speaking applicants to demonstrate English proficiency through completing the high school core requirements in or graduating from a high school where English is the primary language in a country where English is a primary language and demonstrating competency through the High School Curricular Requirements policy.

In 1994, the policy was revised to allow the president or his/her designee to admit non-native English-speaking students in lieu of the above-mentioned requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission.

In 2003, the policy was revised to add the International English Language Testing System (IELTS) as an additional assessment measure to demonstrate English proficiency.

In 2023, the policy was revised to add the International Test of English Proficiency (iTEP) Academic and the Pearson Test of English (PTE) Academic as additional assessment measures to demonstrate English proficiency.

**POLICY ISSUES:**

The proposed action is an exception to the Oklahoma State Regents for Higher Education's International Student Admission and Non-native Speakers of English policy.

**ANALYSIS:**

As noted above, current policy specifies that any of the four assessment measures, the TOEFL, IELTS, iTEP Academic, and PTE Academic may be utilized to demonstrate English proficiency. Oklahoma State

University (OSU) is requesting to launch a pilot project to employ the Duolingo English Test (DET) as an additional assessment to measure English proficiency.

With the competitive landscape of international student recruitment and English proficiency testing, OSU’s strategic plan includes increasing the total number of international undergraduate and graduate students over the next 5-7 years. Access to English proficiency tests is a pivotal factor in international students’ choice of a U.S. educational institution. In recent years, the DET has become an increasingly popular English proficiency instrument due to its quick turnaround times, flexible testing options, enhanced test security and granular and consistent scoring, which provides an extensive database for test score validation. The proposed cut scores for the DET align with correlated IELTS and TOEFL scores. This five-year pilot project will allow OSU to assess the outcomes for international students whose English proficiency was satisfied via the DET in comparison with outcomes for those who submitted TOEFL, IELTS, iTEP Academic, or PTE Academic scores.

The proposed pilot project will apply to both unconditional and qualified admission, the latter of which requires the student to earn a requisite score and subsequently complete 12 weeks at a State Regents’ approved IEP. Based on concordance tables, peer institution requirements, and current requisite TOEFL, IELTS, iTEP Academic, and PTE Academic scores, the proposed DET admission score requirements are detailed below:

<b>Unconditional Admission</b>	<b>Minimum Score</b>
TOEFL	
Internet-Based	61
Computer-Based	173
Paper-Based	500
IELTS	5.5
PTE Academic	46
iTEP Academic	3.5
Proposed Duolingo English Test	95
<b>Conditional Admission (IEP Required)</b>	
TOEFL	
Internet-Based	48
Computer-Based	140
Paper-Based	460
IELTS	5.0
PTE Academic	36
iTEP Academic	3.0
Proposed Duolingo English Test	85

\*These cut scores were determined based on correlations to the Common European Framework of Reference scale.

To review this pilot, OSU will collect student outcomes data and submit two reports, which will be detailed in a prescribed format, during the five years of the pilot: an interim pilot report due by August 1, 2027, and a comprehensive five-year pilot report due on August 1, 2029.

This time frame will allow for meaningful evaluation with a sufficient number of students earning various types of bachelors and advanced degrees across disciplines. The institution will monitor academic progress (e.g., GPAs and advancement in the chosen degree programs consistent with the respective undergraduate degree sheets or graduate plans of study) each semester. Based on peer institution information, it is expected that these students will be successful. If for some reason students struggle academically, applicant profiles will be examined to better understand underlying issues to determine if the English language ability appears to be the only factor mitigating against the students' success.

Based on staff analysis, it is recommended the State Regents approve OSU's request as described above.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #11-c:**

**Policy.**

**SUBJECT:** Posting of revisions to the Distance Education and Traditional Off-Campus Courses and Programs, Student Assessment and Remediation, and Professional Programs policies.

**RECOMMENDATION:**

**It is recommended that the State Regents post the proposed revisions to the Distance Education and Traditional Off-Campus Courses and Programs, Student Assessment and Remediation, and Professional Programs policies.**

**BACKGROUND:**

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

**POLICY ISSUES:**

The proposed revisions amend the Distance Education and Traditional Off-Campus Courses and Programs, Student Assessment and Remediation, and Professional Programs policies.

**POLICY ANALYSIS:**

The proposed revisions are the result of a request for a policy audit by the Chancellor and conducted by OSRHE staff under the direction of the Vice Chancellor for Academic Affairs. Policies were reviewed using the following guiding principles:

1. Remove barriers to success;
2. Emphasize quality and raise standards, but reduce the steps to achieve those standards;
3. Simplify language and remove statements that are not policy;
4. Promote efficiency and collaboration;
5. Align with state statutes and accreditation standards;
6. Foster innovation and speed to react to changing workforce needs;
7. Reduce time spent on processes that don't impact outcomes; and
8. Eliminate requirements that cost more than the benefits they provide.

Following the internal review by OSRHE staff, policies were distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Recommendation
3.17 Distance Education and Traditional Off-Campus Courses and Programs	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Remove, clarify, or condense unnecessary language throughout the policy.</li> <li>• Add elevated standards for quality of online instruction, guided by national standards.</li> <li>• Update OSRHE policy related to institutional participation in the State Authorization Reciprocity Agreement (SARA) to the current SARA standards.</li> <li>• Require institutions to meet the standards outlined in the policy before offering online courses. Once they meet the standard, additional approval to offer programs that have already been approved by the Regents is not required.</li> <li>• Require institutions to describe how they continue to meet these standards in their regular 5-year program reviews.</li> </ul>
3.20 Student Assessment and Remediation	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Remove, clarify, or condense unnecessary language throughout the policy.</li> <li>• Remove sections that are duplicative of other policies.</li> <li>• Eliminate approval and requirements that duplicate standards of accreditation and items that would be specific to institutions and their mission.</li> <li>• Remove references to remediation and developmental education to promote a focus on supplemental instruction.</li> </ul>
3.24 Professional Programs	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Conceptually change the policy to move to higher, nationally recognized standards. All of the professional programs are linked to their corresponding national accreditor.</li> <li>• Eliminate standards that would otherwise already be included in the accreditation standard.</li> <li>• Remove barriers and requirements that make these programs less competitive.</li> </ul>

The proposed revisions are included in the supplement.

Supplement

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #11-d:**

**Policy.**

**SUBJECT:** Murray State College. Approval of request to institute additional Early College High School programs.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the request from Murray State College to institute additional Early College High School programs, 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 a faculty member of the institution delivering the course.

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

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

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

The Concurrent Enrollment policy also includes several changes to the existing concurrent enrollment criteria. Most notably, changes were made to the existing admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were

established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

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

### **Early College Programs**

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

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

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

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



guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed program would benefit the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs.

#### **POLICY ISSUES:**

This request is in accordance with the OSRHE Concurrent Enrollment policy.

#### **ANALYSIS:**

Murray State College requests to institute additional ECHS programs designed as follows:

### **Accelerated College Experience**

#### **K-12 Partners**

- Dickson Public Schools
- Fox Public Schools
- Ardmore Public Schools
- Plainview Public Schools

#### **Career Technology 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 under-served students in their service area. The ACE program gives equitable 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. MSC will work with partnering high schools to define underrepresented populations by identifying a) students who qualify for free and reduced lunches, b) students whose parents do not speak English in the home, c) students who are first-generation college enrollees, and d) the race/ethnicity of the student.

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

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, minority, English learners, or 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 high schools 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 gain 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, social and test anxiety, and cultural diversity.
- 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.
  - 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 Murray State College faculty and high school faculty. Professional development should have, but is not 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 (OWL).

**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 for all academic and service fees.
- Partner high schools will cover the costs of tuition.
- Partner high schools will be responsible for the expenses of course materials, including text books.

#### **Student Success Measures.**

The ACE student population will represent economically disadvantaged, English learners, at-risk students, first-generation, and underrepresented students such as minorities.

- 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 meet a need in rural parts of the state that have historically been left out of higher education and MSC has taken great care to get full buy-in from partner school districts. Therefore, State Regents' approval is recommended.

Upon State Regents' approval, MSC's ECHS program will begin in the Fall 2023 semester with a five-year approval, concluding at the end of the Spring 2028 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2026 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 2026-2027 academic year.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #12:**

**Teacher Education.**

**SUBJECT:** Allocation of the Oklahoma Teacher Connection (OTC) budget to fund Pre-Collegiate and Collegiate grant programs.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed Oklahoma Teacher Connection (OTC) Pre-Collegiate and Collegiate Program expenditures in the amount of \$98,908.00.**

**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 the implementation of 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 2022-2023, there were 18 high schools with Teach Oklahoma programs. Teacher surveys were returned from 100 percent of OTC programs, indicating an enrollment of 208 students in Teach Oklahoma.

At the close of the 2022-2023 academic year, from the data reported, 87 percent (77 students) of the Teach Oklahoma high school graduating seniors planned to attend college. Furthermore, 54 percent (113 students) of all Teach Oklahoma students plan to become teachers, which has increased by 20 percent from the previous year. These results strongly manifest that Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Last year, all of the returning Teach Oklahoma teachers responded “yes” when asked if they would have the class again the following year. Teachers find merit in the research-based curriculum and opportunities with the higher education experiences. To illustrate, 17 of 18 Teach Oklahoma programs participated in higher education academies, attended university presentations, and/or made campus visits. Many teachers expressed enthusiasm for this teacher education course as an impactful experience for students. One veteran Teach Oklahoma instructor wrote, “I was very grateful for this year’s

generous grant! Love the curriculum; I need to do very little supplementing. I think with the combination of Teach OK and Inspired to Teach we are finally on our way to recruiting and retaining great teachers in OK!” Another instructor shared, “I love teaching the Teacher Prep program...I talk about how we work together to introduce our students to the world of education and the importance of getting our students to become educators and to teach in Oklahoma. I say this every year that the curriculum is really helpful and beneficial.”

The Lead Oklahoma curriculum is designed to help eighth and ninth grade students learn leadership principles, participate in service-learning, develop skills for academic success, and encourage effective decision-making skills in high school. One goal of the Lead Oklahoma curriculum is to promote college success and interest. In 2022-2023, Lead Oklahoma was implemented with 12 programs reporting an enrollment of 850 students. Many schools used the Lead Oklahoma curriculum in their leadership and teacher preparation academies. In fact, eight schools reported that the Lead Oklahoma curriculum is a key piece of their school’s leadership academy. Since 2006, approximately 18,810 students have gone through Lead Oklahoma.

The feedback provided by teachers reveals that the Lead Oklahoma curriculum has encouraged students to grow in their educational work. In particular, these students have acquired improved interpersonal communication skills and critical thinking skills, as well as collaboration skills in the classroom. Teachers generally agree that the curriculum has increased the quality of student work assignments, positive behaviors, and improved outcomes among students in the school. Summative assessments show that various components of the Lead Oklahoma curricula help students understand the importance of school success and college preparation, increasing their potential for aspirations and goal achievements.

Educators Rising, sponsored nationally by Phi Delta Kappa, is an extracurricular organization that gives all high school students who are interested in teaching careers an opportunity to explore the profession and to gain an understanding about the field of education. Educators Rising is a national organization with currently 19,081 members. In the 2022-2023 academic year, teacher sponsors reported that 98 students participated in the Oklahoma Educators Rising programs. Further feedback from sponsors indicated that 68 percent (67 students) of all Educators Rising participants wanted to pursue a career in teaching. Additionally, sponsor feedback revealed approximately 91 percent (32 students out of 35 students) of the graduating seniors in the program responded that they were planning to attend college after graduation. Of these college-bound seniors, approximately 90 percent (29 students out of 32 students) stated they plan to become teachers.

In the statewide Educators Rising competitions, 44 Oklahoma students competed. Categories included Children’s Literature and Lesson Planning and Delivery. Four Oklahoma students competed at the National Educators Rising Conference, which was held in Orlando, Florida. A record 2,744 people attended the summer event, featuring the theme of “Serving Our Community.” Two Oklahoma students earned Top Ten National Educators Rising Awards with a 6<sup>th</sup> place finish in Lesson Planning and Delivery – Career and Technical Education and a 7<sup>th</sup> place finish in Children’s Literature K-3.

**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 and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation in addition to gaining valuable experiences for the teaching profession.

At the close of the 2022-2023 academic year, approximately 1,388 pre-collegiate and collegiate students, education faculty and staff, administrators, and other education advocates participated in and were impacted directly through campus-based activities that highlighted teaching and supported recruitment, retention, and



professional development objectives in teacher education. Further data indicate that over 2,940 students in P-12 schools were positively impacted by their classroom teachers who received intensive mentoring and materials. Data instruments show a collective number of just over 34,728 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

**Teacher Conferences:** Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment and retention efforts. The Teach Oklahoma Conference was held this year and well-attended by OTC instructors and students, as well as university faculty members. One instructor expressed, “The conference at the end of the year is something I really look forward to each year. I always take back something to use or try in my classroom.” The OTC also hosted the 15<sup>th</sup> Annual Reading Conference, entitled “Beyond Labels and Agendas: Practices That Make a Difference for Readers,” for higher education faculty, educators, administrators, and other stakeholders. From around the state, over 350 participants attended this OTC-sponsored conference.

**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:

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	Lead Oklahoma Teach Oklahoma	Lead Oklahoma is a leadership curriculum designed to help students who have strong academic potential be successful leaders in high school and college.  Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	\$26,250.00
	Educators Rising Chapters and State and National Competition	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.	\$4,600.00
Collegiate Grants	Cameron University <i>An Innovative Approach for Professional Development in Astronomy for Oklahoma STEM Teachers</i>	This project helps to retain science teachers across Oklahoma who are instructing 6 <sup>th</sup> - 9 <sup>th</sup> students in science, technology, engineering, and mathematics (STEM). These workshops will support teachers about the implementation of particular science topics and hands-on learning strategies, as well as building a professional community.	\$4,000.00
	Northeastern State University <i>A Day of Celebration at Northeastern State University: Becoming a</i>	The aim of this grant is twofold: 1) growing the number of high school students who will choose teacher education majors, and 2) creating more partnerships with high schools for structured pathways into educator preparation programs (EPPs). The project directors will host an event and provide various presentations, workshops, and keynote speaker for	\$4,000.00

	<i>Future Oklahoma Educator</i>	students to attend and consider a career as a future Oklahoma educator.	
	Northwestern Oklahoma State University  <i>Teach for Oklahoma Outreach</i>	Providing partnerships and promoting outreach initiatives to attract students from rural northwest Oklahoma school districts to teaching careers are significant aims. Activities include school visits that will build a pipeline of potential educators from high school juniors and/or seniors as they meet teacher education faculty members and current teacher candidates. This grant promotes an increased recruitment to the teaching profession.	\$4,000.00
<b>CATEGORY</b>	<b>PROGRAM TITLE</b>	<b>DESCRIPTION</b>	<b>RECOMMENDED FUNDING</b>
<b>Collegiate Grants (Continued)</b>	Oklahoma Panhandle State University  <i>Band Director Induction Program</i>	The overall goal of this program is to retain novice and veteran band directors within the rural Oklahoma Panhandle region by providing workshops and professional development activities. Participants will benefit by having subject-specific mentoring and increasing collegiality for rural music teachers.	\$8,000.00
	Oral Roberts University  <i>ORU University-Led Teacher Induction Program for Novice Teachers</i>	Early career teachers will participate and support colleagues in university-led activities designed to enhance skills as a P-12 classroom teacher. Activities include meetings with veteran educators in addition to inclusive weekend workshops and exemplary classroom teacher observations and discussions.	\$4,000.00
	Oklahoma State University  <i>OSU Future Teacher Day</i>	The aim of this program is to provide an opportunity for high school juniors and seniors with teaching interests to visit and tour the OSU-Stillwater campus and teacher education program facilities. This event will support students to develop and facilitate an interactive instructional lesson in up to two different traditional education program career pathways.	\$8,000.00
	University of Central Oklahoma  <i>Paraprofessional Residency to Educator Pathway (PREP): Developing Oklahoma's Teacher Workforce</i>	The goal of this grant it to support the recruitment of current paraprofessionals who have an associate degree completed or near completion to become comprehensively prepared and certified educators in Oklahoma schools. Public school administrators and certified teachers will serve as mentors in the program. In particular, this grant will provide structured pathways and the benefits of clinical experiences.	\$4,378.00
	University of Central Oklahoma	This grant supports Teach and Lead Oklahoma high school students to develop knowledge for college success strategies and teacher education programs. Faculty will instruct about skills for higher education students, which include navigating college websites, scholarship opportunities, and plan(s) of study. The academy is specifically designed to help students learn	\$7,880.00

	<i>Prospective Teachers Academy</i>	more about the college admission process with a special focus on considering a career as an educator.	
	University of Oklahoma  <i>Expanding Capacity through Integrated Support</i>	The objective of this grant is to support retention of early career and experienced teachers through building positive, professional mentoring relationships focused on the key elements of educative mentoring. Program activities include mentoring activities to support the self-efficacy of early career teachers.	\$8,000.00
	University of Oklahoma – Tulsa  <i>Teacher Bound: A Recruitment Pathway for Oklahoma Early Childhood Education Bachelor Degree Program</i>	The goals of this project include: 1) building connections between the university and partner organizations for community benefits, 2) increasing awareness of OU-Tulsa’s early childhood program, and 3) addressing concerns related to perceived obstacles to obtaining an Early Childhood Education bachelor’s degree. Project directors will make school visits to support partnerships, engage in site visits to assist potential partners, and conduct Teacher Bound events.	\$7,800.00
<b>CATEGORY</b>	<b>PROGRAM TITLE</b>	<b>DESCRIPTION</b>	<b>RECOMMENDED FUNDING</b>
	University of Tulsa  <i>Fifth Year Academy</i>	This project supports the implementation of professional development trainings that will enhance novice teachers’ abilities for teaching and managing the classroom in accordance with various standards, including the Council for the Accreditation of Educator Preparation (CAEP) and criteria of Local Education Agencies (LEAs).	\$8,000.00
		<b>Total Funding Requested for 2023-2024</b>	<b>\$98,908.00</b>



Meeting of the  
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 September 7, 2023

**AGENDA ITEM #13:**

**Academic Scholars Program.**

**SUBJECT:** Authorization of Freshmen Institutional Nominees for Fall 2024.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the number of authorized freshmen Institutional Nominees for each institution and approve the program scholarship award levels for 2024-2025.**

**BACKGROUND:**

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:** Resident students can 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 or SAT test.

**Institutional Nominees:** 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.

Minimum Criteria Options	Research Universities	Regional Universities	Community Colleges
ACT or SAT Equivalent	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 or SAT Equivalent	3.9 GPA and 30 ACT or SAT Equivalent	3.8 GPA and 28 ACT or SAT Equivalent	3.7 GPA and 26 ACT or SAT Equivalent

The program provides participants a scholarship for up to four years of study at accredited institutions of higher education in Oklahoma. State system institutions also provide the scholarship recipient a tuition waiver. The current cash scholarship award amounts provided by the program are:

Tier	Automatic Qualifiers	Institutional Nominees
Research Universities	\$6,000	\$3,500
Regional Universities	\$4,500	\$2,700
Community Colleges	\$4,000	\$2,500

In response to funding changes and policy priorities, the State Regents have taken the following actions since 2012.

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of 25 percent to 20 percent.
- 2017-2018 – Reduced nonresident student funding from 20 percent to 10 percent.
- 2018-2019 – Reduced nonresident student funding from 10 percent to 0 percent and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).
- 2020-2021 – 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 amount 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 – 14 percent. In addition, a total of 20 additional freshmen Institutional Nominee slots were added to the state two-year colleges.

In 2022-2023, about 1,400 students participated in the program receiving awards totaling \$5.6 million.

**POLICY ISSUES:**

The statutes and policy authorizing the Academic Scholars Program state that the objectives of the program are to:

- (1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively 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: As shown in the following table, it is recommended that there be no change in the number of freshmen Institutional Nominee slots for 2024-2025.

**Proposed Allocation of Freshmen Institutional Nominees for 2024-2025**

	<u>2023-2024</u>	<u>2024-2025 Proposed</u>	<u>Change</u>
University of Oklahoma	45	45	0
Oklahoma State University	45	45	0
<b>Total Research Universities</b>	<b>90</b>	<b>90</b>	<b>0</b>
University of Central Oklahoma	14	14	0
East Central University	7	7	0
Northeastern State University	7	7	0
Northwestern Oklahoma State University	7	7	0
Southeastern Oklahoma State University	7	7	0
Southwestern Oklahoma State University	7	7	0
Cameron University	7	7	0
Langston University	7	7	0
Rogers State University	7	7	0
Oklahoma Panhandle State University	7	7	0
University of Science and Arts of Oklahoma	7	7	0
<b>Total Regional Universities</b>	<b>84</b>	<b>84</b>	<b>0</b>
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
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
Oklahoma State University – Oklahoma City	7	7	0
Oklahoma State University Institute of Technology	7	7	0
<b>Total Community Colleges/Technical Branches</b>	<b>119</b>	<b>119</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>293</b>	<b>293</b>	<b>0</b>

Recommendation #2: It is recommended that the scholarship award amounts be increased by \$500 beginning with the 2024-2025 academic year.

Automatic Qualifiers	Current Award	Proposed Award	Amount Change	Percent Change
Research Universities	\$6,000	\$6,500	+\$500	8%
Regional Universities	\$4,500	\$5,000	+\$500	11%
Community Colleges	\$4,000	\$4,500	+\$500	13%

Institutional Nominees	Current Award	Proposed Award	Amount Change	Percent Change
Research Universities	\$3,500	\$4,000	+\$500	14%
Regional Universities	\$2,700	\$3,200	+\$500	19%
Community Colleges	\$2,500	\$3,000	+\$500	20%

The reasons for the recommended increase in the scholarship award amount include:

- A primary goal of this program is to keep Oklahoma’s highest performing students in state for college, increasing the probability the students will remain in Oklahoma after graduation. The most recent data shows that 92 percent of program graduates remain in Oklahoma one year after graduation and 87 percent after five years.
- The scholarship award amounts were not increased for twenty-one years between 1998 and 2019. Despite award increases for Institutional Nominees in 2020 and increases for both Institutional Nominees and Automatic Qualifiers in 2023, the proposed award levels are still well below their 1998 inflation-adjusted level (see table below).

#### History of Academic Scholars Award Amounts

	<u>1998</u>	<u>2020</u>	<u>2023</u>	<u>2024 Proposed</u>	<u>% Change From 1998</u>
<b>Automatic Qualifiers</b>					
Research	\$5,500	\$5,500	\$6,000	\$6,500	18%
Regional	\$4,000	\$4,000	\$4,500	\$5,000	25%
Two-Year	\$3,500	\$3,500	\$4,000	\$4,500	29%
<b>Institutional Nominees</b>					
Research	\$2,800	\$3,200	\$3,500	\$4,000	43%
Regional	\$2,000	\$2,400	\$2,700	\$3,200	60%
Two-Year	\$1,800	\$2,200	\$2,500	\$3,000	67%
<b>Cosumer Price Index</b>					
	<u>1998</u>			<u>July 2023</u>	
	163			305.7	88%



The following table shows the recent history of program participants and the projected number of participants for 2023-2024 to 2027-2028. The number of Automatic Qualifiers is expected to remain relatively stable while the number of Institutional Nominees is projected to increase due to additional Institutional Nominee freshmen scholarship slots approved for Fall 2022 and Fall 2023. The total number of program recipients is projected to steadily grow from about 1,400 in 2022-23 to almost 1,700 in 2027-2028.

Academic Year	Automatic Qualifiers	Institutional Nominees	Total Recipients	Scholarship Expenses
2018-2019 actual	775	711	1,486	\$5.8 million
2019-2020 actual	822	650	1,472	\$5.9 million
2020-2021 actual	801	686	1,487	\$6.2 million
2021-2022 actual	762	623	1,385	\$5.7 million
2022-2023 actual	706	702	1,408	\$5.6 million
2023-2024 projected	668	804	1,472	\$6.3 million
2024-2025 projected	653	856	1,509	\$7.1 million
2025-2026 projected	682	931	1,613	\$7.5 million
2026-2027 projected	716	966	1,682	\$7.9 million
2027-2028 projected	718	969	1,687	\$7.9 million

The following table shows the recent funding and expenditure history of the program. The table also shows projections based on implementation of the recommended increase in scholarship award amounts. The projections assume state funding for the program will remain stable at \$7.2 million for the next four fiscal years, FY2025 – FY2028. The program's reserve balance is projected to increase in FY2024 and FY2025 before declining in FY2026 – FY2028. By the end of FY2028, the program's reserve balance is projected to be about \$3 million or 38 percent of projected expenditures. The reserve balance will provide time for any necessary future program adjustments (such as changes in authorized freshmen Institutional Nominee (IN) slots) to bring long-term funding and expenditure projections into alignment while maintaining a sufficient program reserve balance.

**Academic Scholars Trust Fund  
Trust Fund History & Projections**

	July 1 Beginning <u>Balance</u>	Income (Appropriations & Earnings)	Net Expenditures (Scholarships)	June 30 Ending <u>Balance</u>
FY2013 actual	1,508,294	8,477,690	(7,833,528) (1)	2,152,456
FY2014 actual	2,152,456	8,509,436	(8,101,118)	2,560,774
FY2015 actual	2,560,774	8,423,491	(8,018,807)	2,965,458
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 estimated	3,439,362	7,245,862	(6,300,000) (7)	4,385,224
FY2025 estimated	4,385,224	7,245,862	(7,100,000) (8)	4,531,086
FY2026 estimated	4,531,086	7,245,862	(7,500,000) (8)	4,276,948
FY2027 estimated	4,276,948	7,245,862	(7,900,000) (8)	3,622,810
FY2028 estimated	3,622,810	7,245,862	(7,900,000) (8)	2,968,672

- (1) Non-resident funding limit lowered from 25% to 20% in FY2013.
- (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%) 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) Includes proposed award increases of \$500.

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**AGENDA ITEM #14:**

**Regional University Baccalaureate Scholarship Program.**

**SUBJECT:** Authorization of Freshmen Scholarship Slots for Fall 2024.

**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 2024.**

**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 a 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 or 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 the 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.
- 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 slots 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 2024.

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 Recommended	15

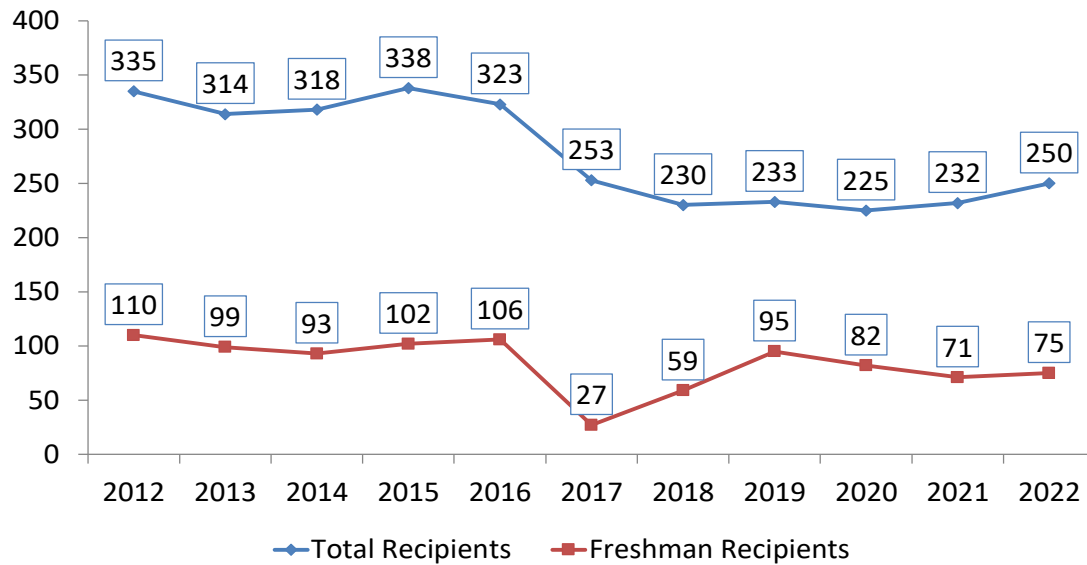
As shown in the following table, scholarship costs in FY2024 are projected to increase to about \$975,000, up from \$723,750 in FY2023. This is due to the increase in freshman scholarship slots back to the traditional historical level of 15 and the increase in the scholarship award amount from \$3,000 to \$3,500. Assuming the current annual funding level of \$1,021,517 remains constant in future years, the number of scholarships and the new award amount can be maintained through at least FY2027 with a remaining program reserve fund balance of about \$380,000. If necessary, adjustments to the number of authorized scholarship slots could be made in the years beyond FY2027.

Regional University Baccalaureate Scholarship  
Recent Funding History

	July 1 Beginning Balance	Appropriation Allocation	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY2011 actual	(\$59,670)	\$1,046,146	\$10,309	(\$953,250)	\$43,535
FY2012 actual	\$43,535	\$975,746	\$9,050	(\$931,250)	\$97,081
FY2013 actual	\$97,081	\$986,068	\$18,834	(\$974,250)	\$127,733
FY2014 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY2015 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY2016 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979
FY2017 actual	\$217,979	\$789,057	\$4,462	(\$951,750)	\$59,748
FY2018 actual	\$59,748	\$751,029	\$564	(\$739,500)	\$71,841
FY2019 actual	\$71,841	\$746,517	\$5,321	(\$672,000)	\$151,679
FY2020 actual	\$151,679	\$746,517	\$7,680	(\$693,750)	\$212,126
FY2021 actual	\$212,126	\$717,054	\$7,109	(\$668,250)	\$268,039
FY2022 actual	\$268,039	\$746,517	\$5,627	(\$686,950)	\$333,233
FY2023 actual	\$333,233	\$1,021,517	\$8,589	(\$723,750)	\$639,589
FY2024 estimated	\$639,589	\$1,021,517	\$10,000 *	(\$976,500) *	\$694,606 *
FY2025 estimated	\$694,606 *	\$1,021,517 *	\$8,000 *	(\$1,060,500) *	\$663,623 *
FY2026 estimated	\$663,623 *	\$1,021,517 *	\$8,000 *	(\$1,134,000) *	\$559,140 *
FY2027 estimated	\$559,140 *	\$1,021,517 *	\$5,000 *	(\$1,204,000) *	\$381,657 *

\*estimated/projected

## Regional University Baccalaureate Scholarship Recipients 2012 - 2022



The following table shows the number of freshmen slots filled by each institution since 2012.

### Freshman Regional University Baccalaureate Scholars, Fall 2012-2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cameron University	12	9	10	10	3	3	6	8	3	6	6
East Central University	14	15	15	14	13	3	6	12	9	10	7
Langston University	1	0	0	0	0	0	3	0	2	0	0
Northeastern State University	15	13	15	15	15	3	6	12	12	9	10
Northwestern Oklahoma State University	5	9	2	3	6	3	6	4	6	8	10
Oklahoma Panhandle State University	0	2	0	1	0	0	2	1	1	0	0
Rogers State University	15	12	7	12	14	3	6	12	12	3	5
Southeastern Oklahoma State University	8	3	6	6	12	3	6	12	5	5	8
Southwestern Oklahoma State University	15	15	15	15	15	3	6	12	12	10	9
University of Central Oklahoma	15	15	15	13	15	3	6	12	12	10	10
University of Science and Arts of Oklahoma	10	6	8	13	13	3	6	10	8	10	10
<b>TOTAL</b>	<b>110</b>	<b>99</b>	<b>93</b>	<b>102</b>	<b>106</b>	<b>27</b>	<b>59</b>	<b>95</b>	<b>82</b>	<b>71</b>	<b>75</b>

The following table shows the total number of scholarships awarded by each institution since 2012.

**Total Regional University Baccalaureate Scholars, Fall Semester 2012-2022**

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Cameron University	33	22	26	28	20	17	14	13	12	10	13
East Central University	43	40	47	51	49	39	30	31	28	29	32
Langston University	1	1	1	1	0	0	3	1	3	3	2
Northeastern State University	52	47	50	48	45	32	25	26	31	35	38
Northwestern Oklahoma State University	14	18	13	11	13	11	15	17	18	16	19
Oklahoma Panhandle State University	1	3	2	3	2	0	2	3	3	2	0
Rogers State University	32	35	34	38	36	20	22	24	27	24	23
Southeastern Oklahoma State University	23	20	19	22	22	22	21	29	23	20	21
Southwestern Oklahoma State University	51	50	50	55	51	42	35	33	28	34	33
University of Central Oklahoma	47	44	48	50	49	39	32	31	29	33	39
University of Science and Arts of Oklahoma	38	34	28	31	36	31	31	25	23	26	30
<b>Total</b>	<b>335</b>	<b>314</b>	<b>318</b>	<b>338</b>	<b>323</b>	<b>253</b>	<b>230</b>	<b>233</b>	<b>225</b>	<b>232</b>	<b>250</b>





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**AGENDA ITEM #15:**

**Scholars for Excellence in Child Care.**

**SUBJECT:** Approval of a modification of the contract between Oklahoma Human Services and the Oklahoma State Regents for Higher Education for the Scholars for Excellence in Child Care program.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship modification to transfer \$20,000 from scholarships and stipends to institutional allocations due to program staff raises.**

**BACKGROUND:**

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and Oklahoma Human Services (OHS) have contracted to fund the Scholars for Excellence in Child Care (Scholars) program, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels and compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OHS to continue to improve the quality of services available to child care staff, the Director of OHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

**POLICY ISSUES:**

This action is consistent with the State Regents' commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

**ANALYSIS:**

The Scholars Program has achieved success since its inception. Through summer 2023, there have been approximately 445 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 4,502 have earned a certificate of mastery and 1,374 an associate degree through the Scholars program initiative. There have been 734 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through

the Scholars program. Forty-four scholars have received a bachelor's degree through the bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered online and classroom training to prepare students for the national CDA Credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2022, approximately 605 child care providers in the state have obtained a national CDA Credential.

The contract modification will continue the program through FY24.

Note: Supplements to the contracts are on file in the State Regents' office.

Attachments

**STATE OF OKLAHOMA**  
**OKLAHOMA HUMAN SERVICES**  
**SIXTH MODIFICATION OF PROGRAM CONTRACT**

This Sixth Modification of the current contract PA# 21000308, PO# 0700308 (attached, the “Agreement”) is entered into by and between Oklahoma Human Services (“OHS”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 1, 2020, OHS and the OSRHE entered into the Agreement effective July 1, 2020 through June 30, 2021, whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (“Scholars”) program that allows scholar coordinators at twelve community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (“CDA”), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree.

WHEREAS, the original contract was for an amount not to exceed \$1,466,426 (One Million Four Hundred Sixty-Six Thousand Four Hundred Twenty-Six Dollars).

WHEREAS, the Modification section of the Agreement provides that “[a]ny modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and OHS.”

WHEREAS, a first “Program Contract Modification” was agreed to by the parties on or about April 28, 2021, to increase the contract budget for FY21 to \$1,524,426 (One Million Five Hundred Twenty-Four Thousand Four Hundred Twenty-Six Dollars).

WHEREAS, on or about June 24, 2021, the parties renewed their Agreement after the initial one-year period by executing the “First Renewal and Second Modification of Program Contract (effective July 1, 2021 through June 30, 2022) in which the contract budget was increased to \$2,175,219 (Two Million One Hundred Seventy-Five Thousand Two Hundred Nineteen Dollars).

WHEREAS, on or about June 23, 2022, the parties renewed their Agreement after the initial one-year period by executing the “Second Renewal and Third Modification of Program Contract (effective July 1, 2022 through June 30, 2023) in which the contract budget was increased to \$2,499,482 (Two Million Four Hundred Ninety-Nine Thousand Four Hundred Eight Two Dollars).

WHEREAS, a fourth “Program Contract Modification” was agreed to by the parties on or about December 9, 2022, to increase the contract budget for FY23 to \$2,628,571 (Two Million Six Hundred Twenty-Eight Thousand Five Hundred Seventy-One Dollars).

WHEREAS, on or about June 29, 2023, the parties renewed their Agreement for the third and final one-year renewal period by executing the "Third Renewal and Fifth Modification of Program Contract (effective July 1, 2023 through June 30, 2024) in which the contract budget was increased to \$2,771,692 (Two Million Seven Hundred Seventy-One Thousand Six Hundred Ninety-Two Dollars).

WHEREAS, both parties desire to modify the Agreement for FY24 as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Modification

This modification serves to amend Attachments A & B for FY24 by decreasing the Scholarships & Stipends (Fund 357) amount of \$919,250 (Nine Hundred Nineteen Thousand Two Hundred Fifty Dollars) to \$899,250 (Eight Hundred Ninety-Nine Thousand Two Hundred Fifty Dollars) and by increasing the Institutional Allocations (Fund 358) amount of \$1,607,126 (One Million Six Hundred and Seven Thousand One Hundred Twenty-Six Dollars) to \$1,627,126 (One Million Six Hundred Twenty-Seven Thousand One Hundred Twenty-Six Dollars). These changes are due to the announced salary increases at Rose State College, Murray State College, and Carl Albert State College.

Except as expressly amended and modified by this Sixth Modification all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Sixth Modification be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

**Oklahoma Human Services**


**Oklahoma State Regents for Higher Education**

By: \_\_\_\_\_  
OHS Official

By: \_\_\_\_\_  
Allison D. Garrett, Chancellor

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Approved as to Form:  


**Attachment A**

**Oklahoma State Regents for Higher Education  
Scholars for Excellence in Child Care  
Program Administration (357 & 358)  
FY24 Budget**

Personnel Costs (Fund 357)	\$216,758
Indirect Cost Rate @ 13.175% (Fund 357)	\$28,558
Scholarships & Stipends (Fund 357)	\$899,250
Institutional Allocations (Fund 358)	\$1,627,126
<b>Total:</b>	<b>\$2,771,692</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #16:**

**Institutional Student Assessment.**

**SUBJECT:** Approval of institutional student assessment five-year plans.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Student Assessment Plans as required by the Assessment and Remediation policy.**

**BACKGROUND:**

In the late 1980s and early 1990s, the State Regents implemented Assessment and Remediation policies to demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning and remediation of student educational needs. The Assessment policy was implemented to fulfill two purposes: (1) improvement of teaching and learning and (2) accountability and institutional effectiveness. Remediation is designed to assist students who have not completed the required high school courses and students who lack the requisite academic skills necessary to enroll and succeed in college-level courses.

Beginning in 2009, the Council on Instruction (COI) Assessment, Retention and Transfer Committee revised and combined the Assessment and Remediation policies into a single policy. The policy revisions provide increased guidance to institutions regarding the assessment of student learning outcomes and an improved process for course placement of students who demonstrate the need for remediation or developmental education. Additionally, the revisions outline the requirements for institutional assessment plans and reporting requirements to accomplish an effective and coordinated State System effort of assessment that will facilitate a model of continuous improvement for institutions.

In October 2015, the State Regents approved the revised Assessment and Remediation policy (3.19). As stated in the section on Assessment Plan and Reporting (3.19.8),

To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

The revisions to policy became effective in Fall 2016. All State System institutions have submitted assessment plans to the State Regents and have been reviewed by staff.

**POLICY ISSUES:**

To meet the requirements of the State Regents Assessment and Remediation policy, institutions must submit an assessment plan for approval.

**ANALYSIS:**

As stated in the State Regents Assessment and Remediation policy (3.20), the institutional assessment plans must address four categories of student assessment: (1) entry level and course placement, (2) general education, (3) academic program learning outcomes, and (4) student engagement and satisfaction. A summary of these categories for each institution is attached to this agenda item. The full reports are available upon request.

It is recommended that the State Regents approve the institutional assessment plans and review institutional assessment plans every five years or when substantive changes are requested by the institution.

Attachment



**ATTACHMENT**

**Oklahoma State Regents for Higher Education  
Institutional Student Assessment and Remediation Plans  
Summary**

**Entry Level Assessment and Course Placement (3.20.4)**

Students scoring below the ACT subject (or SAT equivalent) score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work. Another test is not required.

<b>Entry Level Assessment and Course Placement (3.20.4)</b>		
<b>Research Universities</b>	<b>Measures</b>	<b>Remediation</b>
Oklahoma State University	ACT/SAT, OSU Entry-Level Placement Analysis (ELPA), Accuplacer NextGen (English and reading) and ALEKS (mathematics).	UNIV courses (NOC-Stillwater), ALEKS online learning modules, co-requisite courses and tutoring services.
University of Oklahoma	ACT/SAT, Accuplacer (English and reading), Accuplacer Write Placer (writing), ALEKS (mathematics), HS GPA and Math Offers Model (MOM).	ALEKS (mathematics) learning modules, developmental mathematics, English and reading. Co-requisite English and math course.

<b>Entry Level Assessment and Course Placement (3.20.4)</b>		
<b>Regional Universities</b>	<b>Measures</b>	<b>Remediation</b>
Cameron University	ACT/SAT, HS GPA, College Career Math Ready course, and Accuplacer NextGen.	Remedial courses, co-requisite courses, and remediation “bootcamps.”
East Central University	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses, co-requisite courses.
Langston University	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Northeastern State University	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Northwestern Oklahoma State University	ACT/SAT, HS GPA, Math department institutional test and completion of College Career Math Ready with an A or B.	Remedial courses and co-requisite courses.
Oklahoma Panhandle State University	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Rogers State University	ACT/SAT, Accuplacer NextGen, STASS (science).	Remedial courses and co-requisite courses.

<b>Entry Level Assessment and Course Placement (3.20.4)</b>		
<b>Regional Universities</b>	<b>Measures</b>	<b>Remediation</b>
Southeastern Oklahoma State University	ACT/SAT, “in-house” college placement test - developed by English and math departments.	Accelerated remediation programs, remedial courses and co-requisite courses.
Southwestern Oklahoma State University	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
University of Central Oklahoma	ACT, Accuplacer NextGen and ALEKS.	Remedial courses and co-requisite courses.
University of Science & Arts of Oklahoma	ACT/SAT and Accuplacer NextGen.	Remedial courses and co-requisite courses.

<b>Entry Level Assessment and Course Placement (3.20.4)</b>		
<b>Community Colleges</b>	<b>Measures</b>	<b>Remediation</b>
Carl Albert State College	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Connors State College	ACT/SAT, Accuplacer NextGen, HS GPA and GED/HiSet.	Remedial courses and co-requisite course.
Eastern Oklahoma State College	ACT/SAT, Accuplacer NextGen, HS GPA and HS course history.	Remedial courses and co-requisite courses.
Murray State College	ACT/SAT, Accuplacer NextGen, HS GPA, Writeplacer and HS courses.	Remedial courses and co-requisite courses.
Northeastern Oklahoma A&M College	ACT/SAT, HS GPA and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Northern Oklahoma College	ACT/SAT, HS GPA and HS course history.	Remedial courses and co-requisite courses.
Oklahoma City Community College	ACT/SAT, HS GPA, HiSET, GED, HS courses and placement test.	Remedial courses and co-requisite courses.
OSU Institute of Technology	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
OSU-OKC	ACT/SAT, HS GPA, HS course history and Accuplacer NextGen.	Remedial courses and co-requisite courses.
Redlands Community College	ACT/SAT, Accuplacer NextGen, GED and HS GPA.	Remedial courses and co-requisite courses.
Rose State College	ACT/SAT and Accuplacer NextGen, HS GPA and non-cognitive factors.	Enrollment and Specialized Testing (EAST), Remedial courses and co-requisite courses.
Seminole State College	ACT/SAT, Accuplacer (reading and writing), institutionally designed placement test (math only) HS GPA, HS courses and self-evaluation.	Remedial courses and co-requisite courses.

Tulsa Community College	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.
Western Oklahoma State College	ACT/SAT, Accuplacer NextGen and HS GPA.	Remedial courses and co-requisite courses.

**General Education Assessment (3.20.5)**

General education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and broad areas such as communications, critical thinking, mathematics, reading, and writing.

<b>General Education Assessment (3.20.5)</b>		
<b>Research Universities</b>	<b>Competencies</b>	<b>Measures</b>
Oklahoma State University	<ol style="list-style-type: none"> <li>1. Construct a broad foundation for the student’s specialized course of study.</li> <li>2. Develop the student’s ability to read, observe, and listen with comprehension.</li> <li>3. Enhance the student’s skills in communicating effectively.</li> <li>4. Expand the student’s capacity for critical analysis and problem solving.</li> <li>5. Assist the student in understanding and respecting diversity in people, beliefs, and societies.</li> <li>6. Develop the student’s ability to appreciate and function in the human and natural environment.</li> </ol>	Student artifacts will consist of artifacts from general education designated courses.
University of Oklahoma	<ol style="list-style-type: none"> <li>1. Communication Skills.</li> <li>2. Technology and Information Literacy.</li> <li>3. Critical Analysis &amp; Scientific Reasoning.</li> <li>4. Quantitative &amp; Numerical Analysis.</li> <li>5. Community, Culture &amp; Diversity.</li> <li>6. Arts &amp; Humanities.</li> </ol>	Multiple Measures to assess effectiveness. Course-based assessments for each student learning outcome. Administration of assessments vary by course.

<b>General Education Assessment (3.20.5)</b>		
<b>Regional Universities</b>	<b>Competencies</b>	<b>Measures</b>
Cameron University	<ol style="list-style-type: none"> <li>1. Information Literacy.</li> <li>2. Diversity.</li> <li>3. Critical Thinking.</li> <li>4. Ethics.</li> <li>5. Aesthetics.</li> <li>6. Problem Solving.</li> <li>7. Communication.</li> <li>8. Wellness.</li> </ol>	Course-embedded assessments for each student learning outcome and surveys and general education/capstone course projects.
East Central University	<ol style="list-style-type: none"> <li>1. Communication.</li> <li>2. Intellectual Skills.</li> <li>3. Information Literacy.</li> <li>4. Intercultural Knowledge.</li> <li>5. Global Citizenship.</li> </ol>	Mid-level general education assessment occurs within selected general education courses on a rotating schedule using four general education rubrics produced by ECU's General Education Committee.
Langston University	<ol style="list-style-type: none"> <li>1. Discuss the intricacies of diverse cultures and heritages.</li> <li>2. Explain multiple modes of inquiry, reason, and critical thinking.</li> <li>3. Communicate effectively using a variety of tools.</li> <li>4. Discuss the importance of creativity for the human experience.</li> <li>5. Explain the relationship between nature and science.</li> <li>6. Discuss the role of responsible, ethical, and engaged citizens.</li> <li>7. Value life-long learning, wellness, and personal enrichment.</li> <li>8. Adapt to a constantly changing global society.</li> </ol>	ETS, Peregrine, ACAT, ACS, PACAT, OSAT, OGET, ATI NCLEX, Portfolios, Capstone projects, Senior Exit Exam, Comprehensive Exam and PEAT.

<b>General Education Assessment (3.20.5)</b>		
<b>Regional Universities</b>	<b>Competencies</b>	<b>Measures</b>
Northeastern State University	<ol style="list-style-type: none"> <li>1. Analytic Inquiry.</li> <li>2. Information Literacy.</li> <li>3. Engage Diverse Perspectives.</li> <li>4. Quantitative Fluency.</li> <li>5. Communication Fluency.</li> <li>6. Cultural Foundations.</li> <li>7. Life Skills &amp; Personal Development.</li> </ol>	Course-embedded assessments are included as part of regular course work to all students enrolled in general education courses.
Northwestern Oklahoma State University	<ol style="list-style-type: none"> <li>1. Literacy.</li> <li>2. Critical Thinking.</li> <li>3. Ethical Leadership.</li> </ol>	Course-embedded assessment, Educational Testing Services Proficiency Profile and National Survey of Student Engagement.
Oklahoma Panhandle State University	<ol style="list-style-type: none"> <li>1. Oral and Written Communication.</li> <li>2. Analytical and Quantitative Reasoning.</li> <li>3. Social Responsibility and Cultural Awareness.</li> </ol>	Course-embedded assessments.
Rogers State University	<ol style="list-style-type: none"> <li>1. Think critically and creatively.</li> <li>2. Knowledge of human cultures and natural world.</li> <li>3. Written, oral and visual communication.</li> <li>4. Diverse perspectives and values.</li> <li>5. Civic knowledge and engagement.</li> </ol>	Course-embedded assessments, presentations, assignments, institutional assessments, Educational Testing Services Proficiency Profile and institutional survey.
Southeastern Oklahoma State University	<ol style="list-style-type: none"> <li>1. Communication.</li> <li>2. Mathematics.</li> <li>3. Science.</li> <li>4. Social &amp; Political Wellness.</li> <li>5. Fine Arts &amp; Humanities.</li> </ol>	Educational Testing Services Proficiency Profile and course embedded assessments.
Southwestern Oklahoma State University	<ol style="list-style-type: none"> <li>1. Communication and computer literacy.</li> <li>2. Scientific and quantitative reasoning.</li> <li>3. Fine arts, history and humanities.</li> <li>4. Social and cultural competency.</li> <li>5. Intellectual and professional aptitudes.</li> </ol>	Curriculum-embedded assessment, Educational Testing Services Proficiency Profile.

<b>General Education Assessment (3.20.5)</b>		
<b>Regional Universities</b>	<b>Competencies</b>	<b>Measures</b>
University of Central Oklahoma	<ol style="list-style-type: none"> <li>1. Communication.</li> <li>2. Quantitative Reasoning.</li> <li>3. Scientific Method.</li> <li>4. Critical Inquiry.</li> <li>5. Analysis.</li> </ol>	Course level assessments, Valid Assessment of Learning in Undergraduate Education, capstone courses, external licensure, Student Transformative Learning Record.
University of Science & Arts of Oklahoma	<ol style="list-style-type: none"> <li>1. Instruction in the discipline.</li> <li>2. Interdisciplinary values.</li> <li>3. Skills of Lifelong Learners.</li> <li>4. Quality of Character.</li> </ol>	Capstone projects.

<b>General Education Assessment (3.20.5)</b>		
<b>Community Colleges</b>	<b>Competencies</b>	<b>Measures</b>
Carl Albert State College	<ol style="list-style-type: none"> <li>1. Technologic &amp; Information Literacy.</li> <li>2. Think Critically.</li> <li>3. Communicate Effectively.</li> </ol>	Course-embedded assessments.
Connors State College	<ol style="list-style-type: none"> <li>5. Communication.</li> <li>6. Technology &amp; Information Literacy.</li> <li>7. Social Responsibility &amp; Cultural Global Awareness.</li> <li>8. Problem Solving/Critical Thinking.</li> </ol>	Course-embedded assessments.
Eastern Oklahoma State College	<ol style="list-style-type: none"> <li>1. Communication.</li> <li>2. Critical Thinking.</li> <li>3. Information &amp; Technology Literacy.</li> <li>4. Quantitative &amp; Scientific Reasoning.</li> <li>5. Culture, Global Awareness &amp; Social Responsibility.</li> </ol>	Course-embedded assessments using rubrics, artifact collection, and surveys.
Murray State College	<ol style="list-style-type: none"> <li>1. Effective Communication.</li> <li>2. Responsible Citizenship.</li> <li>3. Global Awareness.</li> <li>4. Critical Thinking.</li> <li>5. Quantitative Reasoning.</li> <li>6. Information &amp; Technology.</li> <li>7. Health &amp; Wellness.</li> </ol>	Course embedded assessments, student portfolios, capstone projects and Educational Testing Services Proficiency Profile testing.

<b>General Education Assessment (3.20.5)</b>		
<b>Community Colleges</b>	<b>Competencies</b>	<b>Measures</b>
Northeastern Oklahoma A&M College	<ol style="list-style-type: none"> <li>1. Communications.</li> <li>2. Quantitative Reasoning.</li> <li>3. Critical Thinking.</li> <li>4. Information Literacy.</li> </ol>	Course-embedded assessments.
Northern Oklahoma College	<ol style="list-style-type: none"> <li>1. Critical Thinking.</li> <li>2. Communication Skills.</li> <li>3. Cultural &amp; Societal Awareness.</li> <li>4. Consumer and Personal Wellness.</li> </ol>	Course-embedded assessments.
Oklahoma City Community College	<ol style="list-style-type: none"> <li>1. Public Speaking &amp; Writing.</li> <li>2. Mathematical Methods.</li> <li>3. Human Heritage.</li> <li>4. Culture &amp; Institutions.</li> <li>5. Critical Thinking.</li> </ol>	Evaluation of artifacts using rubrics.
OSU Institute of Technology	<ol style="list-style-type: none"> <li>1. Communication.</li> <li>2. Critical Thinking.</li> <li>3. Ethics.</li> <li>4. Diversity &amp; Inclusion.</li> <li>5. Civic Responsibility.</li> <li>6. Technology.</li> </ol>	Core outcome assessments.
OSU-OKC	<ol style="list-style-type: none"> <li>1. Critical Thinking.</li> <li>2. Effective Communications.</li> <li>3. Computer Proficiency.</li> <li>4. Civic Responsibility.</li> <li>5. Global Awareness.</li> </ol>	Course-embedded assessments.
Redlands Community College	<ol style="list-style-type: none"> <li>1. Communication.</li> <li>2. Critical Thinking.</li> <li>3. Information Technology.</li> <li>4. Quantitative Literacy.</li> <li>5. Social and Cultural Awareness.</li> </ol>	Course-embedded assessments.
Rose State College	<ol style="list-style-type: none"> <li>1. Written Communication.</li> <li>2. Quantitative Reasoning.</li> <li>3. Diversity Awareness.</li> </ol>	Course-embedded assessments.
Seminole State College	<ol style="list-style-type: none"> <li>1. Communication.</li> <li>2. Scientific Reasoning/ Critical Thinking.</li> <li>3. Knowledge of Global Society.</li> <li>4. Role of history, culture, arts or science.</li> </ol>	Course-embedded assessments, Educational Testing Services Proficiency Profile.

<b>General Education Assessment (3.20.5)</b>		
<b>Community Colleges</b>	<b>Competencies</b>	<b>Measures</b>
Tulsa Community College	<ol style="list-style-type: none"> <li>1. Communication Skills.</li> <li>2. Critical Thinking.</li> <li>3. Personal Responsibility.</li> <li>4. Social Responsibility.</li> </ol>	Indirect assessment data through the end-of-term course feedback surveys and direct assessment data from course-embedded assessments.
Western Oklahoma State College	<ol style="list-style-type: none"> <li>1. Communications Skills.</li> <li>2. Math Skills.</li> <li>3. Critical Thinking Skills.</li> <li>4. Life Skills.</li> <li>5. Technological Skills.</li> </ol>	Course-embedded assessments and Valid Assessment of Learning in Undergraduate Education.



**Academic Program Learning Outcomes (3.20.6)**

Assessment findings will be reported in program reviews. Results from standardized measures will be collected and reported annually to the State Regents.

All Institutions	Institutional reports describe how academic program learning outcomes are identified and assessment instruments are selected.
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**Student Engagement and Satisfaction (3.20.7)**

Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Results from the standardized measures will be reported at least every three years to the State Regents and will be included in the annual Institutional Student Assessment Report.

<b>Student Engagement and Satisfaction (3.20.7)</b>		
<b>Research Universities</b>	<b>Standardized Measures</b>	<b>Institutional Measures</b>
Oklahoma State University	None reported.	OSU’s Student Engagement Survey and Student Satisfaction Survey.
University of Oklahoma	Student Experience in the Research University, Priority Survey for Online Learners, Ruffalo Noel-Levitz.	None reported.

<b>Student Engagement and Satisfaction (3.20.7)</b>		
<b>Regional Universities</b>	<b>Standardized Measures</b>	<b>Institutional Measures</b>
Cameron University	None reported.	Student engagement and satisfaction surveys.
East Central University	National Survey of Student Engagement.	In-house Student Opinion Survey administered to all undergraduate and graduate students.
Langston University	Ruffalo Noel-Levitz Student Satisfaction Inventory and National Survey of Student Engagement.	None reported.
Northeastern State University	National Survey of Student Engagement.	Internal course evaluations and course surveys.
Northwestern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory and National Survey of Student Engagement.	Alumni Survey, graduate student satisfaction survey, and course evaluations.
Oklahoma Panhandle State University	National Survey of Student Engagement.	Course evaluations, First Destination Survey, Graduation Survey, College Exit Survey and Student Opinion Survey.

<b>Student Engagement and Satisfaction (3.20.7)</b>		
<b>Regional Universities</b>	<b>Standardized Measures</b>	<b>Institutional Measures</b>
Rogers State University	Noel-Levitz Student Satisfaction Inventory.	Student Opinion Survey and Graduating Senior Survey.
Southeastern Oklahoma State University	Noel-Levitz Student Satisfaction Inventory and Noel-Levitz Priorities Survey of Online Learning.	Current student survey, graduate survey and course evaluations.
Southwestern Oklahoma State University	National Survey of Student Engagement and Noel-Levitz Student Satisfaction Inventory.	Course/instructor evaluations, graduate survey and alumni survey.
University of Central Oklahoma	National Survey of Student Engagement, Noel-Levitz Student Satisfaction Inventory, Your First College Year, Cooperative Institutional Research Program Freshman Survey.	Graduating Student Survey and Graduate Outcomes Survey.
University of Science & Arts of Oklahoma	National Survey of Student Engagement.	Course evaluations and general student survey.

<b>Student Engagement and Satisfaction (3.20.7)</b>		
<b>Community Colleges</b>	<b>Standardized Measures</b>	<b>Institutional Measures</b>
Carl Albert State College	Community College Survey of Student Engagement, Noel Levitz Student Satisfaction Inventory.	Surveys and focus groups.
Connors State College	Community College Survey of Student Engagement.	Microsoft Forms for surveys for students, faculty, and staff.
Eastern Oklahoma State College	None reported.	Student satisfaction survey.
Murray State College	An independent Student Satisfaction Survey.	None reported.
Northeastern Oklahoma A&M College	Freshman student survey.	Student satisfaction survey targeted courses based on primary faculty member and graduate exit survey.
Northern Oklahoma College	Community College Survey of Student Engagement.	Internally-created student satisfaction survey, each given in alternating years.
Oklahoma City Community College	Noel Levitz College Student Inventory.	Graduate survey, alumni survey and institutional online student survey.

<b>Student Engagement and Satisfaction (3.20.7)</b>		
<b>Community Colleges</b>	<b>Standardized Measures</b>	<b>Institutional Measures</b>
OSU Institute of Technology	Student Satisfaction Inventory, Priorities Survey for Online Learners, and Community College Survey of Student Engagement.	Class Climate course evaluations, graduation survey, and alumni survey.
OSU-OKC	SmartEval Student Satisfaction Survey.	End of Instruction course evaluations, graduation survey and alumni surveys.
Redlands Community College	The Community College Survey of Student Engagement, the Community College Faculty Survey of Student Engagement, the Survey of Online Student Engagement, and the Survey of Entering Student Engagement.	None reported.
Rose State College	The Educational Demographics Assessment and student satisfaction surveys.	Graduate survey and assessment of co-curricular programs and activities.
Seminole State College	Educational Testing Service Proficiency Profile.	Student feedback on classroom instruction, Graduate Exit Survey, Entering Student Engagement Survey, Instructor Evaluation of Student Participation Survey.
Tulsa Community College	Community College Survey of Student Engagement, Revealing Institutional Strengths and Challenges Survey and Healthy Minds Study.	Student course feedback surveys, End-of-term surveys, alumni and exit surveys.
Western Oklahoma State College	None reported.	Western Exit Survey included in the Graduation Exit Exam and co-curricular assessments.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #17-a:**

**Administrative Rules.**

**SUBJECT:** Tulsa Reconciliation Education and Scholarship Program – Adoption of proposed permanent rule revisions.

**RECOMMENDATION:**

**It is recommended that the State Regents approve and adopt permanent rule revisions for the Tulsa Reconciliation Education and Scholarship Program.**

**BACKGROUND:**

In 2001, the Oklahoma Legislature passed HB 1178, the “1921 Tulsa Race Riot Reconciliation Act of 2001,” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). HB 1178 authorized a minimum of 300 scholarships beginning with the 2002-2003 school year, subject to the availability of funds. The law authorized award amounts up to the cost of tuition and the scholarships would be renewable for up to five years. No public or private funding for the scholarships was provided in the 2001 legislative session.

During the following 2002 session, the Legislature passed HB 2238, which amended the statutes creating the scholarship program. The “minimum” requirement of 300 scholarships was changed to a “maximum” of 300 scholarships. Again, no specific funding for the 300 scholarships was provided in the 2002 legislative session. In addition, HB 2238 created a new second category of awards within the program which authorized the State Regents to annually award one-time scholarships to “two students at each of the high schools in the Tulsa School District for the purpose of preserving awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921.” The statutory eligibility requirements for this second category of awards included a family income limit of \$70,000. The State Regents allocated funding for the second category of scholarship and approved the first awards, set at \$1,000 by the Regents, beginning in 2003-2004.

During the 2022 session, the Oklahoma Legislature appropriated \$1.5 million to the program. At their June 2022 meeting, the State Regents increased the scholarship award amount for the second category of awards from \$1,000 to \$2,000 for the 2022-2023 school year. During the 2022-2023 school year 23 students received scholarships totaling \$36,000.

**POLICY ISSUES:**

Due to the unique nature and purpose of the TRESP, it is recommended that the local Tulsa community be more directly involved in the administration of the TRESP, including the distribution and collection of applications, the review of applications, and the recommendation of scholarship recipients. It is also recommended that direct lineal descendency be a required preference factor to be considered for those applicants deemed otherwise eligible if those other eligibility factors prove inadequate to narrow the pool of applicants sufficiently.

**ANALYSIS:**

The proposed permanent rule revisions would allow the State Regents to designate Langston University – Tulsa (LU-Tulsa) administrators to coordinate the application process for the TRESP. The revisions would authorize the President of Langston University, or designee, to organize an advisory committee of Tulsa community representatives to review applications and recommend scholarship recipients to the State Regents. The changes to the use of lineal descentance changes it to a preference factor required for consideration when two conditions are met: 1) the applicant is eligible for the scholarship according to the requirements already present at OAC 610:25-29-4(b)(3)(A) & (B), and 2) when the requirements at OAC 610:25-29-4(b)(3)(A) & (B) prove inadequate to narrow the pool of applicants sufficiently.

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION  
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS  
SUBCHAPTER 29. TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP ACT**

**610:25-29-4. Principles for awards, continuation of awards, disbursements, refunds, and applications**

(a) **Award amounts.** Subject to the availability of funds, the State Regents shall award:

(1) For participants enrolled in an institution in the Oklahoma State System of Higher Education, an amount not to exceed the equivalent of the average dollar amount of undergraduate resident tuition that the eligible Program participant is obligated to pay.

(2) For participants enrolled in a private institution of higher education, an amount not to exceed the equivalent of the average dollar amount of undergraduate resident tuition that the eligible Program participant would receive if enrolled in a school within the Oklahoma State System of Higher Education.

(3) For participants enrolled in a postsecondary career technology education program, an amount not to exceed the equivalent of the dollar amount that the eligible program participant is obligated to pay, which amount shall not exceed the amount the participant would have received for comparable enrollment at a two-year institution within the Oklahoma State System of Higher Education. An award to an eligible participant who is enrolled in a postsecondary vocational-technical program may be used to pay for both vocational-technical and college work if both are required by the academic program.

(b) **Award limitations.**

(1) Program benefits will not be awarded for courses or other postsecondary units taken by the participant:

(A) That are in excess of the requirements for completion of a baccalaureate program.

(B) That are taken more than five (5) years after the student's first semester of participation in the program, except in hardship circumstances as determined by the State Regents. Even when such a hardship is found to exist, in no event shall the participant receive benefits after the participant has been enrolled for a five (5) year cumulative time period.

(2) Program benefits shall be awarded to *not more than 300 eligible participants annually, subject to the amount of funds available for the program and the number of eligible participants.* [70 O.S. §2625(E)]

(3) If sufficient funds to provide awards to the maximum number of eligible participants are not available, the State Regents shall make awards based upon need.

(A) For all academic years, participants who have previously received awards shall be given an absolute priority for continued financial support by the Program, superior to any residents who are applying for such benefits for the first time.

(B) Thereafter, the order of preference of the applicants for awards based upon need shall be determined by the State Regents using the following factors:

(i) the family income of the applicant from taxable sources is not more than Seventy Thousand Dollars (\$70,000.00 per year),

(ii) the applicant attended a Tulsa public school where seventy-five percent (75%) or more of the students enrolled in school qualify for the free and reduced lunch program, and

(iii) the applicant resides in a census block area within the Tulsa School District where thirty percent (30%) or more of the residents are at or below the poverty level established by the United States Bureau of the Census. [70 O.S. §2623]

(C) When the factors listed above prove inadequate to narrow the pool of applicants sufficiently, the State Regents ~~may~~shall consider, as an additional order of preference factor applied to applicants otherwise deemed eligible pursuant to the provisions of this subchapter, whether the

applicant is a direct lineal descendant of a person who resided in the Greenwood Area in the City of Tulsa between April 30, 1921 and June 1, 1921.

(i) Except for the absolute priority given to eligible participants who have already received an award(s) under the Program, this factor shall be applied to all applicants regardless of race when utilized by the State Regents.

(ii) The Oklahoma Historical Society shall verify all applicant claims of lineal descent.

(D) When making awards, the State Regents shall take other grants and scholarships received by the eligible participant into consideration. In such cases, the Program benefit may be used to cover additional educational costs not covered by the other grants and scholarships.

(4) The award for the high school scholarships *shall be limited to a one-year full-time-equivalent period. Following successful completion of such award, recipients who meet the criteria provided in 610:25-29-4(b)(3)(B) shall be eligible to apply and be considered for continued participation in the full Tulsa Reconciliation Education and Scholarship Program. Any student subsequently awarded such scholarship shall have the duration of the high school scholarship deducted from five-year limit on scholarship eligibility.* [70 O.S. 2623]

(c) **Disbursement.** Funds will be disbursed from the Tulsa Reconciliation Education and Scholarship Trust Fund to the institution at which the student is enrolled. The high school scholarship *award may only be funded with state funds appropriated to the Tulsa Reconciliation Education and Scholarship Trust Fund and income therefrom, and shall be made subject to the availability of such funds.* [70 O.S. 2623]

(d) **Refunds.** Refunds resulting from student withdrawal will be remitted to the State Regents.

(e) **Application.**

(1) Students must fully complete an application form provided by the State Regents.

(2) Applications will be processed by the State Regents according to deadlines established annually.

(3) Any falsified or incomplete information on the application form may result in disqualification from the Program.

(4) The State Regents shall designate Langston University administrators to assist with coordinating the application process. The coordination shall include the following:

(A) Distribution of the application form and collection of completed application forms, and

(B) Organization of an advisory committee of Tulsa community members with a connection to the Greenwood Area to review the applications and make recommendations to the State Regents for scholarship recipients who meet all applicable eligibility requirements.

(i) The advisory committee shall consist of seven members, appointed by the Chancellor for Higher Education, including the President of Langston University, or designee; the Superintendent of Tulsa Public Schools, or designee; two members of the Oklahoma Legislature representing the Greenwood Area in the City of Tulsa, or their designees; and three members of the Tulsa community with a connection to the Greenwood Area. At least two of the members of the advisory committee shall be descendants of a person who resided in the Greenwood Area in the City of Tulsa between April 30, 1921 and June 1, 1921.

(ii) The President of Langston University, or designee, shall be responsible for coordinating the advisory committee and shall submit to the Chancellor for Higher Education a list of proposed committee members for review and approval.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #17-b:**

**Administrative Rules.**

**SUBJECT:** Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”) – Adoption of proposed emergency rules (pursuant to 75 O.S. § 253 of the Oklahoma Administrative Procedures Act) in order to comply with 70 O.S. § 698.1; and approval to initiate permanent rulemaking process.

**RECOMMENDATION:**

**It is recommended that the State Regents make a finding of an emergency and adopt the proposed emergency rules pursuant to 70 O.S. § 698.1; and, further, that the State Regents approve initiation of the permanent rulemaking process through the filing of a Notice of Rulemaking Intent with the Office of Administrative Rules.**

**BACKGROUND:**

The Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”) was created in 2022, with the passage of HB 3564 and amended by HB 2559 (Attachment A). 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 12<sup>th</sup> grade) at all accredited state public and private higher education institutions.

“Inspired to Teach” allows students who have graduated from an Oklahoma high school and who declare teacher education as a major in college to receive a scholarship over the duration of their matriculation. Other requirements that must be met by participants include maintaining satisfactory academic progress (SAP) and a 2.5 GPA. The scholarship amount for full-time students includes \$1,000 per year for up to three academic years and \$2,500 in the final academic year. Following graduation, participants agree to teach in an Oklahoma (Pre-K through 12<sup>th</sup> grade) public school for five consecutive years. This teaching commitment qualifies program participants to receive a \$4,000 award for each year of service up to five years, not to exceed a total of \$20,000, and provides an effective, comprehensively prepared teacher for Oklahoma public school students.

## **POLICY ISSUES:**

The proposed rules (Attachment B) will assist educator preparation programs in expanding recruitment, retention, and placement efforts of comprehensively prepared teachers in Oklahoma classrooms. Additionally, the rules will remove barriers to students who are in their final semester of matriculation in a teacher education program. Furthermore, the program will support the goals of increasing student retention and graduation rates while meeting the employment needs of the teaching workforce.

The administrative rules will allow institutions to consider the following factors when awarding the scholarship portion: unmet financial need to help cover costs (i.e. tuition, fees, books, materials, services, room and board, etc.), continuous enrollment, completion of a teacher education degree, and state employment needs for qualified teachers.

## **ANALYSIS:**

The proposed emergency rules are necessary to comply with 70 O.S. § 698.1. In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2024. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

The proposed emergency rules are based on statutory amendments that were passed by the Oklahoma legislature and signed by the Governor on May 15, 2023. As the amendments will not take effect until November 1, 2023, the emergency rules will help ensure students in the new eligibility categories can be enrolled in the program in a timely manner.

The proposed rules address the following items:

- Changing the official program name from *Oklahoma Future Teacher Scholarship and Employment Incentive Program* to *Inspired to Teach*.
- Allowing students who are enrolled in fewer than twelve hours during their last year in college continued eligibility under certain conditions.
- Expanding program eligibility to home school graduates and GED earners.
- Expanding program eligibility to students who graduate high school outside of Oklahoma.
- Officially expanding program access to students enrolled in pre-education programs at two-year Oklahoma colleges.

Attachments

## An Act

ENROLLED HOUSE  
BILL NO. 2559

By: McBride, Baker, Waldron,  
Fugate, Dollens, Davis,  
West (Tammy), and Schreiber  
of the House

and

Pemberton of the Senate

An Act relating to teacher scholarships; amending 70 O.S. 2021, Section 698.1, as amended by Section 1, Chapter 344, O.S.L. 2022 (70 O.S. Supp. 2022, Section 698.1), which relates to the Oklahoma Future Teacher Scholarship and Employment Incentive Program; renaming program to Inspired to Teach Program; including eligibility for certain students; defining term; specifying grade point average requirement; and providing an effective date.

SUBJECT: Teacher scholarships

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2021, Section 698.1, as amended by Section 1, Chapter 344, O.S.L. 2022 (70 O.S. Supp. 2022, Section 698.1), is amended to read as follows:

Section 698.1 A. The Oklahoma State Regents for Higher Education shall establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available, to encourage the preparation of public school teachers for prekindergarten through twelfth grade, including minority teachers, at all state public higher education institutions or private higher education institutions accredited pursuant to Section 4103 of this title and incentivize employment as public teachers for prekindergarten through twelfth grade in the state for at least five (5) years, to be known as the ~~Oklahoma Future Teacher Scholarship~~

~~and Employment Incentive Inspired to Teach Program.~~ Prospective teachers planning to pursue an undergraduate teacher education program at an accredited Oklahoma teacher preparation program shall be considered if they graduated from ~~an Oklahoma high school,~~ completed high-school level instruction at home, or completed General Educational Development (GED) test requirements; meet the higher education admission standards~~;~~ and declare a pre-education major or major in an approved Oklahoma teacher preparation degree program leading to a standard teaching certificate.

B. To the extent that funds are available, scholarships, renewable for up to three (3) additional years for qualified students meeting satisfactory academic progress standards in completing a teacher preparation degree program leading to a standard teaching certificate, shall be awarded to cover costs of tuition, general enrollment fees, other fees, books, materials, and services provided by the institution, including room and board, in the following manner:

1. One Thousand Dollars (\$1,000.00) per academic year for up to three (3) academic years for full-time students who have earned less than ninety (90) credit hours; and

2. Two Thousand Five Hundred Dollars (\$2,500.00) for the final academic year for full-time students who have earned ninety (90) or more credit hours.

The maximum amount of scholarship funds awarded as provided in this subsection to any qualified student shall not exceed Five Thousand Five Hundred Dollars (\$5,500.00).

C. As used in this section, "full-time student" means:

1. An undergraduate student enrolled in twelve (12) or more semester credits toward teacher education degree requirements;

2. 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 the degree program prior to certification and who has been approved to take less than twelve (12) credit hours; or

3. 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 (12) credit hours.

B. D. It is the intent of the Oklahoma Legislature that the Oklahoma State Regents for Higher Education create a committee composed of educators, teacher educators from the participating institutions, and representatives of the public schools and the State Department of Education to provide recommendations to the State Regents to improve effectiveness of the program Inspired to Teach Program. The committee shall prepare and deliver a report on the program to the Legislature on or before July 1 of each year.

C. E. Each scholarship participant, prior to entry into the program Inspired to Teach Program, shall have agreed to teach in an Oklahoma public prekindergarten through twelfth grade school for a minimum of five (5) consecutive years upon graduation and licensure as a teacher. Any scholarship participant failing to maintain a 2.5 grade point average throughout matriculation, changing to an ineligible area of study, failing to meet satisfactory academic progress standards, withdrawing or otherwise leaving school, or failing to meet requirements for licensure and certification to teach as established by law shall be subject to disqualification from the program.

D. F. The Oklahoma State Regents for Higher Education are authorized to make employment incentive payments pursuant to the provisions of this section to program Inspired to Teach Program participants who are employed as traditionally certified teachers in Oklahoma public prekindergarten through twelfth grade schools following graduation. Incentive payments may be awarded following each consecutive year of satisfactory service as documented by the employing school district, up to five (5) years of service for scholarship recipients as provided in subsection A of this section, upon graduation from an accredited Oklahoma teacher preparation degree program. The maximum amount of employment incentive payments for any qualified participant shall be Four Thousand Dollars (\$4,000.00) per year for up to five (5) years, not to exceed a total of Twenty Thousand Dollars (\$20,000.00) per participant.

E. G. The Oklahoma State Regents for Higher Education shall require the execution of appropriate contracts with eligible program Inspired to Teach Program participants. Participants failing to comply with the requirements of this section or failing to provide current contact information shall not be eligible for the employment incentive payments provided for in this section. The Chancellor of

the Oklahoma State Regents for Higher Education, with the approval of the State Regents, may contract with any other appropriate organization or unit of government for the administration of the provisions of this section.

F. H. If sufficient funds are not available for employment incentive payments to qualified participants during any fiscal year, the Chancellor may make reductions in the payments made to qualified participants.


G. I. The Oklahoma State Regents for Higher Education may, at the time an award is made on behalf of the ~~Oklahoma Future Teacher Scholarship and Employment Incentive~~ Inspired to Teach Program, set aside funds for the full commitment made to an eligible student.

H. J. The Oklahoma State Regents for Higher Education may utilize ~~Oklahoma Future Teacher Scholarship and Employment Incentive~~ Inspired to Teach Program designated funds for administration of the program.

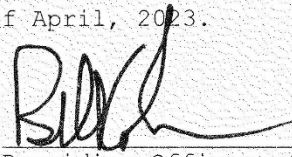
SECTION 2. This act shall become effective November 1, 2023.



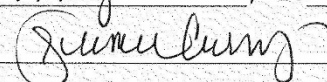
Passed the House of Representatives the 10th day of May, 2023.

  
Presiding Officer of the House  
of Representatives

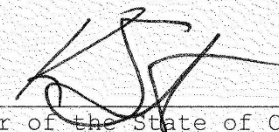
Passed the Senate the 25th day of April, 2023.

  
Presiding Officer of the Senate


OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 11<sup>th</sup>  
day of May, 20 23, at 10:48 o'clock A. M.  
By: 

Approved by the Governor of the State of Oklahoma this 15<sup>th</sup>  
day of May, 20 23, at 10:51 o'clock A. M.

  
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 15<sup>th</sup>  
day of May, 20 23, at 1:53 o'clock P. M.  
By: 

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION  
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS**

**RULEMAKING ACTION:**

EMERGENCY adoption

**RULES:**

Subchapter 41. Oklahoma Future Teacher Scholarship and Employment Incentive Program ("Inspired to Teach") [AMENDED]

610:25-41-1. Purpose [AMENDED]

610:25-41-2. Definitions [AMENDED]

610:25-41-3. Eligibility requirements [AMENDED]

610:25-41-4. Application procedure [AMENDED]

610:25-41-5. Certifications of compliance [AMENDED]

610:25-41-6. Disqualification [AMENDED]

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

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

610:25-41-9. Incentive benefits to be disbursed under the program [AMENDED]

610:25-41-10. Fiscal limitations of the program [AMENDED]

610:25-41-11. Verification and notification requirements [AMENDED]

**AUTHORITY:**

Oklahoma State Regents for Higher Education; 70 O.S. §§ 698.1 and 3206

**ADOPTION:**

September 7, 2023

**EFFECTIVE:**

November 1, 2023

**EXPIRATION:**

Effective through September 14, 2024, unless superseded by another rule or disapproved by the Legislature

**SUPERSEDED EMERGENCY ACTIONS:**

N/A

**INCORPORATIONS BY REFERENCE:**

N/A

**FINDING OF EMERGENCY:**

The Oklahoma State Regents for Higher Education find that a compelling public interest requires the passage of these emergency rules. These proposed emergency rules are necessary to comply with the changes to 70 O.S. § 698.1 made by HB 2559 which become effective November 1, 2023. In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2024. The emergency rules will provide temporary guidance to OSRHE staff, institutions of higher education and prospective and enrolled students until such time as the permanent rule process – which will include public comment and potentially a public hearing – is complete.

Allowing a delay in modifying the rules for Inspired to Teach until Summer 2024 could create a “violation of...state law” or create “serious prejudice to the public interest.” 75 O.S. § 253(A)(1)(c) & (e). These are both outcomes that the emergency rule provisions of 75 O.S. § 253 allow OSRHE to prevent.

**GIST/ANALYSIS:**

The Oklahoma Future Teacher Scholarship and Employment Incentive Program ("Inspired to Teach") is a program to support the teacher pipeline and the preparation of public-school teachers for prekindergarten through 12th grade. As legislatively appropriated funding is available, the Program provides a scholarship to eligible students majoring in teacher education at an accredited teacher preparation



program at an Oklahoma public or private university OR a student majoring in a pre-teacher education program at an Oklahoma public community college that has an approved "Inspired to Teach" Program articulation agreement with an accredited Oklahoma university teacher preparation program, and incentivizes those individuals to enter the workforce as Oklahoma public school teachers for at least five (5) consecutive years upon graduation. The proposed emergency rules: update the name of the program; remove the requirement that an applicant have graduated from an Oklahoma high school; allow home-schooled students to apply; allow applicants who completed their GED requirements to apply; and require scholarship participants to maintain a 2.5 grade point average throughout matriculation.

**CONTACT PERSON:**

Chris Turner Jr., Associate General Counsel, OSRHE, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104, 405-225-9289, cturner@osrhe.edu.

**PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY RULES ARE CONSIDERED PROMULGATED UPON APPROVAL BY THE GOVERNOR AS SET FORTH IN 75 O.S., SECTION 253(F), WITH A LATER EFFECTIVE DATE OF NOVEMBER 1, 2023:**

**SUBCHAPTER 41. ~~OKLAHOMA FUTURE TEACHER SCHOLARSHIP AND EMPLOYMENT INCENTIVE PROGRAM ("INSPIRED TO TEACH")~~  
INSPIRED TO TEACH PROGRAM**

**610:25-41-1. Purpose**

(a) ~~The Oklahoma Future Teacher Scholarship and Employment Incentive Program (also known as "Inspired to Teach")~~ Inspired to Teach Program was created by House Bill 3564 during the 2022 legislative session.

(b) "Inspired to Teach" is a program to support the teacher pipeline and the preparation of public school teachers for prekindergarten through 12th grade. As legislatively appropriated funding is available, the program provides a scholarship to eligible students majoring in teacher education at an accredited teacher preparation program at an Oklahoma public or private university OR a student majoring in a pre-teacher education program at an Oklahoma public community college that has an approved "Inspired to Teach" program articulation agreement with an accredited Oklahoma university teacher preparation program, and incentivizes those individuals to enter the workforce as Oklahoma public school teachers for at least five (5) consecutive years upon graduation.

(c) The bill requires that the Oklahoma State Regents for Higher Education (OSRHE) establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available. [70 O.S §698.1 (A)].

(d) The purpose of the "Inspired to Teach" program is to address teacher shortages in Oklahoma by making scholarships available to undergraduate students and providing employment incentives for participants who meet eligibility criteria and major in teacher education, obtain a traditional teaching certificate, and serve as teachers in the public schools of this state for at least five (5) consecutive years.

(e) The scholarship will help defray the cost of obtaining a baccalaureate degree and the incentive will assist graduates as they enter the workforce as teachers in this state.

**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; 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.

~~"Inspired to Teach" means the Oklahoma Future Teacher Scholarship and Employment Incentive Program created by House Bill 3564 during the 2022 legislative session.~~

**"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.

### **610:25-41-3. Eligibility requirements**

(a) In order to participate in the "Inspired to Teach" program and be eligible for a scholarship, prospective teachers must meet the following requirements:

- (1) Graduate from ~~an Oklahoma~~ high school, complete high school level instruction at home or complete General Educational Development (GED) test requirements;
- (2) Meet higher education admission standards at 1) a public or private Oklahoma university with an accredited Oklahoma teacher education program or 2) a public community college with an approved articulation agreement with an accredited Oklahoma university teacher education program;
- (3) Declare a major at an accredited Oklahoma university teacher education program in a degree leading to a standard teaching certificate or declare a major at a community college with an approved "Inspired to Teach" Program articulation agreement with an accredited Oklahoma teacher education program leading to a standard Oklahoma teaching certificate;
- (4) Maintain enrollment as a full-time student at a participating higher education institution during each semester of scholarship eligibility until a baccalaureate degree for teaching is obtained;
- (5) Maintain SAP and a minimum 2.5 GPA throughout matriculation; and
- (6) Prior to entry into the "Inspired to Teach" Program, agree to complete the program and to teach in an Oklahoma public prekindergarten through 12th grade (PK-12) school for a minimum of five (5) consecutive years upon graduation and certification as a teacher.

(b) Traditionally certified teachers who graduated from a teacher education program without participating in the "Inspired to Teach" program during undergraduate study are not eligible for the "Inspired to Teach" program.

### **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.

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

(c) A Participation Agreement must be signed by the student while enrolled in a major course of study in teacher education at the undergraduate level.

(d) The completed Participation Agreement must be submitted to 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 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 and be considered for the "Inspired to Teach" Program the final semester.

(e) "Inspired to Teach" coordinators at postsecondary institutions will submit copies of the Participation Agreements to OSRHE within 10 days of submission by the student.

(f) OSRHE will notify each applicant of the receipt of his/her application to the "Inspired to Teach" program, the requirements for ongoing eligibility, and the disbursement benefits under "Inspired to Teach."

#### **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.

(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.

#### **610:25-41-6. Disqualification**

The following conditions shall subject the participant to disqualification from the "Inspired to Teach" program:

(1) Failing to maintain a 2.5 grade point average throughout matriculation;

(2) Changing major to an ineligible area of study;

(3) Failing to meet and maintain SAP in an academic program leading to an eligible undergraduate degree in an Oklahoma accredited teacher education program;

(4) Failing to maintain enrollment as a full-time student, withdrawing completely from enrollment, or otherwise leaving the higher education institution;

(5) Failing to complete the teacher education baccalaureate degree and training necessary to obtain a traditional Oklahoma teaching certificate from an approved and accredited Oklahoma program of professional teacher preparation, including student teaching or internship;

(6) Failing to meet requirements for traditional certification to teach as established by Oklahoma state law;

(7) Failing to teach for five (5) consecutive years in an Oklahoma public school upon graduation and certification as a teacher; or

(8) Failing to provide documentation as requested by OSRHE within the time indicated.

#### **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. 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) months from the date of graduation from a four-year institution in Oklahoma.
- (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) An Employment Compliance Form must be submitted to OSRHE upon completion of each year of eligible teaching service. An authorized school official must complete the form.
- (c) 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) The total annual amount of employment incentive payments for any qualified participant shall not exceed Four Thousand Dollars (\$4,000).
- (e) 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.

**610:25-41-10. Fiscal limitations of the program**

(a) If insufficient funds are available for scholarship and/or employment incentive payments to qualified persons during any fiscal year, the Chancellor may make reductions in the payments made to those qualifying. [70 O.S. §698.1(F)].

(b) On or before June 30 of each year, the amount of employment incentive payments for all teachers eligible to receive payments for the upcoming school year will be determined. If in any given year funds are not available for employment incentive payments at the determined amount due to a reduction in employment incentive payments as determined by the Chancellor, the amount to be disbursed to all eligible participants will be reduced uniformly. Upon distribution of this reduced amount, the obligation of the "Inspired to Teach" program to those eligible teachers shall be satisfied for that academic year. The foregoing is true even if no funds are available for disbursement.

**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 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 are satisfied, the participant must provide written notification to OSRHE of any change in legal name or address and of any change in status, which affects "Inspired to Teach" program eligibility.

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**AGENDA ITEM #18-a:**

**E&G Allocations.**

**SUBJECT:** First quarter FY24 distribution of Cigarette and Tobacco Tax Revenue.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of \$814,978.02 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$814,978.02 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The fund currently has on deposit \$1,629,956.04 This amount is sufficient for a transfer of \$814,978.02 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$108,394,961.08.

A five-year history of allocations by fiscal year is included below:

5-Year History of Allocations	Amount to Each Entity
FY 2020 Total	\$5,455,784.70
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Y-T-D	\$ 814,978.02



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**AGENDA ITEM #18-b:**

**E&G Allocations.**

**SUBJECT:** Allocation of American Rescue Plan Act (ARPA) Program Awards for Teacher Certification Acceleration Programs.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the proposed ARPA program expenditures in the amount of \$4,900,000.**

**BACKGROUND:**

The 59<sup>th</sup> Legislature in the first extraordinary session appropriated \$5,000,000 in Senate Bill 38x to provide grant funding to implement teacher certification acceleration programs which target high need teaching resources to address educational disparities that were exacerbated by the pandemic. The Joint Committee on Pandemic Relief adopted the recommendation for funding at the meeting held on May 19, 2023.

**POLICY ISSUES:**

No policy issues are related to this action.

**ANALYSIS:**

The State Regents are authorized in the legislation to develop and implement a program utilizing grant funds for the acceleration of teacher certifications. The programs should be designed to target educational disparities for qualified and experienced teachers in high demand areas and educational systems with high demand for certified teachers.

A request for proposals was disseminated June 30, 2023 to institutions to apply for funding to implement plans for accelerated teacher certification programs.

The State Regents are authorization to retain up to 2 percent of the funding for administrative costs incurred for implementation and both state and federal reporting requirements associated with the use of the federal stimulus funds. All funds must be obligated by December 31, 2024, and expended by December 31, 2026.

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

<b>Institution</b>	<b>Program Title</b>	<b>Description</b>	<b>Funding Amount</b>
Northeastern State University	From Theory to Practice: Quality Alternative Accelerated Pathways for Teachers	This program actively recruits and retains teachers by offering guidance with mentoring and coaching, as well as eliminating the financial barriers for individuals wishing to become effective classroom teachers. A focus will be on supporting non-educational professionals to earn accelerated certification with a strong focus on STEM and SPED fields.	\$2,450,000
University of Central Oklahoma	Accelerated Cohorts for Teaching Success (ACTS)	ACTS is a pilot program designed to provide streamlined pathways and comprehensive support to emergency or alternatively certified participants so that they can complete standard teacher certification requirements and be equipped for success and longevity in the classroom.	\$2,450,000
<b>Total Funding Requested for 2023-2026</b>			<b>\$4,900,000</b>

It is recommended that the State Regents approve the recommended allocations to these institutions to fund the Teacher Certification Acceleration Programs. The OSRHE fiscal office will request in writing to the Office of Management and Enterprises Services draws on the appropriated funding as required.

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**AGENDA ITEM #19:**

**Grants.**

**SUBJECT:** Acceptance of the NSF Campus Cybersecurity Grant.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the National Science Foundation (NSF) Campus Cyberinfrastructure (CC\*) Award #2321401 in the amount of \$1,179,147.**

**BACKGROUND:**

Administered by NSF's Office of Advanced Cyberinfrastructure, the CC\* grant program invests in campus-level cyberinfrastructure improvements for science applications and research projects. Previous NSF awards connected 21 Oklahoma colleges and universities to OneNet's OneOklahoma Friction Free Network (OFFN). This award specifically targets smaller institutions and will expand the OFFN network to four additional Oklahoma campuses and one research center.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Oklahoma State Regents for Higher Education and OneNet have been awarded a two-year NSF Campus CyberInfrastructure award beginning Sept. 1, 2023 in the amount of \$1,179,147. The projects in this grant are fully funded by NSF.

Under the terms of this two-year grant cycle, Mid-America Christian University, Northwestern Oklahoma State University, Oklahoma State University Biomedical Imaging Center, Rose State College and Western Oklahoma State College will receive new connections to the OneOklahoma Friction Free Network. OFFN is a 10 and 100 Gbps research network that provides higher education institutions with a dedicated route to internet and research networks that is much faster than traditional internet highways. This alternate pathway allows researchers to transmit data at higher speeds.

The project will extend advanced cyberinfrastructure tools and services to the campuses and support a wide range of scientific disciplines, including cybersecurity, natural science, biomedical imaging and nursing. The grant award will also fund an optical fiber build to OSU-BIC with 10 Gbps connections to OneNet and the OFFN network. Optical upgrades will be provided for MACU, RSC and WOSC with 10 Gbps connectivity using the existing OneNet fiber infrastructure. In addition, NWOSU will receive a wave service, increasing their connectivity to 10 Gbps.



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**AGENDA ITEM #20:**

**Tuition.**

**SUBJECT:** Murray State College mandatory fee request for Spring 2024.

**RECOMMENDATION:**

**It is recommended that the State Regents consider approval of the modification to the FY24 Tuition and Mandatory Fee Request for Murray State College as reported on the attached schedule. This modification, if approved, will be effective for rates beginning for the Spring 2024 semester.**

**BACKGROUND:**

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

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature.

Institutions and governing boards submitted their FY24 requests for tuition and mandatory fees in June, after the higher education appropriation had been determined and the legislative session concluded. State Regents approved the FY24 Tuition and Mandatory Fee requests at their meeting on June 29, 2023, with a modification to eliminate the Murray State College request. The State Regents did not approve the request to add a student facility mandatory fee as originally requested.

**POLICY ISSUES:**

This item is consistent with State Regents' policy and procedures.

**ANALYSIS:**

Following the June 29, 2023, State Regents' meeting and approval of FY24 Tuition and Mandatory Fees, Murray State College (MSC) has requested to submit a modified mandatory fee request for State Regents consideration. Murray State College has proactively acquired supplemental capital resources to allow for the mandatory fee to be charged only to students in face-to-face course enrollments. This modified request follows State Regents' policy 4.18.6 that allows an institution to waive certain mandatory fees for students enrolled in electronic media if the institution determines is in the best interest of the student and the institution. Further, Murray will scholarship this fee through other sources for high school students concurrently enrolled.

The college has requested the approval of a mandatory fee in the amount of \$13 per credit hour, or \$390 annualized for 30 credit hours. The revenue generated by the student union facility fee will be used for debt service on bonds for the renovation and expansion of the student union. The college has determined that this fee will expire upon the maturation of the term of the bonds. The projected annualized revenue from this fee is approximately \$181,116.

It is recommended that the State Regents consider approval of the FY24 Tuition and Mandatory Fee Request for Murray State College.

Attachments: Schedule I – FY24 Undergraduate Tuition and Mandatory Fees – Modifications  
Schedule II – Change in Undergraduate Tuition and Mandatory Fees – FY24  
Compared to FY23

Oklahoma State Regents for Higher Education  
FY24 Undergraduate Tuition and Mandatory Fees

Institution	Legislative Peer Limit -- Resident Tuition & Mandatory Fees					Legislative Peer Limit -- Nonresident Tuition & Mandatory Fees						
	FY24 Peer Limit per Credit Hour Rate	FY24 Peer Limit	FY24 per Credit Hour Rate	FY24 Inst'l Request	Difference from Peer Limit	% of Peer Limit	FY24 Peer Limit per Credit Hour Rate	FY24 Peer Limit	FY24 per Credit Hour Rate	FY24 Inst'l Request	Difference from Peer Limit	% of Peer Limit
<b>RESEARCH University</b>												
University of Oklahoma	437.60	13,128.00	319.83	9,594.90	3,533.10	73.1%	1,178.57	35,357.00	888.83	26,664.90	8,692.10	75.4%
Okla State University & Tulsa	437.60	13,128.00	308.10	9,243.00	3,885.00	70.4%	1,178.57	35,357.00	825.45	24,763.50	10,593.50	70.0%
<i>Average</i>	437.60	13,128.00	313.97	9,418.95	3,709.05	71.7%	1,178.57	35,357.00	857.14	25,714.20	9,642.80	72.7%
<b>REGIONAL University</b>												
University of Central Oklahoma	302.80	9,084.00	284.07	8,522.10	561.90	93.8%	737.90	22,137.00	646.97	19,492.10	2,727.90	87.7%
East Central University	292.83	8,785.00	266.07	7,982.00	803.00	90.9%	621.20	18,636.00	583.07	17,492.00	1,144.00	93.9%
Northeastern State University	292.83	8,785.00	250.40	7,512.00	1,273.00	85.5%	621.20	18,636.00	554.40	16,832.00	2,004.00	89.2%
Northwestern OK St University	292.83	8,785.00	248.75	7,462.50	1,322.50	84.9%	621.20	18,636.00	486.00	14,580.00	4,056.00	78.2%
Rogers State University	292.83	8,785.00	264.00	7,920.00	865.00	90.2%	621.20	18,636.00	542.00	16,260.00	2,376.00	87.3%
Southeastern OK St University	292.83	8,785.00	240.00	7,200.00	1,585.00	82.0%	621.20	18,636.00	547.00	16,410.00	2,226.00	88.1%
Southwestern OK St University	292.83	8,785.00	261.49	7,844.70	940.30	89.3%	621.20	18,636.00	262.49	7,874.70	10,761.30	42.3%
Cameron University	292.83	8,785.00	230.00	6,900.00	1,885.00	78.5%	621.20	18,636.00	544.00	16,320.00	2,316.00	87.6%
Langston University	292.83	8,785.00	224.27	6,728.02	2,056.98	76.6%	621.20	18,636.00	475.18	14,255.32	4,380.68	76.5%
OK Panhandle State University	292.83	8,785.00	283.32	8,499.50	285.50	96.8%	621.20	18,636.00	479.62	14,388.50	4,247.50	77.2%
University of Sci & Arts of OK	402.70	12,081.00	276.00	8,280.00	3,801.00	68.5%	859.83	25,995.00	649.00	19,470.00	6,325.00	75.5%
<i>Average</i>	303.73	9,111.82	257.12	7,713.71	1,398.11	84.7%	653.50	19,605.09	524.52	15,735.60	3,869.49	80.3%
<i>4-Year University Average</i>	324.42	9,729.69	265.87	7,976.06	1,751.64	83.1%	734.28	22,028.46	575.69	17,270.77	4,757.69	79.1%
<b>COMMUNITY COLLEGES</b>												
Carl Albert State College	231.60	6,948.00	141.00	4,230.00	2,718.00	60.9%	394.57	11,837.00	290.25	8,707.50	3,129.50	73.6%
Connors State College	231.60	6,948.00	155.00	4,650.00	2,298.00	66.9%	394.57	11,837.00	315.76	9,472.80	2,364.20	80.0%
Eastern Okla State College	231.60	6,948.00	158.90	4,767.00	2,181.00	68.6%	394.57	11,837.00	279.46	8,383.80	3,453.20	70.8%
Murray State College	231.60	6,948.00	185.00	5,550.00	1,398.00	79.9%	394.57	11,837.00	346.00	10,380.00	1,457.00	87.7%
Northeastern OK A&M College	231.60	6,948.00	164.75	4,942.50	2,005.50	71.1%	394.57	11,837.00	369.75	11,092.50	744.50	93.7%
Northern Oklahoma College	231.60	6,948.00	159.70	4,791.00	2,157.00	69.0%	394.57	11,837.00	385.20	11,556.00	281.00	97.6%
Oklahoma City Comm College	231.60	6,948.00	135.29	4,058.69	2,889.31	58.4%	394.57	11,837.00	326.99	9,809.72	2,027.28	82.9%
Redlands Comm College	231.60	6,948.00	178.51	5,355.20	1,592.80	77.1%	394.57	11,837.00	264.02	7,920.50	3,916.50	66.9%
Rose State College	231.60	6,948.00	167.67	5,030.00	1,918.00	72.4%	394.57	11,837.00	380.22	11,406.50	430.50	96.4%
Seminole State College	231.60	6,948.00	161.67	4,850.00	2,098.00	69.8%	394.57	11,837.00	372.67	11,180.00	657.00	94.4%
Tulsa Community College	231.60	6,948.00	146.33	4,390.00	2,558.00	63.2%	394.57	11,837.00	371.33	11,140.00	697.00	94.1%
Western Oklahoma St College	231.60	6,948.00	152.77	4,583.00	2,365.00	66.0%	394.57	11,837.00	301.77	9,053.00	2,784.00	76.5%
<i>3-Year College Average</i>	231.60	6,948.00	158.88	4,766.45	2,181.55	68.0%	394.57	11,837.00	333.62	10,008.53	1,828.47	84.6%
<i>Main Campus Average</i>	279.82	8,394.48	214.51	6,435.44	1,959.04	76.7%	571.22	17,166.56	459.50	13,784.89	3,351.67	80.4%

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Oklahoma State Regents for Higher Education  
FY24 Undergraduate Tuition and Mandatory Fees

Institution	Legislative Peer Limit -- Resident Tuition & Mandatory Fees					Legislative Peer Limit -- Nonresident Tuition & Mandatory Fees					
	FY24 Peer Limit per Credit Hour Rate	FY24 Peer Limit	FY24 per Credit Hour Rate	FY24 Inst'l Request	Difference from Peer Limit	% of Peer Limit	FY24 Peer Limit	FY24 per Credit Hour Rate	FY24 Inst'l Request	Difference from Peer Limit	% of Peer Limit
<b>Undergraduate</b>											
<b>CONSTITUENT AGENCIES</b>											
OU Health Sciences Center	437.60	13,128.00	258.80	7,764.00	5,364.00	59.1%	35,357.00	1,178.57	25,033.50	10,323.50	70.8%
OSUIT, OKM	437.60	13,128.00	192.45	5,773.50	7,354.50	44.0%	35,357.00	1,178.57	11,383.50	23,973.50	32.2%
OSU - OKC	437.60	13,128.00	159.98	4,799.50	8,328.50	36.6%	35,357.00	1,178.57	12,031.00	23,326.00	34.0%
Average	437.60	13,128.00	203.74	6,172.53	7,015.67	46.6%	35,357.00	1,178.57	16,149.33	19,207.67	45.7%
<b>OTHER</b>											
UICO - Nursing	302.80	9,084.00	302.52	9,075.60	8.40	99.91%	22,137.00	737.90	19,962.60	2,174.40	90.2%
UICO - College of Business	302.80	9,084.00	301.42	9,042.60	41.40	99.54%	22,137.00	737.90	19,929.60	2,207.40	90.0%
UICO - Language Pathology	302.80	9,084.00	302.52	9,075.60	8.40	99.91%	22,137.00	737.90	19,962.60	2,174.40	90.2%
UICO - Prof Teacher Education	302.80	9,084.00	289.07	8,672.10	411.90	95.5%	22,137.00	737.90	19,559.10	2,577.90	88.4%
NSU - BSN online 2018 cohort	292.83	8,785.00	216.15	6,484.50	2,300.50	73.8%	18,636.00	621.20	6,514.50	12,121.50	35.0%
NSU - BSN Online Program	292.83	8,785.00	250.40	7,512.00	1,273.00	85.5%	18,636.00	621.20	7,542.00	11,094.00	40.5%
NSU - Medical Lab Science Online	292.83	8,785.00	250.40	7,512.00	1,273.00	85.5%	18,636.00	621.20	7,542.00	11,094.00	40.5%
SEOSU - Tinker, OKCC - Rose	292.83	8,785.00	242.39	7,271.70	1,513.30	82.8%	18,636.00	621.20	14,880.00	3,263.00	82.0%
SEOSU - Online RN to BSN	292.83	8,785.00	242.39	7,271.70	1,513.30	82.8%	18,636.00	621.20	14,880.00	3,263.00	82.0%
Rose State - Tinker AFB	231.60	6,948.00	176.30	5,289.00	1,659.00	76.1%	11,837.00	394.57	11,499.00	338.00	97.1%
Rose State - OU Development	231.60	6,948.00	167.67	5,030.00	1,918.00	72.4%	11,837.00	394.57	11,406.50	430.50	96.4%
Langston University - OKC & Tulsa	292.83	8,785.00	226.47	6,793.96	1,991.04	77.3%	18,636.00	621.20	14,321.26	4,314.74	76.8%
Langston University - Ardmore	292.83	8,785.00	245.88	7,376.26	1,408.74	84.0%	18,636.00	621.20	14,903.56	3,732.44	80.0%
MSC - Gunsmithing (4-Year)	231.60	6,948.00	197.00	5,910.00	2,394.50	85.1%	11,837.00	394.57	10,740.00	2,453.50	90.7%
MSC - Off Campus	231.60	6,948.00	220.00	6,600.00	1,704.50	95.0%	11,837.00	394.57	11,430.00	1,763.50	96.6%
NOC/OSU - Gateway Program	437.60	13,128.00	307.07	9,212.00	5,272.50	70.2%	35,357.00	1,178.57	24,732.50	11,981.00	70.0%
Reach Higher Adult Degree Completion Program (NSU, CU, LU, NWOSU, RSU, SWOSU, UCO)	292.83	8,785.00	283.97	8,518.95	266.05	97.0%	18,636.00	621.20	18,586.80	49.20	99.7%



Schedule II

<b>FY24 Undergraduate Resident Tuition and Mandatory Fees</b>				
<b>Institution</b>	<b>FY23 Rate</b>	<b>FY24 Rate</b>	<b>Dollar Change</b>	<b>Percentage Change</b>
<b>RESEARCH UNIVERSITIES</b>				
University of Oklahoma	\$9,311.70	\$9,594.90	\$283.20	3.0%
Oklahoma State University & Tulsa	\$9,243.00	\$9,243.00	\$0.00	0.0%
<i>Research University Average</i>	<i>\$9,277.35</i>	<i>\$9,418.95</i>	<i>\$141.60</i>	<i>1.5%</i>
<b>REGIONAL UNIVERSITIES</b>				
University of Central Oklahoma	\$8,234.10	\$8,522.10	\$288.00	3.5%
East Central University	\$7,533.20	\$7,982.00	\$448.80	6.0%
Northeastern State University	\$7,399.50	\$7,512.00	\$112.50	1.5%
Northwestern Oklahoma State University	\$7,462.50	\$7,462.50	\$0.00	0.0%
Rogers State University	\$7,770.00	\$7,920.00	\$150.00	1.9%
Southeastern Oklahoma State University	\$7,020.00	\$7,200.00	\$180.00	2.6%
Southwestern Oklahoma State University	\$7,680.00	\$7,844.70	\$164.70	2.1%
Cameron University	\$6,705.00	\$6,900.00	\$195.00	2.9%
Langston University	\$6,639.22	\$6,728.02	\$88.80	1.3%
Oklahoma Panhandle State University	\$8,214.50	\$8,499.50	\$285.00	3.5%
University of Science & Arts of Oklahoma	\$8,280.00	\$8,280.00	\$0.00	0.0%
<i>Regional University Average</i>	<i>\$7,539.82</i>	<i>\$7,713.71</i>	<i>\$173.89</i>	<i>2.3%</i>
<b>COMMUNITY COLLEGES</b>				
Carl Albert State College	\$4,230.00	\$4,230.00	\$0.00	0.0%
Connors State College	\$4,650.00	\$4,650.00	\$0.00	0.0%
Eastern Oklahoma State College	\$4,767.00	\$4,767.00	\$0.00	0.0%
Murray State College	\$5,160.00	\$5,550.00	\$390.00	7.6%
Northeastern Oklahoma A&M College	\$4,912.50	\$4,942.50	\$30.00	0.6%
Northern Oklahoma College	\$4,587.00	\$4,791.00	\$204.00	4.4%
Oklahoma City Community College	\$4,058.69	\$4,058.69	\$0.00	0.0%
Redlands Community College	\$5,355.20	\$5,355.20	\$0.00	0.0%
Rose State College	\$5,030.00	\$5,030.00	\$0.00	0.0%
Seminole State College	\$4,850.00	\$4,850.00	\$0.00	0.0%
Tulsa Community College	\$4,390.00	\$4,390.00	\$0.00	0.0%
Western Oklahoma State College	\$4,583.00	\$4,583.00	\$0.00	0.0%
<i>Community College Average</i>	<i>\$4,714.45</i>	<i>\$4,766.45</i>	<i>\$52.00</i>	<i>1.1%</i>
<b>Main Campus Average</b>	<b>\$6,322.64</b>	<b>\$6,435.44</b>	<b>\$112.80</b>	<b>1.8%</b>

Schedule II

<b>FY24 Undergraduate Nonresident Tuition and Mandatory Fees</b>				
<b>Institution</b>	<b>FY23 Rate</b>	<b>FY24 Rate</b>	<b>Dollar Change</b>	<b>Percentage Change</b>
<b>RESEARCH UNIVERSITIES</b>				
University of Oklahoma	\$25,879.20	\$26,664.90	\$785.70	3.0%
Oklahoma State University & Tulsa	\$24,763.50	\$24,763.50	\$0.00	0.0%
<i>Research University Average</i>	<i>\$25,321.35</i>	<i>\$25,714.20</i>	<i>\$392.85</i>	<i>1.6%</i>
<b>REGIONAL UNIVERSITIES</b>				
University of Central Oklahoma	\$19,121.10	\$19,409.10	\$288.00	1.5%
East Central University	\$16,893.20	\$17,492.00	\$598.80	3.5%
Northeastern State University	\$16,384.50	\$16,632.00	\$247.50	1.5%
Northwestern Oklahoma State University	\$14,580.00	\$14,580.00	\$0.00	0.0%
Rogers State University	\$16,110.00	\$16,260.00	\$150.00	0.9%
Southeastern Oklahoma State University	\$15,960.00	\$16,410.00	\$450.00	2.8%
Southwestern Oklahoma State University	\$14,790.00	\$7,874.70	-\$6,915.30	-46.8%
Cameron University	\$16,125.00	\$16,320.00	\$195.00	1.2%
Langston University	\$14,166.66	\$14,255.32	\$88.66	0.6%
Oklahoma Panhandle State University	\$13,953.50	\$14,388.50	\$435.00	3.1%
University of Science & Arts of OK	\$19,470.00	\$19,470.00	\$0.00	0.0%
<i>Regional University Average</i>	<i>\$16,141.27</i>	<i>\$15,735.60</i>	<i>-\$405.67</i>	<i>-2.5%</i>
<b>COMMUNITY COLLEGES</b>				
Carl Albert State College	\$8,707.50	\$8,707.50	\$0.00	0.0%
Connors State College	\$9,472.80	\$9,472.80	\$0.00	0.0%
Eastern Oklahoma State College	\$8,383.80	\$8,383.80	\$0.00	0.0%
Murray State College	\$9,990.00	\$10,380.00	\$390.00	3.9%
Northeastern Oklahoma A&M College	\$11,062.50	\$11,092.50	\$30.00	0.3%
Northern Oklahoma College	\$11,352.00	\$11,556.00	\$204.00	1.8%
Oklahoma City Community College	\$9,809.72	\$9,809.72	\$0.00	0.0%
Redlands Community College	\$7,920.50	\$7,920.50	\$0.00	0.0%
Rose State College	\$11,406.50	\$11,406.50	\$0.00	0.0%
Seminole State College	\$11,180.00	\$11,180.00	\$0.00	0.0%
Tulsa Community College	\$11,140.00	\$11,140.00	\$0.00	0.0%
Western Oklahoma State College	\$9,053.00	\$9,053.00	\$0.00	0.0%
<i>Community College Average</i>	<i>\$9,956.53</i>	<i>\$10,008.53</i>	<i>\$52.00</i>	<i>0.5%</i>
<b>Main Campus Average</b>	<b>\$13,907.00</b>	<b>\$13,784.89</b>	<b>-\$122.11</b>	<b>-0.9%</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #21-a:**

**EPSCoR.**

**SUBJECT:** Approval of NASA Matching Funds.

**RECOMMENDATION:**

**It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$40,000 to participating institutions for NASA EPSCoR projects.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #21-b:**

**EPSCoR.**

**SUBJECT:** Acknowledge receipt of the 2023 Oklahoma EPSCoR Advisory Committee Annual Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2023 Oklahoma EPSCoR Advisory Committee Annual Report.**

**BACKGROUND:**

In July 2000, the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

During 2022–23, Oklahoma participated in Federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, Defense Department, United States Department of Agriculture, and the Department of Energy. The attached report provides detailed information on Oklahoma's participation in each of these programs.

**Annual Report of EPSCoR-IDEA Activities - 2023**  
**Submitted to Oklahoma State Regents for Higher Education**  
**By the Oklahoma EPSCoR Advisory Committee**

Oklahoma's EPSCoR-IDEA Program remains very active in 2022-2023, directly participating in Federal EPSCoR-IDEA or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, Defense Department and the Department of Energy.

We have outstanding leaders for the various programs, including Dr. Darren Akins (NIH/IDEA), Dr. Andrew Arena (NASA EPSCoR) and Dr. Kevin Wagner (NSF EPSCoR), who continue to operate at a very high level across Oklahoma and nationally. The EPSCoR Advisory Board, chaired by Chancellor Garrett continues to provide guidance to the various EPSCoR activities across the state.

### **NATIONAL SCIENCE FOUNDATION**

The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The most current five-year program, "Socially Sustainable Solutions for Water, Carbon & Infrastructure Resilience in Oklahoma (S3OK)," is led by Dr. Kevin Wagner from OSU as PI, and Drs. Carol L. Silva and Hank Jenkins-Smith, both from OU, as co-PIs.

### **Research**

Oklahoma NSF EPSCoR researchers are innovating a new, interdisciplinary, inter-institutional approach to develop and test science-based solutions for "wicked" and complex problems at the intersection of land use, water availability and infrastructure. Researchers are investigating:

- How Oklahoma's seasonal and sub-seasonal weather patterns are likely to shift over time and what impacts can be anticipated.
- The implications of changing weather patterns and land-use practices for soil health in Oklahoma.
- Interactions of soil, vegetation and land-use management on water quality and availability at watershed-scale.
- Natural, "hard" and hybrid options for water supply enhancement.
- The future of wildfire in Oklahoma.
- Effects of climate variability/extreme weather on infrastructure planning.
- Integrating stakeholder decision-making with systems modeling efforts.

### **Education and Workforce Development**

Oklahoma NSF EPSCoR outreach, education and workforce development programs served over 26,000 Oklahomans during the last year, including more than 9,300 underrepresented minorities and 15,000 women; more than 50 of the state's counties were reached. The program trained more than 400 traditional and non-traditional STEM educators and provided classroom curriculum and materials benefitting underserved rural areas of the state. Higher education programming encouraged 1,000 college students' participation in STEM and helped ensure their success in the field.

A statewide network of program partners and collaborators are working with OK NSF EPSCoR to increase STEM progress in Oklahoma, including: Business/Industry Representatives; Cameron University; College of the Muscogee Nation; East Central University; i2E; Langston University; Noble Research Institute; Northern OK College; Northeastern State University; OCAST; OK CareerTech; Pontotoc Technology Center; OK4-H; OK Museum Network; OK State Regents for Higher Education; Oklahoma State

University; Peoria Tribe; Science Museum OK; Southwestern OSU; University of Central OK; University of Oklahoma; University of Science & Arts of OK; and University of Tulsa.

### OK NSF EPSCoR Success Stories

EPSCoR researchers are working to reduce expensive power outages in Oklahoma. Power systems are the backbone of modern societies but are vulnerable to natural hazards such as ice storms. However, with proper knowledge, energy companies can implement cost-effective grid hardening strategies to increase the resilience of the power distribution system. Using satellite imagery, EPSCoR researchers analyzed widespread damage to trees, power poles, and wires caused by an ice storm that impacted the OK Electric Cooperative’s service area in 2020. They also studied how customer power delivery was affected, including restoration times. Their research identified areas for improvement in electrical networks, including employing automatic feeder switching that selectively ties adjacent substations to back-feed the network. Simulations were developed to illustrate the impact of grid hardening strategies, such as upgrading poles and vegetation management. The team’s research can significantly reduce costly power outages during the next ice storm.



EPSCoR’s Oklahoma Museum Network Library Affiliate Program has brought ready-to-use STEM



kits to 12 Oklahoma libraries in some of the state’s most economically challenged areas since the summer of 2020. More than 12,000 pre-k to twelfth-grade children and over 5,400 parents have engaged in the kits’ more than 195 activities and book tie-ins. The program is provided at no cost to the libraries or participants. Chromebook banks and hotspots were made available for check-out during COVID lockdowns to help families access material and overcome the digital divide often found in rural OK.

The project also trains librarians to become STEM educators, so they can confidently develop and present activities to their patrons.

### Funding Through the NSF EPSCoR Program

Program/Grant Name	Type / Institution	Award Period	Cong District	Amount
<b>NSF EPSCoR Research Infrastructure</b> PI: Kevin Wagner, Award #OIA-1946093	Track-1 / Oklahoma State University	2020 - 2025	OK-3	\$20 M
<b>NSF EPSCoR Research Infrastructure</b> PI: Ramanjulu Sunkar, Award #OIA-1826836	Track-2 / Oklahoma State University	2020 - 2023	OK-3	\$0.84 M
<b>NSF EPSCoR Research Infrastructure</b>	Track-2 / University of Oklahoma	2022 - 2026	OK-4	\$4.00 M

PI: Steven Crossley, Award #OIA-2218070					
<b>NSF EPSCoR Research Infrastructure</b>					
PI: Phillip Alderman, Award #OIA-1826820	Track-2 / Oklahoma State University	2018 - 2023	OK-3	\$2.28 M	
<b>NSF EPSCoR Research Infrastructure</b>					
PI: Susan Little, Award #OIA-1920946	Track-2 / Oklahoma State University	2019 - 2023	OK-3	\$2.18 M	
<b>NSF EPSCoR Research Infrastructure</b>					
PI: Han Yuan, Award #2132182	Track-4 / University of Oklahoma	2022 - 2024	OK-4	\$0.28 M	
<b>NSF EPSCoR Research Infrastructure</b>					
PI: Qinggong Tang, Award #2132161	Track-4 / University of Oklahoma	2022 - 2024	OK-4	\$0.30 M	
<b>NSF EPSCoR Research Infrastructure</b>					
PI: Jindal Shah, Award #1929163	Track-4 / Oklahoma State University	2019 - 2023	OK-3	\$0.27 M	
<b>NSF EPSCoR Research Infrastructure</b>					
PI: James Manimala, Award #2033399	Track-4 / Oklahoma State University	2021 - 2023	OK-3	\$0.26 M	
<b>NSF EPSCoR Research Infrastructure</b>					
PI: Erin Iski, Award #1833019	Track-4 / University of Tulsa	2018 - 2023	OK-1	\$0.12 M	

Note:

1. EPSCoR Research Infrastructure Improvement Program Track-1 (RII **Track-1**) awards provide up to \$20 million total over five years to support research-driven improvements to jurisdictions' physical and cyber infrastructure and human capital development in topical areas selected by the jurisdiction's EPSCoR steering committee as having the best potential to improve future R&D competitiveness.
2. EPSCoR Research Infrastructure Improvement Program: **Track-2** Focused EPSCoR Collaborations support interjurisdictional teams of EPSCoR investigators to perform research in emerging industries, with the goal of promoting economic growth in their jurisdictions.
3. EPSCoR Research Infrastructure Improvement **Track-4**: EPSCoR Research Fellows supports early-career investigators located in eligible jurisdictions to go on extended collaborative visits to private, government or academic research centers. Investigators may be affiliated with institutions of higher education or nonprofits.



## **BIOMEDICAL RESEARCH CENTERS AND NETWORKS OF EXCELLENCE SUPPORTED BY THE NIH IDEA PROGRAM**

The National Institutes of Health (NIH) Institutional Development Award (IDeA) programs in Oklahoma complement and enrich Oklahoma's research strengths by leveraging NIH investment in personnel, equipment, core facilities and student programs to solve health problems, build research capacity, and expand and strengthen opportunities for the next generation of physicians, healthcare workers, and scientists. Clinical and translational research through NIH IDeA support also seeks to reduce health disparities in underserved and understudied populations.

### **Impact of NIH IDeA in Oklahoma**

- Building Research Programs
  - Cancer Research
  - Autoimmune Disorders
  - Infectious Diseases
  - Structural Biology
- Improving Health Disparities
  - Diabetes
  - Vision
  - Obesity
  - Health Services
- Education and Workforce
  - Research Trainees
  - Faculty Development
  - Teacher Education
  - Curriculum Development

### **Research**

- Fundamental discovery from NIH awards leading to: New diagnostics, Treatment protocols, Biotech
- Infrastructure for junior clinical and research investigators to launch their careers
- Building translational research from bench-to-bedside-to-bench: Precision Medicine

### **Education**

- Builds a pipeline of new healthcare providers for next generation (INBRE/OSCTR)
- Working with Physicians to enhance best practices in rural communities (OSCTR)
- Enhancing STEM degrees – thousands of teacher and student interactions (INBRE)

### **Workforce Development**

- Biotechnology program development and improvement in Oklahoma (INBRE)
- Producing scientists and educators for Oklahoma and the country (CoBRE, INBRE, OSCTR)
- Working with tribal groups to train health care workers to improve healthcare for OK tribes (OSCTR interaction with Oklahoma City Area Inter-Tribal Health Board)

### **Public Health**

- Enhancing research at the Stephenson Cancer Center, achieving NCI Cancer Center Designation
- Clinical and translational research to improve health and healthcare for underserved and underrepresented populations and all citizens (OSCTR) .

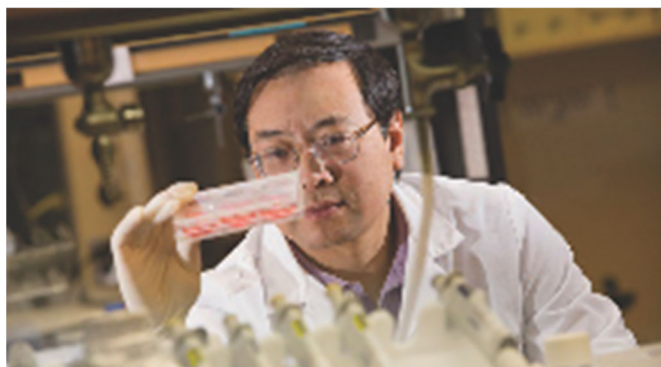
### **OK-INBRE Increases the Biomedical and Healthcare Workforce**

The OK-INBRE program provides intensive research and training experiences for undergraduate students in Oklahoma to prepare and encourage them to pursue careers in biomedical research and health related sciences through hands-on research experiences in experienced biomedical research labs. Program evaluation has shown that participation in the OK-INBRE program has a significantly positive effect on the percentage of undergraduates entering and completing biomedical professional and graduate programs. To date, the majority of graduates who have participated in OK-INBRE are either currently enrolled or have graduated from a biomedical graduate school, MD/DO program, or another health-related profession, creating the next generation of research and health care professionals.



### **CoBRE Fosters Faculty Research Programs**

A major goal of the NIH IDeA program is to enhance the research environment in IDeA states so that faculty may develop and grow their research programs and become independent investigators. The CoBRE program is specifically aligned with this goal, such as the Oklahoma Center for Respiratory and Infectious Disease CoBRE led by Oklahoma State University. Recently, Dr. Laura-Isobel McCall, a pilot project investigator on the OSU CoBRE, was awarded two R01 grants from the NIH, which is considered the gold standard in independent biomedical research funding. Her project, “An LCMS-guided bioanalytical approach for rational natural product library design and optimization,” will seek to demonstrate the utility



of bioanalytical liquid chromatography-mass spectrometry to address this biological need and lead to accelerated drug development. Additionally, Dr. McCall was awarded a NIAID R01 titled “Deciphering the mechanism of action of carnitine, a novel treat for chronic Chagas disease.” Chagas disease is an important cause of heart failure with no effective treatment in late-stage disease. Dr. McCall seeks to build on her findings to determine treatment for this life-threatening disease.

### **16 Oklahoma Centers of Biomedical Research Excellence (CoBRE)**

#### **(Disease-specific research centers)**

OU: Oklahoma Center for Medical Imaging for Translational Cancer Research, 2022-2027	\$10,430,228
OUHSC: Oklahoma Center for Microbial Pathogenesis and Immunity, 2020–2025	\$12,420,325
OUHSC: Cellular and Molecular Geroscience COBRE, 2019–2023	\$10,713,924
LIBR: Neuroscience-based Mental Health Assessment, 2017–2023	\$11,384,499
OSUCHS: CIRCA, The Center for Integrative Research on Childhood Adversity, 2016–2027	\$21,157,076
OSU: ORCID, Oklahoma Center for Respiratory and Infectious Diseases, 2013–2023	\$22,329,909
OMRF: Expanding Excellence in Developmental Biology in Oklahoma, 2013–2023	\$25,938,645
OUHSC: Mentoring Translational Cancer Research in Oklahoma, 2012–2023	\$21,328,888

OU: Oklahoma COBRE in Structural Biology, 2012–2023	\$20,381,696
OUHSC: Mentoring Diabetes Research in Oklahoma, 2007–2023	\$28,213,104
OMRF: Molecular Mechanisms and Genetics of Autoimmunity, 2004–2020	\$31,155,096
OUHSC: Biofilm Formation and Metabolism on Dental Surfaces, 2003–2012	\$9,700,000
OMRF: Interdisciplinary Research in Vascular Biology, 2003–2021	\$28,751,761
OUHSC: Mentoring Vision Research, 2002–2013	\$23,800,000
OUHSC: Functional Genomic/Proteomic Analysis of Bacterial Host Interaction, 2000–2010	\$20,963,855
OMRF: Science in a Culture of Mentoring, 2000–2017	\$21,734,216

### **IDeA - Clinical and Translational Research (IDeA-CTR)**

#### **(Multi-institution and agency collaboration–1 award per IDeA state)**

OUHSC: Oklahoma Shared Clinical and Translational Resources (OSCTR), 2013–2023	\$40,532,460
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### **IDeA Network of Biomedical Research Excellence (INBRE)**

#### **(Statewide research capacity and infrastructure improvement–1 award per IDeA state)**

OUHSC: Oklahoma IDeA Network of Biomedical Research Excellence, 2001–2024	\$84,665,475
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The CoBRE programs, as well as the INBRE and OSCTR programs, generate, complement, and enrich Oklahoma’s research strengths by leveraging NIH investment in personnel, equipment, core facilities and student programs to solve health problems, build research capacity, and build a better student pipeline for the next generation of physicians, healthcare workers, and scientists. Clinical and translational research supported by the OSCTR program seeks to reduce health disparities in underserved and understudied populations. This infrastructure is critical to having the capacity to address the needs of the citizens of Oklahoma, especially when faced with a public health emergency such as the COVID-19 pandemic.

### **NASA OKLAHOMA EPSCoR**

The goal of NASA Oklahoma EPSCoR is to provide seed funding that will enable researchers in Oklahoma to develop an academic research enterprise directed toward long-term self-sustaining, nationally competitive capabilities in aerospace and aerospace-related research.

There are currently six NASA EPSCoR opportunities to which Oklahoma researchers may apply.

- Travel Grants are competitively awarded funds to allow faculty members and their students to explore research collaborations and forge a direct partnership at NASA Centers and Mission Directorates.
- Research Initiation Grants are awarded to allow researchers to support a six-month project with a NASA researcher OR participate in an in-residence research experience at a NASA Center.
- Implementation Grants are \$750,000 grants awarded by NASA for a three-year period for researchers to work on a problem that aligns with NASA priorities. A statewide competition is held each year to determine which proposal will go forward to NASA’s competition.
- ISS Flight Opportunities provides funding integration of flight experiments on the international Space Station. Selected proposals must emphasize how a flight in microgravity on the ISS will improve the results or quality of any ground-based research. In order to apply for this a researcher must have previously been awarded an Implementation Grant.
- Suborbital Flight Opportunities are awards that can be used as a maturation step from ground-based research to downstream orbital flight research/demonstration or can be used for scientific research that can be accomplished in suborbital flight.

- Rapid Response Research (R3) grants are to provide a streamlined method to address research issues of the highest importance to NASA and to enable NASA EPSCoR researchers to work with NASA to solve research issues impacting the agency’s programs and missions.

### Impact of NASA Oklahoma EPSCoR

There are three Research Initiation Grants in Oklahoma.

- Space-borne Antennas & Circuits for Condensed Radars and STEM (SPACERS)
- Engineering Thin Film Solar Cells for Radiation Hardness, Lifetime and Efficiency
- Robust and High Data-Rate Hybrid RF/Optical Communications for Lunar Missions

There is one R3 project.

- Infrasound Noise Mitigation for Aerial Platforms on Venus

There is one Suborbital Flight project.

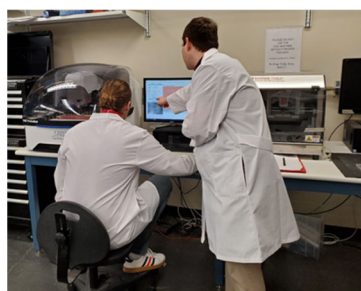
- Suborbital Flight Demonstration of Ionizing Radiation Dosimeters

There is one ISS Flight Opportunity project.

- Enhanced Active Tissue Equivalent Dosimeter (eATED) for Space Crew Dosimetry

### Success Stories

Graduate student Tielyr Creason is setting up a lead halide perovskite crystal growth experiment. This project targeted the development and investigations of new semiconductor materials for space solar applications. They have discovered that unlike the traditional silicon solar cells, the lead-tin mixed halide perovskite systems are remarkably radiation tolerant. Low energy protons (< 80 keV) create significant nuclear damage in the perovskite, yet the performance remains relatively stable, demonstrating the defect tolerance of these systems. Remarkably, at higher energies, the electron ionization effects (or heating) that dominate the interaction between the protons and the solar cell actually improves the properties of the device, presumably due to some removal of pre-existing interface or bulk defects due to annealing effects upon high energy proton transport through the film. Therefore, our results suggest that halide perovskites are promising candidates for space solar applications.



Graduate student, Patrick O’Connor-Lynch, training a new undergraduate researcher, Collin Smith, on milling the wideband matching networks for future wide-scanning SAR systems. Analysis of planetary surfaces from space is crucial for future exploration missions to other planets. An ongoing challenge for space-borne sensing platforms is how to maximize the transmit power while keeping the size, weight, power, and cost (SWaP-C) at a minimum. To help solve this challenge, the University of Oklahoma has been developing new hardware and algorithms to improve an advanced digital beamforming synthetic

aperture radar (SAR) instrument known as EcoSAR.

### Funding Through the NASA EPSCoR Program

Program/Grant Name	Type Institution	FY	Cong District	Amount
<b>EPSCoR Research Infrastructure Development (Track-1)</b> (PI: Andrew Arena, 80NSSC22M0029)	Track-1 / Oklahoma State University	2022	3	\$450,000
<b>Space-borne Antennas &amp; Circuits for Condensed Radars and STEM (Track-1)</b> (PI: Hjalti Sigmarsson, 80NSSC18M0032)	Track-1 / University of Oklahoma	2018	4	\$750,000

<b>Engineering Thin Film Solar Cells for Radiation Hardness, Lifetime and Efficiency (Track-1)</b> (PI: Bayrammurad Saparov, 80NSSC19M0140)	Track-1 / University of Oklahoma	2019	4	\$750,000
<b>Robust and High Data-Rate Hybrid RF/Optical Communications for Lunar Missions (Track-1)</b> (PI: Sabit Ekin, 80NSSC20M0214)	Track-1 / Oklahoma State University	2020	3	\$750,000
<b>Enhanced Active Tissue Equivalent Dosimeter (eATED) for Space Crew Dosimetry (Track-1)</b> (PI:Eric Benton, 80NSSC21M0221)	Track-1 / Oklahoma State University	2021	3	\$100,000
<b>Suborbital Flight Demonstration of Ionizing Radiation Dosimeters (Track-1)</b> (PI: Eric Benton, 80NSSC21M0231)	Track-1 / Oklahoma State University	2021	3	\$310,000
<b>R3 Infrasound Noise Mitigation for Aerial Platforms on Venus (Track-1)</b> (PI: Brian Elbing, 80NSSC22M0254)	Track-1 / Oklahoma State University	2022	3	\$100,000

## FUTURE OUTLOOK

The areas of research represented by the grants and projects in the Oklahoma EPSCoR-IDEA portfolio are closely aligned with the Oklahoma Strategic Plan for Science and Innovation, as well as with U.S. national needs and priorities. Multiple areas of science and engineering reflect current or emerging strengths of the research enterprise in Oklahoma including, new energy technologies, advanced materials, understanding weather and climate, water resource management, infrastructure resilience, and social science. These will continue to support Oklahoma priorities in aerospace, energy, health and life sciences, and biotechnology. We expect continued excellence in outreach and education efforts. With respect to the EPSCoR and IDEA programs, we continue to be one of the most successful among the EPSCoR-IDEA states.

## Budget Outlook in FY24

The budget outlook for EPSCoR-IDEA at the Federal level continues to be stable. Congress continues steady support for R&D programs in general, and several new bills were being introduced that would significantly increase that support. As of August 18<sup>th</sup>, 2023 the House and Senate Appropriations Committees have released almost all of the FY2024 EPSCoR/IDEA funding numbers. Given the significant cuts to spending in both the House and Senate to overall R&D budgets for these agencies, the appropriations for EPSCoR are very robust.

Agency	FY21 Enacted	FY22 Enacted	FY23 Enacted	FY24 Budget Request	FY24 House Appropriations Committee	FY24 Senate Appropriations Committee
<b>NSF</b>	\$200.0	\$215.0	\$245.0	\$280.68	TBD	\$275.0
<b>NIH</b>	\$396.6	\$410.0	\$425.95	\$426.0	\$436.0	\$426.0
<b>DOE</b>	\$25.0	\$25.0	\$35.0	\$25.0	\$35.0	\$35.0
<b>USDA</b>	\$65.0	\$66.75	\$68.25	n/a	15%	15%
<b>NASA</b>	\$26.0	\$26.0	\$26.0	\$26.0	\$29	\$26.0
<b>DOD</b>	\$17.0	\$19.0	\$20.0	n/a	0	\$20.0
<b>Total</b>	<b>\$729.6</b>	<b>\$761.75</b>	<b>\$820.2</b>	<b>\$757.68</b>	<b>TBD</b>	<b>\$ 782.0 + 15%USDA</b>

The budget outlook for EPSCoR-IDeA at the Federal level continues to be stable. The Congress continues steady support for R&D programs in general, and several new bills have been introduced in 2022–23 that would significantly increase that support. The FY24 bill will not be finalized till later, but some salient points include:

- The request for the NSF EPSCoR program includes a \$30 million increase over FY23 funding in a bill where overall funding was cut 15%. The Senate FY24 request includes language that would require that 20% of NSF ENGINE awards go to EPSCoR institutions. There is also language referencing the CHIPS set asides for EPSCoR jurisdictions and reinforcing their importance.
- The House Appropriations Committee’s request includes \$436 million for the IDeA program, a \$10 million increase over FY23. This when the overall spending was cut by 30%. The Senate request was slightly lower at \$426 million for FY24, but still significant.
- The request for DOE EPSCoR program was \$35 million both the House and the Senate, which is \$10 million more than the original budget request.
- The EPSCoR USDA program has secured the minimum 15% funding requirement language in both the House and Senate Appropriations bills.
- The NASA EPSCoR request received a \$3 million increase in the House Appropriations Committee and was level funded by the Senate Appropriations Committee.

### **Changes in the NSF RII Track 1 Program**

NSF recently announced major changes to the RII Track-1 program. The traditional Track-1 program will be discontinued after the current fiscal year. Instead, NSF has released two new solicitations titled E-CORE and E-RISE. This represents a major change in how EPSCoR jurisdictions will pursue future funding from NSF EPSCoR. The new solicitations (and changes to the Track-1 program) were released this in May 2023. This change was one of the results of NSF’s visioning process by the “Committee on the Future of NSF EPSCoR.”

These new program solicitations, EPSCoR Collaborations for Optimizing Research Ecosystems Research Infrastructure Improvement Program (E-CORE RII, 23-587) and EPSCoR Research Incubators for STEM Excellence Research Infrastructure Improvement Program (E-RISE RII, 23-588), place a new emphasis on the interactions of the team with the Jurisdictional Steering Committee (JSC). In these programs, the JSC plays a new, more active role in the jurisdiction, especially with the E-CORE RII project. In consultations with the Chancellor’s office and various Oklahoma educational institutions, the EPSCoR advisory board will take on the responsibilities of NSF’s required JSC.

We continue to review and evaluate ways to maximize the potential impact of EPSCoR programs on our State. With the continued support of the State Regents, Oklahoma EPSCoR-IDeA is poised to continue as one of the key components of Oklahoma’s research and development portfolio, enhancing both economic development and educational opportunities for our students.

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**AGENDA ITEM #22-a:**

**Contracts and Purchases.**

**SUBJECT:** Approval of contracts over \$100,000 for FY2024.

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY-2024 purchases for amounts that are in excess of \$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 in excess of \$100,000.

**ANALYSIS:**

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

Purchases Over \$100,000

**Core and OCAP**

- 1) Krush will be engaged to serve as the State Regents' marketing 'agency of record' for FY24, in the amount of \$521,000.00 for FY24 statewide advertising campaigns, including execution of marketing strategies and development of creative assets for key initiatives to include UpskillOK, Reach Higher, Inspired to Teach, Oklahoma's Promise, and FAFSA completion. (Funded from 210-Core and 701-OCAP).

**OneNet**

- 2) Copper River in the amount of \$110,000 for the purchase of Adva optical equipment to deliver wave services at the University of Oklahoma main campus for fulfillment of National Oceanic and Atmospheric Administration (NOAA) service order. Costs recovered through OneNet user fees. (funded from 701-OneNet)
- 3) Coursera in the amount of \$484,950.00 for FY24 institutional licenses to allow students to acquire micro-credentials necessary to take on additional roles in their chosen profession or degree. By

acquiring micro-credentials, students and institutions will gain critical knowledge and marketable skills that provide the foundation for new career opportunities. There are 9 participating institutions for FY24. (Funded from 718-OneNet).



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**AGENDA ITEM #22-b:**

**Contracts and Purchases.**

**SUBJECT:** FY2023 Agreement with the Oklahoma Board of Career and Technology Education.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the agreement with the Oklahoma Board of Career and Technology Education for FY2024.**

**BACKGROUND:**

For many years, the State Regents have entered into an annual agreement with the State Board 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 State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the Oklahoma State Regents for Higher Education for the administration of the amount of funds set aside for supplementing the funding of postsecondary 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 State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education (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  
2023-2024 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 1<sup>st</sup> day of July 2023 and will terminate no later than the 30<sup>th</sup> day of June 2024.

**IT IS HEREBY STIPULATED AND AGREED** by and between the State Board and the State Regents as follows:

1. \*Funds in the amount of \$2,152,835 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:

	<b>Basic Grant</b>	<b>Innovative Grant</b>
Cameron University	\$ 83,013	
Connors State College	\$188,606	
Murray State College	\$131,161	
Northern Oklahoma College	\$107,902	
Oklahoma City Community College	\$310,802	

OSU-Oklahoma City	\$400,623	\$75,000
OSU-Institute of Technology	\$156,397	
Rogers State University	\$ 62,094	
Rose State College	\$244,392	
Tulsa Community College	\$342,845	\$50,000

2. \*Funds in the amount of \$1,972,647 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:

	<b>Basic Grant</b>	<b>EL/Civics</b>	<b>Corrections</b>
Northeastern Oklahoma A&M University	\$ 110,459		
Oklahoma City Community College	\$1,466,538	\$181,876	\$32,708
OSU-Institute of Technology	\$ 181,066		

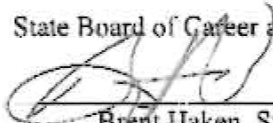
3. The State Board of Career and Technology Education (ODCTE) desires to contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU), and UCO and OSU desire to provide teacher in-service, professional development, coaching and mentoring for new CareerTech teachers. Not 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 FY24.
4. The State Board will contract with OSU to assist new and alternative certified agricultural education teachers for the FY24 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 will contract with Rogers State University to provide ALS psychomotor examinations to candidates seeking NREMT/OSDII certifications as Paramedics, Advanced EMTs, and Intermediate EMTs. The amount is not to exceed \$15,750.
7. 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.
8. 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.
9. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.

10. Any additional services that the State Board wishes to have provided by the State Regents during FY24 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 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:

  
\_\_\_\_\_  
Brent Haken, State Director

6/22/23  
Date

Oklahoma State Regents for Higher Education:

\_\_\_\_\_  
Allison D. Garrett, Chancellor

\_\_\_\_\_  
Date

Approved as to Form:  


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**AGENDA ITEM #23:**

**Investments.**

**SUBJECT:** Approval of Investment Managers.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a new investment manager and allocation of funds for the endowment trust fund.**

**BACKGROUND:**

Pavilion Mercer, investment consultants for the fund, has suggested a new manager recommendation for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. Funding will come from cash on-hand and reallocations within the portfolio.

**POLICY ISSUES:** This action is consistent with Regents' asset allocation policy.

**ANALYSIS:**

Mercer is recommending the following manager for the portfolio and termination of holdings in another:

**Quantum Energy Partners VIII** -- \$10,000,000. This fund will provide equity to large platform companies in multiple energy subsectors including upstream, mid-stream and energy transition and decarbonization partners. This manager is expected to invest in companies at multiple stages of their life-cycles, ranging from partnerships with early-stage companies to investments in well-established companies seeking growth capital. Investments will be focused in the United States. Quantum has consistently followed a refined and proven investment strategy that has enabled it to protect its capital and generate attractive returns through multiple commodity cycles and volatile energy market conditions.

As part of the continual analysis and review of the endowment portfolio, Mercer has recommended the full redemption of the holdings in Hillhouse Gaoling. The approval of the termination will allow for the written notice within the 60-day required notice period and funds will be expected after the first of the new year. A reinvestment strategy to be recommended in the next quarter.



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**AGENDA ITEM #24:**

**Policy.**

**SUBJECT:** Posting of revisions to Chapter 1 (“Governance”) and Chapter 2 (“Administrative Operations”) of the OSRHE Policy and Procedures Manual.

**RECOMMENDATION:**

**It is recommended that the State Regents post the proposed revisions to Chapter 1 (Governance) and Chapter 2 (Administrative Operations) of the OSRHE Policy and Procedures Manual.**

**BACKGROUND:**

The Oklahoma State Regents for Higher Education (OSRHE) set forth policies and procedures on internal governance and administrative operations. Since initial approval, OSRHE staff and advisory committees have reviewed and revised policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute or administrative rule and to reflect current best practices. Policy revisions typically occur through a collaborative process within OSRHE staff and advisory committees before they are recommended to the Regents for adoption.

**POLICY ISSUES:**

The proposed revisions amend Chapter 1 (Governance) and Chapter 2 (Administrative Operations) within the OSRHE Policy and Procedures Manual.

**ANALYSIS:**

The proposed revisions are the result of a request for a policy audit by the Chancellor and conducted by OSRHE staff and the Office of Legal Counsel. Policies were reviewed using the following guiding principles: (1) Remove barriers to success; (2) Emphasize quality and raise standards, but reduce the steps to achieve those standards; (3) Simplify language and remove statements that are not policy; (4) Promote efficiency and collaboration; (5) Align with state statutes, administrative rules, and current best practices; (6) Foster innovation and speed to react to changing workforce needs; (7) Reduce time spent on processes that don’t impact outcomes; and (8) Eliminate requirements that cost more than the benefits they provide. The recommendations for revisions are outlined below:

Summary of Changes throughout all:

- Checked and cleaned up all legal citations
- Eliminated unnecessary and duplicative language; removed guidance that is not policy
- Revised language to reflect current law and practices of the OSRHE

### Summary of Ch. 1 Changes:

- Eliminated unnecessary language (ex. Board member terms in 1.3.2; history of junior colleges in old 1.14.3)
- Moving OK Const. Art XII, Section 5 (Section 13 provision) to Fiscal (Ch. 4)
- Added in 70 O.S. § 3206, which sets forth all 15 of the State Regents' statutorily defined powers and duties

### Summary of Ch. 2 Changes:

- Deleted old 2.1.2 through 2.1.9, which just regurgitated Open Meetings Act requirements
- Eliminated unnecessary language (ex. Agenda Schedule in old 2.2.3; Organization of Agenda in old 2.2.4)
- 2.2.3: **Changes will require amendments to OAC 610:1-7-13**
  - “may” list New Business on agenda instead of “shall”
  - clarify in paragraph 3(B) that OSRHE not required to give Article II APA hearings (75 O.S. § 308a et seq.) “so long as adequate due process is provided.” OSRHE is exempt from Article II per 75 O.S. § 250.4(B)(12)
- 2.2.4: **Changes will require amendments to OAC 610:1-7-15**
  - Major change here is *Robert’s Rules of Order* from mandatory requirement to more general guideline for meetings. “Strict adherence not required”
- 2.2.5: **Changes will require amendments to OAC 610:1-7-17**
  - Major changes are to delete provision requiring that executive session minute notes be transmitted to Regents for their approval; and that executive session notes will be kept by GC and maintained by GC instead of Chancellor, to reflect current practice
- 2.2.6 and 2.2.7: Shortened cited language
- 2.3 and 2.4: Removed most these never before used rules except for gist and providing link
- 2.5 (Committees - solicited feedback in Oct '22 - only minor changes)
- 2.6: Election of OSRHE Officers
  - Deleted most as duplicative (already in Ch. 1)
- 2.7: Orientation of New Board Members
  - Added citation
- 2.8: Updated authority of Chancellor and Board to reflect changes made elsewhere
  - Of note as to this Policy and Procedure Manual, added “Approve technical amendments made necessary by changes in applicable law, and other non-material amendments including, but not limited to, typographical errors and other non-substantive changes.”
  - Followed by: “Substantive or material amendments are subject to ratification by State Regents at the next full meeting of the Board.”
  - And: “So that immediate action may be taken to address an emergency, or in other appropriate circumstances, the prior posting requirement may be waived following a majority vote of the Board to so act.”
- 2.9: Replaced long, largely irrelevant and inapplicable “Indemnification” section with short statement regarding applicability of the Oklahoma Governmental Tort Claims Act (OGTCA) – employees and regents are immune from liability in tort so long as acting within the course and scope of their duties or employment. Only willful conduct that is malicious or undertaken in bad faith is not covered under the OGTCA
- 2.10: Ethics –
  - 2.10.1(C): new section that provides very valuable links to Ethics Commission documents, particularly “The Guide for State Officers and Employees,” that is really sort of a Cliff Notes version of the +/-350 pages of annotated Ethics Rules specific to those serving on boards



- 2.10.2(B): Provides general guideline that almost always remain compliant by accepting only modest items of food/refreshment or personal gifts of a customary/traditional nature that are of nominal value (less than \$20.00), under circumstances which make it clear that the gift is not motivated by the state officer or employee's status as a state officer or employee, is not intended to influence the officer or employee in the conduct of the public's business, and would not likely cause a reasonable person to question the officer's or employee's impartiality
- 2.10.2(D): Added in that Regents and employees are required to disqualify from participation in any matter that would likely have a direct and predictable effect on the material financial interest of either the Regent or employee, their family member, or business relation. Further, any time the circumstances of a particular matter would cause a reasonable person with knowledge of the relevant facts to question a Regent's or employee's impartiality in that matter, the Regent or employee should abstain from participating in any way
- 2.11:
  - Changed name to include "Equal Opportunity" and "Nondiscrimination" because they are addressed equally within this "Reasonable Accommodation" section. Removed mere guidance for institutions
  - Made clear that these sections apply to "only those programs, services, and facilities operated or administered directly by the State Regents." Also, that officers/employees must go through HR for such issues
  - 2.11.2 – updated protected classes in EO statement
- 2.12: Compliance
  - Main change in Compliance policy was to separate out the data reporting requirements of SPA
    - Fall and Spring prelim Enrollment Report (former paragraph C)
    - Final UDS Data Submission to OSRHE (former para. D)
- 2.13: Regents Ed Program
  - No substantive changes, just clean up
- 2.14: Student Advisory board
  - No substantive changes, just clean up, all APA rules
- 2.15: Faculty Advisory Council
  - Mostly just tried to shorten and clarify certain areas
- 2.16: Council on Instruction
  - Mostly just tried to shorten and clarify certain areas
- 2.17: Council on Student Affairs
  - Mostly just tried to shorten and clarify certain areas
- 2.18: Council of Business Officers
  - Mostly just tried to shorten and clarify certain areas.
- 2.19: Communicators Council
  - Mostly just tried to shorten and clarify certain areas
- 2.20: Economic Development Council
  - Mostly just tried to shorten and clarify certain areas
- 2.21: Council on Information Technology
  - Mostly just tried to shorten and clarify certain areas
- 2.22: Constitution of the Council of Presidents
  - Very few changes, only minor
- 2.23: Faculty Research Fellow Program
  - Deleted, no longer a thing
- 2.24: Use of Towers, Facilities and Communications Services (Now 2.23)

- May need revisions to APA rules OAC 610:15-1-1 and 15-1-3
- 2.25: OneNet Acceptable Use Policy (Now 2.24)
  - Revised to reflect current law and OSRHE practices
- 2.26: OneNet Rate Schedule Fee Structure (Now 2.25)
  - Shortened significantly
- 2.27: Robert S. Kerr Conference Center
  - Deleted, no longer a thing
- 2.28: Privacy, Data Access and Management (Now 2.26)
  - Revised to reflect current law and OSRHE practices
- 2.29: Institution’s Affirmative Action Plans
  - Deleted, statutes requiring this were revoked
- 2.30: E.T. Dunlap Medal and Lectureship Program
  - Deleted, no longer a thing
- 2.31: Chief Information Officers for the State System of Higher Education (Now 2.27)
  - Only minor changes
- 2.32: Free Speech Committee (Now 2.28)
  - New policy, adopted by State Regents on Oct 27, 2022. Language same just formatting changes
- One New Section: 2.29 – “Career Services Council” (CSC)
  - New policy to get CSC started

It is recommended the State Regents post these proposed revisions to Chapter 1 (Governance) and Chapter 2 (Administrative Operations). The proposed revisions are included in the supplement. For reference, each section in within Chapter 1 and Chapter 2 is presented in the Supplement with the revised version first, followed by the original policy section, for purposes of comparison. The original policies recommended for revision may be also accessed in their entirety online at <https://www.okhighered.org/state-system/policy-procedures>

Supplement

Meeting of the  
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**AGENDA ITEM #25:**

**Legislative Agenda.**

**SUBJECT:** Approval of the 2024 Legislative Agenda.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the 2024 Legislative Agenda, as described below.**

**BACKGROUND:**

The Legislative Agenda is developed as a guideline to frame issues of interest to the Oklahoma state system of higher education that could be addressed by the Oklahoma Legislature.

**POLICY ISSUES:**

This action is consistent with State Regents' policy.

**ANALYSIS:**

The 2024 Legislative Agenda sets forward the following list of issues of interest to the Oklahoma state system of higher education, which may be brought before the Oklahoma Legislature during the 2024 Legislative Session.

- **Oklahoma's Promise.** The Oklahoma's Promise scholarship program has been named by the Southern Regional Education Board as a top promise scholarship program in the nation. Goals for the 2024 legislative session include reducing administrative barriers to increase scholarship access and participation. Strategies may include streamlining high school course requirements; implementing an adjustable, annual formula for eligibility income limits; and developing an appeal process to assist students facing unique circumstances to ensure no qualified student is excluded.
- **Grow Oklahoma's STEM workforce.** Bachelor's degree production in critical STEM disciplines increased more than 42% over the last 10 years, and production increased 24% at all degree levels. Higher education will continue working to increase STEM degree completion to meet the bold goals outlined in the State Regents' *Blueprint 2030* strategic plan. Priorities include:
  - expanding STEM exploration opportunities for middle and high school students.
  - incentivizing students to pursue STEM majors (e.g., nursing, engineering, computer science) and remain in Oklahoma after graduation.
  - developing and promoting well-defined career pathways in critical workforce areas, including teacher education, healthcare, and STEM.

- removing administrative barriers to empower state system colleges and universities to pursue academic programs aligned with workforce needs.
  - incentivizing institutions to produce graduates in fields aligned with Oklahoma’s workforce needs through a new performance funding formula.
  - supporting competitive faculty salaries in fields aligned with Oklahoma’s workforce needs.
  - promoting collaboration and coordination among public colleges and universities to ensure access for qualified students in critical programs of study.
- **Enhance campus safety and security.** State system institutions must be equipped with the necessary personnel and financial resources to effectively mitigate risks in their service communities and respond to on-campus and cybersecurity threats, challenges, and incidents.
  - **Stabilize mandatory cost increases.** Our colleges and universities face significant operational cost increases. Rising property insurance rates have created a financial burden that impacts the current and future financial environment for every institution. Examining the property insurance process, practices, and market in Oklahoma is an important step to identify solutions to help mitigate this substantial expense across the state system.
  - **Maintain campus infrastructure.** The maintenance and preservation of public college and university facilities is a state system priority. Campus buildings across the state need repairs and/or upgrades that have been deferred due to limited resources. Creating a sustainable fiscal model that allows public institutions to access funding for infrastructure requirements will support proper maintenance of current physical spaces while lowering costs and reducing the need for new construction.
  - **Staff salary support.** Campus staff across the state system provide tremendous support services for students, including advisement, counseling, academic engagement, and co-curricular activities. The State Regents propose earmarking additional financial resources in support of appropriate salary increases for institutional staff whose efforts directly impact recruitment and retention efforts at each college and university.
  - **Concurrent enrollment.** The concurrent enrollment program, which continues to grow across our state, strengthens student preparation, reduces family college costs and decreases the time required to complete a degree. Focusing on recommendations from the Concurrent Enrollment Task Force and legislative studies, the State Regents will evaluate concurrent participation options, financial models, and course delivery modes to strengthen the program for Oklahoma students.
  - **Adult degree completion.** More than 400,000 Oklahomans have earned some college credit, but no degree. As part of the Blueprint 2030 strategic plan, the State Regents will create more efficient pathways to degree completion for adult learners, including supporting development of micro-credentials across the state system. Providing financial support for these students as they complete degrees or upskill through micro-credentials is an important strategy to increase Oklahoma’s overall educational attainment and fill workforce gaps.

(Supplement)

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**AGENDA ITEM #26:**

**State Regents' Meetings.**

**SUBJECT:** Approval of the proposed 2024 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act.

**RECOMMENDATIONS:**

**It is recommended that the State Regents approve the 2024 schedule of regular meetings for filing with the Office of Secretary of State according to law.**

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Wednesday, January 31, 2024	10:30 a.m.	Carl Albert State College 1507 S McKenna St. Poteau, Oklahoma
Thursday, February 1, 2024	9 a.m.	Eastern Oklahoma State College 1802 College Ave. McAlester, Oklahoma
Wednesday, March 13, 2024	10:30 a.m.	East Central University 100 E 14th St. Ada, Oklahoma
Thursday, March 14, 2024	9 a.m.	Seminole State College 2701 Boren Blvd. Seminole, Oklahoma
Wednesday, April 24, 2024	10:30 a.m.	Murray State College 1 Murray Campus Dr. Tishomingo, Oklahoma
Thursday, April 25, 2024	9 a.m.	Southeastern Oklahoma State University 425 University Blvd Durant, Oklahoma
Thursday, April 25, 2024	10 a.m.	Southeastern Oklahoma State University 425 University Blvd Durant, Oklahoma

Thursday, May 30, 2024	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Friday, May 31, 2024	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, June 26, 2024	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 27, 2024	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, September 4, 2024	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 5, 2024	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 16, 2024	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 17, 2024	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, November 7, 2024	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 4, 2024	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 5, 2024	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #27:**

**Commendations.**

**SUBJECT:** Recognition of State Regents' staff for service and recognitions on state and national projects.

**RECOMMENDATION:**

**It is recommended that the State Regents accept this report and commend staff for state and national recognitions.**

**RECOGNITIONS:**

State Regents' staff received the following state and national recognitions:

**Dr. Melissa Brevetti**, coordinator for teacher education programs, served as the keynote speaker at the OU Online Conference. Her address, titled "Leading with Courage: Mentorship, Authenticity, and Social Connectedness," explored propelling innovation by confronting challenging questions and transforming our world by fostering each other's potential. She recently authored "The Art and Science of Mentoring Students," a highly viewed article in Faculty Focus for 2023. Additionally, the American Association of Colleges for Teacher Education (AACTE) appointed her as a national expert to evaluate proposals for their 2024 AACTE Conference themed "Ascending New Heights: Propelling the Profession into the Future."

**Derek Nalley**, OneNet network engineer, graduated with an Associates of Applied Sciences in Game Design from Full Sail University, located in Winter Park, Florida. Nalley also holds a Media Communications Certificate from Full Sail. He plans to continue working towards his bachelor's degree through the University of Oklahoma's Organizational Leadership program.





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**AGENDA ITEM #28-a:**

**Program Name Changes.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Northeastern Oklahoma A&M College (NEOAMC)

- 1 degree program name change

Oklahoma State University (OSU)

- 1 degree program name change

**POLICY ISSUES:**

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

**ANALYSIS:**

NEOAMC requests authorization to change the program name for the Associate in Science in Nursing - Pre (037) as described below:

- Change the program name to Associate in Science in Health Sciences - Pre.
- Change the CIP code to 51.1199.
- The requested changes will better reflect the program being offered.
- No additional funds are being requested.

OSU requests authorization to change the program name for the Master of Science in Design, Housing, and Merchandising (051) as described below:

- Change the program name to Master of Science in Design and Merchandising.
- The faculty of the Department of Design, Housing and Merchandising are requesting the name change in order to better reflect the majors being offered.
- No additional funds are being requested.



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**AGENDA ITEM #28-b (1):**

**Electronic Delivery.**

**SUBJECT:** Eastern Oklahoma State College. Approval to offer the existing Associate in Applied Science in Nursing by electronic delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Eastern Oklahoma State College's request to offer the following existing program via electronic delivery: Associate in Applied Science in Nursing (033).**

**BACKGROUND:**

Eastern Oklahoma State College (EOSC) is currently approved to offer 9 degree programs and certificates via electronic delivery. EOSC's governing board approved offering the existing Associate in Applied Science in Nursing (033) online at their November 12, 2022 meeting. EOSC requests authorization to offer the existing program via electronic delivery, as outlined below.

**POLICY ISSUES:**

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

**ANALYSIS:**

EOSC satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

**Associate in Applied Science in Nursing**

**Demand.** Eastern Oklahoma State College completed a thorough analysis of student enrollment in online programs. The findings indicated a significant increase in the number of students opting for online courses. The trends found strongly suggest a growing demand for online delivery options among students. When looking at enrollment trends, EOSC has taken into consideration the unique needs of its current students, particularly those working as Licensed Practical Nurses (LPNs), or Emergency Medical Technicians (EMTs). These students often have demanding work schedules and require flexible educational options that accommodate their professional commitments. By offering courses online, EOSC aims to better serve this

specific group of students and enable them to continue their education. The college recognizes this shift and is committed to meeting the evolving needs of its student body.

**Delivery method.** Coursework for this program will be delivered online using the Blackboard platform. Learning will be facilitated using video lectures, discussion boards, online quizzes and exams, calendars, and assignments submitted via drop box. Students will also have full access to library resources.

**Online Pedagogy and Training.** Faculty who teach in online environments complete training in both the 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. EOSC 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.

**Funding.** The existing program will be funded through existing allocations and the tuition and fee structure. No new funding from the State Regents will be required to deliver the existing degree program through electronic delivery.

**Duplication and impact on existing programs.** A system wide letter of intent for electronic delivery of the Associate in Applied Science in Nursing (033) was communicated by email on October 7, 2022. Rose State College (RSC) and Tulsa Community College (TCC) requested a copy of the proposal which were sent on June 13, 2023. Neither RSC, TCC, or any other State System institutions notified the State Regents' staff of a protest to the proposed delivery method of the existing program. Due to student demand for an online program, approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve EOSC's request to offer the existing degree program through electronic delivery, as described above.

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**AGENDA ITEM #28-b (2):**

**Electronic Delivery.**

**SUBJECT:** University of Oklahoma Health Sciences Center. Approval to offer the existing Master of Public Health in Public Health by electronic delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the University of Oklahoma Health Sciences Center's request to offer the following existing program via electronic delivery: Master of Public Health in Public Health (006).**

**BACKGROUND:**

The University of Oklahoma Health Sciences Center (OUHSC) is currently approved to offer 14 degree programs and certificates via electronic delivery. OUHSC's governing board approved offering the existing Master of Public Health in Public Health (006) online at their November 18, 2022 meeting. OUHSC requests authorization to offer the existing program via electronic delivery, as outlined below.

**POLICY ISSUES:**

This action is consistent with the Oklahoma State Regents for Higher Education's Distance Education and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved online delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

**ANALYSIS:**

OUHSC satisfactorily addressed the requirements in the Distance Education and Traditional Off-Campus Courses and Programs policy as summarized below.

**Master of Public Health in Public Health**

**Demand.** The job market for the public health profession has significantly grown over the past several years. Burning Glass (now Lightcast) reports an increase of public health postings by 50 percent. In 2021, there were 46,516 postings for public health professionals with a bachelor's degree. An estimated 28,990 of these postings required or preferred a master's degree related to public health. The Norman campus has also seen an increase in interest for Community Health and Public Health programs. The core courses for this program are consistently full and it is clear there seems to be a preference towards online formats among students.

**Delivery method.** Coursework for this program will be delivered online using the Canvas and Zoom platforms. Learning will be facilitated using video lectures, discussion boards, online quizzes and exams, calendars, and assignments submitted via drop box. Students will also have full access to library resources.

**Online Pedagogy and Training.** Faculty who teach in online environments complete training in both the 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. OUHSC 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.

**Funding.** The existing program will be funded through existing allocations and the tuition and fee structure. No new funding from the State Regents will be required to deliver the existing degree program through electronic delivery.

**Duplication and impact on existing programs.** A system wide letter of intent for electronic delivery of the Master of Public Health in Public Health (006) was communicated by email on April 24, 2023. Northeastern State University (NSU) requested a copy of the proposal which was sent on May 16, 2023. Neither NSU nor any other State System institution notified the State Regents' staff of a protest to the proposed delivery method of the existing program. Due to student demand for an online program, approval will not constitute unnecessary duplication.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve OUHSC's request to offer the existing degree program through electronic delivery, as described above.

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**AGENDA ITEM #28-c (1):**

**State Authorization Reciprocity Agreement.**

**SUBJECT:** 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 degree-granting institutions may participate in SARA; they may be public, private non-profit, and private for-profit.

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 6, 2023.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which it posts on its website. According to this source, in Fall 2021, Oklahoma public and private institutions enrolled a total of

7,298 out-of-state students in distance education programs, more than 3 and a half 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:**

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy section 3.17.9, which states the eligibility requirements for SARA as follows:

“To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval.”

**ANALYSIS:**

Prior to September 7, 2023, State Regents' staff received a SARA renewal application from the institutions listed below:

Southwestern Oklahoma State University;  
Oral Roberts University;  
Tulsa Community College; and  
Northeastern Oklahoma A&M College.

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



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**AGENDA ITEM #28-c (2):**

**State Authorization Reciprocity Agreement.**

**SUBJECT:** Ratification of an institutional request to begin participating in the State Authorization Reciprocity Agreement.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify an institutional request to participate 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 degree-granting institutions may participate in SARA; they may be public, private non-profit, and private for-profit.

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 6, 2023.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which it posts on its website. According to this source, in Fall 2021, Oklahoma public and private institutions enrolled a total of

7,298 out-of-state students in distance education programs, more than 3 and a half 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:**

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy section 3.17.9, which states the eligibility requirements for SARA as follows:

“To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval.”

**STAFF ANALYSIS:**

Prior to September 7, 2023, State Regents' staff received a SARA application from Randall University (RU), a private, non-profit university that participates in the Oklahoma Tuition Equalization Grant program. RU requests approval to participate in SARA to offer its degree program by distance education to students in other states as a SARA participating institution.

As a result of meeting SARA eligibility requirements, RU was approved by the Chancellor to participate in SARA. State Regents' ratification is requested.

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**AGENDA ITEM #28-d (1):**

**Operations.**

**SUBJECT:** Ratification of purchases over \$25,000.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between May 25, 2023 and August 11, 2023.**

**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 in excess of \$25,000.

**ANALYSIS:**

For the time period between May 25, 2023 and August 11, 2023, there were 46 purchases in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Dell Marketing LP in the amount of \$59,360.64 for replacement of servers that are no longer supported by VMWare for the virtual desktop infrastructure (VDI.) (Funded from 210-Core).
- 2) Zoom in the amount of \$36,200.00 for subscriptions for additional Zoom phone numbers to initiate cloud-based Zoom services for transition of OSRHE phone services. (Funded from 210-Core).
- 3) ISG Technology in the amount of \$39,850.00 for maintenance to provide support and upgrades for the Varonis software. Varonis is used by IT to compile data used for forensic information, allow IT to monitor how users are using shared drives as well as providing users access to data they need to conduct business. (210-Core).
- 4) Quadient Leasing USA Inc. in the amount of \$77,700.00 for annual postage for the postage meter and postage supplies. (Funded from 210-Core)
- 5) Xerox Corporation in the amount of \$61,890.24 for FY24 printed copies, including black and white and color prints. (Funded from 210-Core).
- 6) Titan AVL in the amount of \$85,380.81 for upgrades to the 3 South, 2 North and 3 North conference rooms. (Funded from 210-Core).

## OneNet

- 7) OSU Center for Health Sciences in the amount of \$45,449.00 for reimbursement of costs for replacement of AC unit at OSU Tulsa hub room at the end of life. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 8) Netfabric LLC in the amount of \$40,687.50 for equipment needed to finish the Tulsa core upgrade and replenish shelf stock. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 9) Altice USA Inc. in the amount of \$44,023.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 10) Cable One Inc. in the amount of \$94,376.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 11) Central Cellular LLC in the amount of \$27,550.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 12) Cherokee Telephone Company in the amount of \$54,160.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 13) Consolidated Communications in the amount of \$49,340.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 14) Cross Telephone in the amount of \$30,636.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 15) Oklahoma Natural Gas & Electric in the amount of \$36,670.00 for the following locations: ETN Building, Enid Tower, Lucien Tower and Bethel Tower. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 16) Oklatel Communications in the amount of \$48,000.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 17) Trace Fiber Networks LLC in the amount of \$37,800.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 18) Vyve Broadband LLC for circuits to provide services to OneNet customer. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 19) AT&T Corporation in the amount of \$51,447.00 for Alien Vault, a managed threat detection and response system with a 24/7 security monitoring system, from AT&T Cybersecurity. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 20) University of Oklahoma Health Science Center (OUHSC) in the amount of \$26,400.00 for hosting space in the OneNet Data Center. Tulsa County is using OneNet's colocation services and OneNet utilized OUHSC rack space to facilitate the request, costs will be reimbursed by Tulsa County. (Funded from 718-OneNet).
- 21) University of Arkansas (ARE-ON) in the amount of \$55,988.15. OneNet and ARE-ON agree to provide backup commodity Internet services for short duration, emergency recovery purposes in

the unlikely event that either party loses access to its transit providers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).

- 22) Salesforce Inc. in the amount of \$42,059.34 for renewal licenses on Sales Cloud Enterprise edition, Force Enterprise Edition and Premiere Success Support and Administration. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 23) Top Hand Tower in the amount of \$50,000.00 for miscellaneous repair of OneNet towers, including but not limited to, repairs to tower lights required by FAA safety rules, repair or replace waveguides, peak dishes and tower removal. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 24) University of Arkansas in the amount of \$81,391.00 for circuits to provide services to OneNet customers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 25) Comdata in the amount of \$80,000.00 for fuel for ETN fleet and vehicle minor maintenance. Costs recovered through OneNet user fees. (Funded from 718-OneNet)
- 26) Addison Group in the amount of \$75,000.00 for professional IT services to assist with software engineering/development needs as required. Cost recovered through OneNet user fees. (Funded from 718-OneNet)
- 27) Hurricane Electric LLC in the amount of \$38,400.00 for IT Transit Bandwidth flat rate 10 GBPS on 10GE for OneNet to maintain a point of presence in Oklahoma City. Costs recovered from OneNet user fees. (Funded from 718-OneNet).
- 28) Dobson Technologies Transport in the amount of \$95,000.00 for OneNet fiber locates on all OneNet fiber. Cost recovered from OneNet user fees. (Funded from 718-4000).
- 29) University Corp for Advanced Internet in the amount of \$45,000.00 to provide advanced broadband capabilities and services in Community and Sponsored Education Group Programs. Cost recovered through OneNet user fees. (Funded from 718-OneNet)
- 30) TierPoint Oklahoma LLC in the amount of \$57,551.04 for rack space and power required to place optical and network equipment to provide services to OneNet customers located in the datacenter locations. TierPoint's datacenter located at 322 E. Archer Street, Tulsa, OK, will cross-connect the OCAN network to Hiliary Communications and Cox Communications. Cost recovered through OneNet user fees. (718-OneNet, 720-OCAN).
- 31) CDW in the amount of \$81,052.64 for VMware maintenance to provide support and upgrades for virtual software which includes virtual PC and server application, and VoIP Vsphere licenses for Regents and OneNet staff. Costs recovered from OneNet user fees. (Funded from 718-OneNet).
- 32) Cogent Communications Inc. in the amount of \$54,600.00 for dedicated Internet Access Service. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 33) ISG Technology LLC in the amount of \$31,099.00 for support for Fortinet firewalls for OneNet firewall services. Cost recovered from OneNet user fees. (Funded from 718- OneNet).
- 34) Kentik Tech Inc. in the amount of \$57,987.68 for Kentik service renewal to provide real-time processing of summarized network data flow. This data is used real time for network security to

mitigate distributed denial of services attacks. The data is used historically by OneNet and select subscribers to analyze traffic patterns and make decisions on network configuration and for capacity planning. Costs recovered from OneNet user fees. (Funded from 718-OneNet).

- 35) University Corp for Advanced Internet in the amount of \$55,710.00 which provides a redundant path for OneNet and ARE-On to access the Research Education Network (Internet2) and the commodity Internet at the Dallas Hub. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 36) MidCon Recovery Solutions LLC in the amount of \$75,882.82 for leasing rack and power space in the MidCon data center located at 13431 Broadway Extension #500, Oklahoma City, OK in order to co-locate equipment to access and employ fiber. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 37) Tubbesing Solutions LLC in the amount of \$50,884.52 for maintenance renewal for APC In-Row cooling units and PDU's that provide cooling and power distribution for hot aisle containment systems. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 38) Presidio Holdings Inc. in the amount of \$61,267.32 for OpenDNS content filtering for K-12 and libraries to filter inappropriate content which is required to receive federal funding. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 39) Pinnacle Business Systems in the amount of \$96,786.16 for increased capacity of the Tulsa storage system to accommodate current and future growth. Costs recovered from OneNet user fees. (718-OneNet).
- 40) CDW in the amount of \$29,673.00 for maintenance renewal for In-Row cooling units and PDU's to provide cooling and power distribution for the hot aisle containment system. Costs recovered from OneNet user fees. (Funded from 718-OneNet).
- 41) Norlem Technology Consulting in the amount of \$43,368.34 for license renewal for OneNet's PALO ALTO firewall that provides additional security measurements that protects OneNet and OSRHE staff from cyberthreats. Costs recovered from OneNet user fees. (Funded from 718-OneNet).

#### GEAR UP

- 42) Koch Communications in the amount of \$50,041.94 for FY24 Oklahoma GEAR UP Media Campaign to continue the communications effort for developing, editing, producing and delivering eight 1-2-minute videos from interviews conducted with eight GEAR UP school locations. (Funded from 730-GEAR UP).

#### Multiple Departments

- 43) SHI in the amount of \$31,911.34 for a cloud-based, inventory system for Central Services and OneNet. This solution allows flexibility for OneNet off premises transactions regarding inventory to immediately be recorded. (Funded from 210-Core, 718-OneNet).
- 44) University of Oklahoma Health Science Center (OUHSC) in the amount of \$75,661.00 for FY24 employee parking spaces at 655 Research Pkwy Garage, Oklahoma City, OK. (Funded from 210-Core, 718-OneNet, 701-OCAP).

- 45) Finley & Cook in the amount of \$53,500.00 for Oklahoma State Regents for Higher Education and OCAP General Purpose Financial & Compliance Audit FY2023. (Funded from 210-Core, 701-OCAP).
- 46) Softchoice Corporation in the amount \$68,855.76 for Software Assurance that will provide upgrades for our licensed Microsoft products. (Funded from 210-Core, 718-OneNet, 701-ITOCAP).





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**AGENDA ITEM #28-d (2):**

**Operations.**

**SUBJECT:** Contract with Attorney General for legal services.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify a renewal contract for legal services with the Office of the Attorney General for Fiscal Year 2024.**

**BACKGROUND:**

Since September 2001, the State Regents have contracted with the Office of the Attorney General to provide general legal services to unrepresented institutions within the State System. The contract has thereafter been renewed annually. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract for full-time services was modified (and approved by the State Regents on February 13, 2004) to substitute for the half-time services of an AAG assigned by the Office of the Attorney General. From 2004 to 2010, the Assigned Attorney was AAG Gretchen Harris; from 2010 to 2013, AAG Regina Switzer; and from 2013 to 2014, AAG Julie Ezell. From 2014-2021, the Assigned Attorney was AAG Matt Stangl and after he became OSRHE General Counsel on October 1, 2021, the half-time services for 2022 and 2023 were assigned to AAG Whitney Herzog Scimeca. For Fiscal Year 2024, the Assigned Attorney will once again be AAG Whitney Herzog Scimeca.

**POLICY ISSUES:**

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. § 187 as amended. This is a ratification of the renewal of an existing contract.

**ANALYSIS:**

The contract provides considerable value to the State Regents, particularly to State System institutions that do not have their own legal counsel.

- The contract has enabled the State Regents to provide for general legal services to small institutions that do not have ready access to legal services, including:
  1. Eastern Oklahoma State College;
  2. Carl Albert State College;
  3. Murray State College;
  4. Seminole State College;
  5. Western Oklahoma State College;
  6. Northern OK College;
  7. Redlands Community College;

8. University of Science & Arts of OK;
9. University City at Ponca City; and
10. Rose State College (RSC has their own private counsel through 20i contract, but the Assigned AAG is occasionally asked to do things for them, particularly representing the faculty appeals board during hearings)

This is consistent with the State Regents' preventive law philosophy.

- The contract also provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.

The annual cost of the contract is \$77,583.96 annually, and will be billed at \$6,465.33 per month. This includes the Assigned AAG's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The annual cost of the contract for FY 2023 was \$72,644.52. A copy of the proposed contract is attached. The contract provides that the Assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the work performed by that AAG. The Legal Department has requested and will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or her designee, reserve the right to determine the scope of the Assigned AAG's activities on behalf of the State Regents. The contract also provides that it may be terminated by either party upon 60 days written notice.

It is strongly recommended that the State Regents ratify the renewal of this contract.

**CONTRACT FOR LEGAL SERVICES  
FISCAL YEAR 2024**

**1. PARTIES:**

This Agreement is between the Office of Attorney General and the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION (“OSRHE”), and the authorized signatures below bind the parties to the terms set out hereafter.

**2. AUTHORITY:**

This Agreement is authorized by virtue of 74 O.S. § 181.

**3. CONTRACT DURATION:**

This Agreement commences July 1, 2023, and covers fiscal year 2024 ending June 30, 2024.

**4. CONSIDERATION:**

(a) The Attorney General’s Office (“AGO”) shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of \$77,583.96 annually, with monthly payments in the amount of \$6,465.33. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE, outside the Oklahoma City metropolitan area.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE’s official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings, as necessary, and other legal needs, consistent with the provisions of Paragraph 6.

(c) The AGO, if requested by the Board at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15, and July 15.

(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney equivalent to .5 FTE for the OSRHE, regardless of whether the Assigned Attorney is in fact utilized. It is agreed by the parties that the Assigned Attorney's obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5. **OFFICE LOCATION:**

The Assigned Attorney will maintain an office with the AGO to facilitate the delivery of legal services.

6. **SUPERVISION:**

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel. The OSRHE, acting through the Chancellor and his designee, reserve the right to determine the scope of the Assigned Attorney's activities on their behalf. However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7. **TERMINATION:**

This agreement may be terminated by either party upon 60 days written notice.

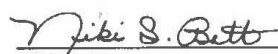
8. **AGENCY DESIGNEES:**

The authorized agent and designee for the Office of Attorney General is Niki Batt. The authorized agent and designee for the OSRHE is Allison D. Garrett.

OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

By:   
Allison D. Garrett  
Chancellor

OFFICE OF THE ATTORNEY GENERAL

By:   
Niki Batt  
Deputy Attorney General  
Legal Counsel Unit

DATE: July 25, 2023

DATE: 7/12/2023

2

Approved  
As To Form  
Initials M.S.  
Date 7/24/23

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #28-d (3):**

**Operations.**

**SUBJECT:** Personnel. Ratification of appointment of Executive Director of IT.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the personnel change as noted below.**

**BACKGROUND/POLICY ISSUES:**

State Regents' personnel policy (2.8.2) requires Regents' ratification of decisions relating to director level and above personnel.

**ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.**

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

**Executive Director of IT.** It is recommended that the State Regents ratify the appointment of Chad Fuston as Executive Director of IT, which was vacated by Ricky Steele's retirement on June 30, 2023. The Executive Director of IT is responsible for overseeing the planning, development and operational aspects of all OSRHE information technology efforts. Mr. Fuston has been an OSRHE employee since 2006 and has served in positions of increasing responsibility during this time, most recently as the Assistant Director of Training, Maintenance and Support. He holds a Bachelor of Business Administration in Computer Information Systems from Midwestern State University and several technical certifications. Mr. Fuston began his role as Executive Director of IT on July 15, 2023, and receives an annual salary of \$141,000. The Executive Director of IT performs work under the supervision of the Associate Vice Chancellor for Information Technology and OneNet & Higher Education CIO. A copy of the job description and Mr. Fuston's resume are attached.



**JOB DESCRIPTION**

**Executive Director of IT**

**FLSA: Exempt**

**Position #100235**

**Grade 15**

**Cost Center: TELCOM 15100**

**Worker's Comp Code: 8810**

**ESSENTIAL FUNCTION**

Oversee the planning, development, and operational aspects of all OSRHE Information Technology efforts.

**RESPONSIBILITIES AND DUTIES**

- Provide leadership and direction in technology planning, hardware and application acquisition, application development and operations to ensure information access and enhanced agency productivity.
- Consult with management to ensure that IT efforts are aligned with the agency's goals and needs.
- Direct the management of technical support efforts to include help desk, training, and other IT related items.
- Direct the management of engineering activities to include servers, connectivity, storage, and other hardware and systems.
- Establish and direct management of software engineering development formalization.
- Direct the management of application development and integration to include internally developed and off-the-shelf applications.
- Manage all cloud-based assets and resources for agency operations, disaster recovery and Business Continuity Planning.
- Increase the availability and direct the management of database and web administration.
- Coordinate with the Strategic Planning and Analysis department to support OEIS / UDS data warehousing and strategic planning activities.
- Provide technical support for the SAS data warehouse and related dashboards.
- Ensure agency Business Continuity Planning is complete and fully supported.
- Maintain email archive system and provide support for related activities such as Open Records requests, Freedom of Information Act requests, litigation holds, etc.
- Research and implement cybersecurity measures to protect OSRHE network.
- Direct analysis and management of security threats by malware, infections, etc.
- Direct awareness campaigns and employee training on cybersecurity.
- Update and maintain accounting and human resources software and hardware systems, including Banner and HR applicant tracking system (PeopleAdmin).

Revised June 2023

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

- Collaborate closely with the Chief Information and Security Officer (CISO) to ensure security of all IT systems, processes, and data.
- Coordinate with the Associate Vice Chancellor for Information Technology and OneNet in the development and oversight of the IT budget and assist in providing management with regular updates.
- Responsible for recommending hiring, firing, advancement, promotion or other changes in assigned employee status.
- Establish and promote initiatives to improve IT staff retention.
- Perform other duties as assigned.

**MINIMUM QUALIFICATIONS**

A bachelor’s degree in Computer Science or related discipline or ten (10) years of progressive responsibility in the information systems area is required. Must have a solid foundation in Information Systems technology including but not limited to hardware, software, application development, and LAN / WAN technology. Experience managing teams of IT professionals on a variety of projects is essential. Excellent interpersonal, verbal / written communication and analytical skills are essential. The employee must be available by phone before, after and during regular office hours, and must provide his/her own cell phone and cell phone service.

**PREFERRED QUALIFICATIONS**

Experience working with upper level management, external clients, and vendors is also highly desired.

**PHYSICAL REQUIREMENTS**

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

**SUPERVISION**

The employee performs work under the supervision of the Associate Vice Chancellor for Information Technology and OneNet & Higher Education Chief Information Officer (CIO).

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised June 2023

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

# CHAD FUSTON

*Assistant Director of Training  
Maintenance and Support*

## EDUCATION

*MIDWESTERN STATE  
UNIVERSITY*

B.B.A.

Computer Information Systems

MICROSOFT CERTIFICATIONS

Professional ID: 5696500

Technology Specialist

Professional

(ISC)<sup>2</sup>: System Security Certified  
Practitioner

FEMA ID: 0001719146

## SKILLS

Team Leadership

Complex Problem Solving

Hardware and Software Support

Project Management

IT Security

Windows

Mac

VPN

Disaster Recovery Planner

## WORK EXPERIENCE

### **Oklahoma State Regents for Higher Education**

*Assistant Director of Training, Maintenance and Support*

July 2011-Present

Special Projects: Lead collaboration of agency wide foundational processes to transition to a digital signature through Adobe sign; Currently migrating on current on-premise system to cloud based system for inventory tracking; Implemented two factor system for cloud based solutions and VPN connectivity; Due to a worldwide pandemic, transformed agency to remote operations in 48 hours including hardware allocation/connectivity; Completed Windows 10 migration; Upgraded the hardware and software for two main conference rooms (multiple times); and Managed the development of the IT budget for FY2024 cycle.

Key Responsibilities: Created department goals and priorities that align with agency and management needs; Manage Helpdesk staff covering 2 sites as well as telework personnel; Management of software licenses; Train staff on institutional systems and new technology; Manage ticketing system, Exchange 2019, and 2016 Active Directory; Assist CISO in security related events, including security incident response and FISMA document reviews; Manage MECM and 3<sup>rd</sup> party IT tool software used for patching, monitoring, and reporting; Maintain area budget; Assist in management of wireless network; Manage and maintain Group Policy for two domains; Manage deployment and operations of security tools across network equipment; Manage and maintain virtual infrastructure; and member of incidence response team for disaster recovery including Business Continuity Planning.

### *Server Support System Administrator*

February 2009-July 2011

Special Projects: Managed the IT portion of a business relocation; Assumed responsibility for Helpdesk functions at three locations including participating in hiring, training, and overseeing the Helpdesk staff; Assisted with standardization of user applications at three locations; Researched and configured the Varonis server including working with the vendor as needed; Implementation of BESX (Blackberry) server; and Researched, tested and deployed Apple products including iMac, iPad, and iPhone in a Microsoft environment.

Key Responsibilities: Assist with server maintenance; Configure ports and vlan on Cisco routers and switches within the network; Active Directory maintenance; Provide support to the Chief Information and Security Officer with security policies; Set up and maintain mail on Exchange server; Configure portable devices such as laptops, PDAs, Blackberry phones, iPads, and iPhones; Team with OneNet staff to ensure LAN/WAN connectivity; Responsible for VMWare structure configuration and maintenance; Setup and maintain Blackberry Enterprise Server; Responsible for all aspects of WSUS; Group Policy Management; Knowledge of SQL Server 2000, 2005, 2008; Cisco VOIP setup and maintenance; Test and recommend software and hardware for purchase; and Responsible for testing and implementation of security patches (desktop, server, and BES).

### *Systems Support Specialist*

September 2006-February 2009

Special Projects: Created and provided training for agency employees in Excel and DocuAnalyzer; UPS Worldship setup and maintenance.

Key Responsibilities: Maintain OGSLP users PC accounts; Active Directory maintenance; Provided software support for the Helpdesk; Track software licenses; and Researched and recommended end user specific software and hardware.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #28-e:**

**Non-Academic Degrees.**

**SUBJECT:** Ratification of institutional request.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify The University of Oklahoma's request to award a posthumous degree.**

**STAFF ANALYSIS:**

A request has been made from The University of Oklahoma to award a Bachelor of Arts degree posthumously to Ms. Raquel Ramona Gonzalez.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work."

At the time of her death, Ms. Gonzalez had completed 90 credit hours of coursework and maintained a 3.17 GPA. This request was approved based on recommendation of the president.

State Regents' ratification is recommended.

The proposed diploma for the posthumous degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education  
acting through*

# **The University of Oklahoma**

*make known that*

**Raquel Ramona Gonzalez**

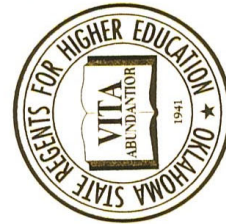
*having completed the requirements for the posthumous award of  
the degree of*

**Bachelor of Arts**

*has accordingly been admitted posthumously to that degree and all the honors,  
privileges and obligations belonging thereto, and in witness thereof  
have authorized the issuance of this Diploma duly signed and sealed.  
Issued at the University of Oklahoma at Norman, Oklahoma on the  
twelfth day of May two thousand and twenty-three.*

*For the State Regents*

*For the University*



\_\_\_\_\_  
*Chairman*

\_\_\_\_\_  
*Secretary*

\_\_\_\_\_  
*Chancellor*



\_\_\_\_\_  
*Chairman, Board of Regents*

\_\_\_\_\_  
*President of the University*

\_\_\_\_\_  
*Academic Dean*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #29-a:**

**Programs.**

**SUBJECT:** Acknowledge receipt of the Current Status Report on program requests.

**RECOMMENDATION:**

**It is recommended that of the State Regents acknowledge receipt the Current Status Report on program requests.**

**BACKGROUND:**

The Status Report on New Program Requests tracks the status of all program requests received since July 1, 2023 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 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 (2023-2024) and can be found online at Status Report of New Program Requests.

(Supplement available at:

<https://app.smartsheet.com/b/publish?EQBCT=25d78996ed8748139000df892989a4d9>)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #29-b (1):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Teacher Education Annual Report on Systemwide Review.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the twenty-fifth teacher education annual report on systemwide review.**

**BACKGROUND:**

Research shows that good teaching matters. Knowledgeable teachers who know the art of teaching and use it to motivate students have a great influence on students' intent to work toward postsecondary education. Oklahoma educator preparation programs (EPPs) work to graduate effective practitioners for this very purpose – to affect positive student outcomes.

The value of comprehensive teacher preparation in Oklahoma is reflected in the appropriate content, pedagogical knowledge, dispositions, clinical practice, instructional strategies and skills taught by EPPs. Additionally, EPPs hold their teacher education students to a high standard, exemplified in their ability to produce effective practitioners for P-12 schools. According to the Office of Educational Quality and Accountability (OEQA), Teacher Leader Effectiveness (TLE) data indicate that candidates who complete their teacher education degrees from Oklahoma public institutions of higher education are evaluated as more effective or higher in their practice than those teacher candidates who do not.

Legislation supports an Oklahoma teacher induction program for novice teachers that provides support, mentorship and coaching to educators at the beginning of their careers, or as they transition to new roles within a school or district. Teacher education faculty members have opportunities to serve on induction committees, helping novice teachers enhance their professional growth and practice. Additionally, teacher education faculty members partner with school districts, sharing their level of expertise with P-12 faculty and students. Their involvement is crucial with the development of new state standards and assessments.

The State Regents initiated teacher education reform efforts in the summer of 1992 with an External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitored the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the system's 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that

all had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of submitting an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the progress of State System institutions and the fact that many of the recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to 7.

In April 2010, the number of recommendations were further reduced to 6, after the State Regents Academic Affairs Committee reviewed the GPA requirements for teacher education students and felt this recommendation was properly addressed in practice. Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a program.

In 2018, further review of the recommendations by the Academic Affairs Committee, along with subsequent meetings with the OEQA, led to modification of the criteria to be addressed in recommendation three (3), Academic Preparation in Elementary Education. Due to the changing accountability measures for EPPs and their ongoing efforts to improve their programs for students, the criteria for this recommendation were modified to address academic preparation for all of their programs. It is important for EPPs to show how data drive programmatic changes to facilitate more effective teaching and learning outcomes for their students.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the twenty-fifth annual report, covers the 2021-2022 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the OEQA in order to streamline the reporting from the institutions. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

#### **POLICY ISSUES:**

As noted above, the information and actions described in this report are consistent with the State Regents' teacher education initiative, the Academic Planning/Resource Allocation (APRA) effort, and the State Regents' commitment to efficiency and excellence.

#### **ANALYSIS:**

Over thirty years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Since this time, the Associate Vice Chancellor for Teacher Preparation and Special Programs meets regularly with teacher education deans across the State System to maintain the gains in the quality of teacher education programs. Some general findings about the previous year's compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2021-2022, EPPs conditionally admitted 38 teacher education graduate students, down from 88 (2020-2021), and 90 the year prior (2019-2020). This number continues to decline. Those graduate students who moved forward in their respective programs completed the required remediation to meet admission requirements. Of the twelve institutions that have EPPs, almost half of them either no longer admit graduate students conditionally, or they do not have graduate programs.

- The 12 universities constantly examine individual program requirements. For 2021-2022, EPPs have continued to align their curriculum and assessments with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, programmatic standards, Council for the Accreditation of Educator Preparation (CAEP) standards, as well as the Oklahoma Academic Standards (OAS). EPPs have also focused heavily upon streamlining assessments in an effort to generate quality data for program improvement. One major change that has occurred across all EPPs is the transition of their candidates to a mandatory performance assessment that became effective fall 2021. The Praxis Performance Assessment for Teachers (PPAT) is now one of two certification exams, replacing the Oklahoma Professional Teaching Examination (OPTE).

Additionally, the colleges are continuing to focus on content knowledge instruction and assessment strategies for teacher candidates. Emphasis is placed on areas such as organizing, collecting, evaluating and monitoring data; providing coursework and clinical experiences that highlight diverse learners, English Language Learners and learners with varying abilities; and providing workshops and trainings that support success on certification assessments, as well as content and pedagogical needs. Other program changes driven by data analysis include the incorporation of more rigorous and diverse practicum experiences, curriculum changes to better prepare candidates to meet P-12 needs, as well as a focus on instructional strategies for classroom management, math, and reading.

Overall, EPPs are using data to streamline course effectiveness and adjust key assessments, preparing pre-service teacher candidates to implement research-based instructional strategies for the classroom, improve their abilities to effectively teach diverse student populations, as well as emphasize professional growth that impacts student learning.

- EPPs report continued investment in instructional technology in varying amounts for a variety of needs, ranging from computers and software to technological accessories (i.e. software licenses, instructional subscriptions, lab supplies, etc.) and video/visual/audio equipment (i.e. instructional digital displays, mics, digital cameras, webcams, etc.). The ongoing global pandemic caused by COVID-19 which emerged in the spring 2020 underscored the effective use of technology in EPPs for academic and instructional use. A number of universities reported purchases that included repairs, replacements and upgrades to technological equipment such as computers, printers, laptops, and other hardware. Additionally, investments were made in wireless and fiber optic networks to help facilitate improved connectivity for instruction. Institutions conduct mandatory equipment, software, infrastructure maintenance and continue to utilize items such as iPads, Microsoft Tablets, SMART Boards, lab equipment for instructional technology, and other interactive technology such as digital recording devices, etc.

Additionally, new technologies have been integrated into institutions to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Such technology includes the use of Mimio touch displays, sensor technology, simulated modules, Apple TV, video observation software to support distance learning, Swivl recorders, Prism GraphPad software, Coding Kits, and Zoom. Some institutions upgraded network infrastructures and included cyber security mechanisms to assist with the protection of their network and operating systems. Emphasis is placed on instructional and technical support, as well as general maintenance which includes funding for IT Support and Technology Specialists.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at local, state and national conferences. Professional development reflected a strong

focus on instructional strategies, content knowledge, teaching methodologies, research, and technology. Additionally, the Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spends a minimum of ten clock hours per academic year in the public schools to meaningfully interact with P-12 students, teachers, and administrators.

- All 12 EPPs report strong interaction with Arts and Sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and sciences faculty on a variety of committees in the teacher education college. Arts and sciences faculty members assist EPPs in coursework for pre-service teachers as well as data analysis. Additionally, EPP and Arts and Science faculty collaborate on variety of projects, including grants that support professional development, curriculum, and instruction. Arts and Sciences faculty members also make recommendations to EPPs for program improvement.

(Supplement)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #29-b (2):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Teacher Education Program Admission Study.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Teacher Education Program Admission Study.**

**BACKGROUND:**

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST), now called the PRAXIS Core Academic Skills for Educators Test, as one criterion for admission to teacher education programs. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

In 2020, the American College Testing (ACT) and Scholastic Aptitude Test (SAT) were also added as options, in lieu of the OGET, for meeting admissions requirements, but in the spring of 2022, the legislature moved to revoke the OGET as a licensure exam. The Office of Educational Quality and Accountability (OEQA) continued to offer the OGET for one more year as part of the phase out plan. However, it was not used for licensure; Educator Preparation Programs (EPPs) allowed this test to be used one final academic year (2022-2023) for admission into teacher education programs.

Currently, in policy, the admission criteria are 1) earning a GPA of 3.00 or higher in all general education courses (a minimum of 30 hours), 2) scoring at or above 22 on the ACT (the writing portion included), 3) scoring at or above 1120 on the SAT (with no less than a 5 on reading, a 4 on Analysis, and a 5 on Writing), 4) scoring at or above the level designated by the State Regents on the PRAXIS exam, 5) passing the OGET, or 6) holding a baccalaureate degree from an institution accredited by an accrediting agency recognized by the Secretary of the United States Department of Education and approved by the State Regents. Changes to the teacher education admissions policy are pending and presently under review by the Board of Regents.

This is the eighteenth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 2021-2022, the most recent data available.

**POLICY ISSUES:**

The State Regents' policy, Criteria for Admission to Teacher Education (3.21.3), regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

**FINDINGS:**

During 2021-2022, the 23 Oklahoma universities with teacher education programs reported a total of 1,158 students admitted to teacher education (Chart 1a). The 12 public universities reported 1,008 (Chart 1b) admissions and the 11 private universities reported a total of 150 (Chart 1c) students admitted to teacher education. The number of university students admitted in the past 5 years has decreased by 6.7 percent, from 1,241 in 2017-2018 to 1,158 in 2021-2022. Despite this decrease, the overall trend of decreasing admissions is diminishing, reflecting an improvement needed in recruitment efforts. From 2020-2021 to 2021-2022, teacher education admissions were only down by 4%. In the last three years, admissions within both public and private institutions has increased by 9.7 percent (Chart 2).

For 2021-2022, most of the students admitted were White, Non-Hispanic (773), 67 percent of total admissions (Chart 3). The next two largest groups were those who identified as Multiple (105) at 9 percent and Hispanic or Latino (98) 8 percent. There was not a significant increase in admissions among any ethnic groups. The next two largest groups were Native American or Alaska Native (84) at 7 percent, and Black or African American (36) at 3 percent. Asian Middle Far East students made up the bottom tier (11) at 1 percent.

Females (957) comprised 83 percent of admissions with males (198) making up 17 percent (Chart 4).

In 2021-2022, 669 (58 percent) of students admitted to teacher education programs earned admission by passing the OGET, and 334 (29 percent) by achieving a GPA of 3.00 or higher. The remaining 13 percent of students gained admission through test scores primarily by a bachelor's degree or the ACT/SAT. (Chart 5).

An analysis of 2021-2022 OGET test-takers by the Office of Educational Quality and Accountability (OEQA) shows that approximately 53 percent (1,280) plan to seek initial certification via an approved educator preparation program, whereas 47 percent (1,130) are seeking certification via an alternative route (Chart 6). Three years ago (2019-2020), approximately 50 percent (1,322) of OGET test-takers were getting their initial license/certification via a traditional educator preparation program and 50 percent (1,318) through alternative certification.

## **CONCLUSIONS:**

Increases to teacher education programs can be attributed to efforts in recent years to provide additional state funding to institutions for teacher recruitment and retention. EPPs have received specific increases to address the need for teachers in Oklahoma. Additionally, in Fall 2022, a statewide program (Oklahoma Future Teacher Scholarship and Employment Incentive Program) was implemented which has been crucial in helping to alleviate the teacher shortage in the state. This program is designed to provide scholarship support to teacher education majors followed by payment incentives to stay and teach in an Oklahoma public school for five consecutive years. In observance of the trends highlighted in this report, it is expected that future increases will become more common as support is provided to higher education institutions that prepare effective teachers for the state.

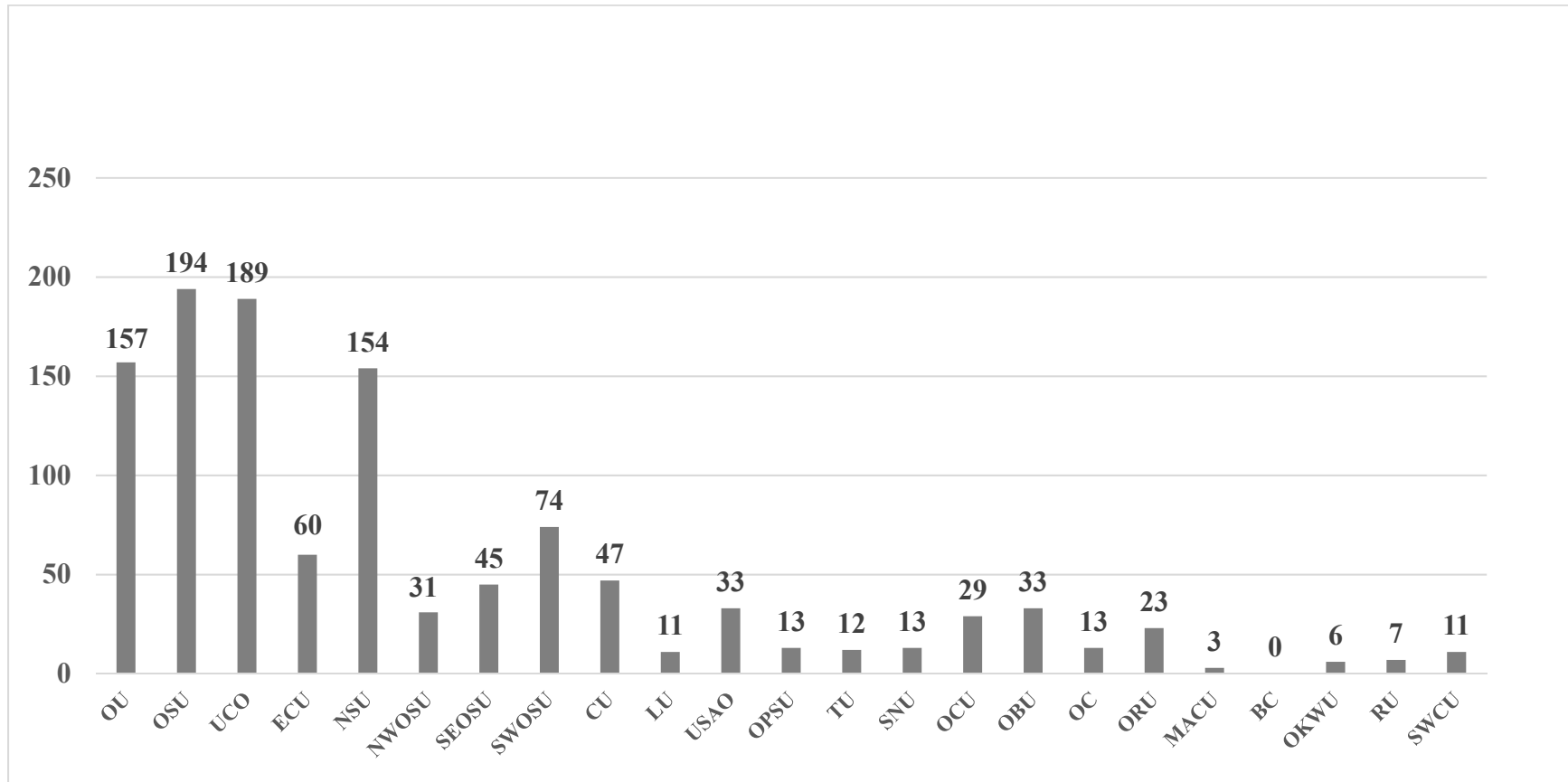
- Overall, although teacher education admissions were down by 4 percent (2020-2021 to 2021-2022), admission to teacher education programs increased by 9.7 percent from 1,056 in 2019-2020 to 1,158 in 2021-2022.
- Male admission decreased from 234 in 2020-2021 to 198 in 2021-2022, a 15 percent decrease. Female admission decreased from 969 in 2020-2021 to 957 in 2021-2022, a decrease of 1 percent. Total admissions are still up from 2019-2020.
- A shift has occurred the last year in the number of individuals seeking initial certification through a teacher education program. It is now greater than the number of individuals pursuing teacher

education through an alternative certification route. This reflects a reverse in the attrition rate of individuals entering a comprehensive teacher education program.

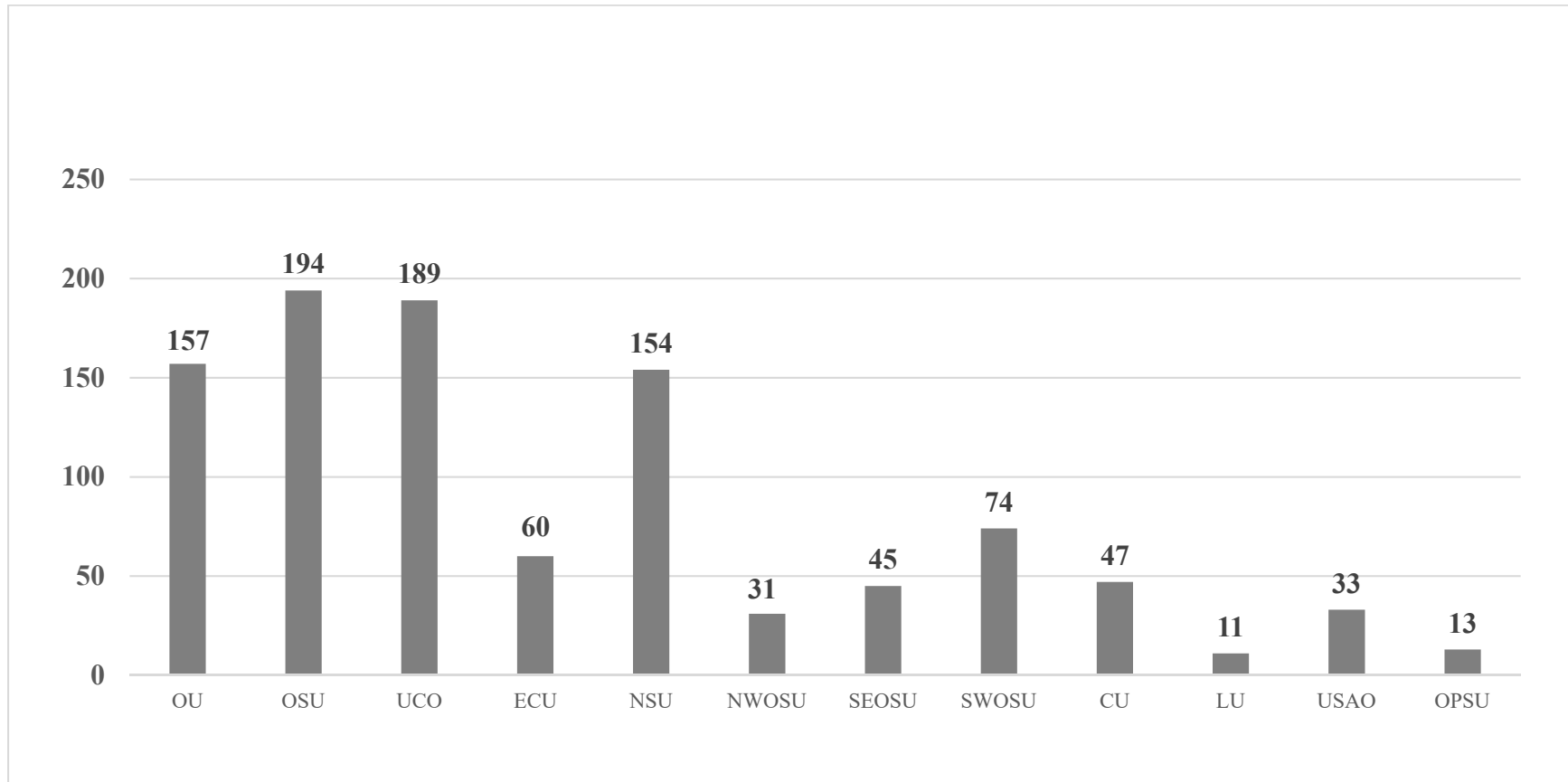
**RECOMMENDATIONS:**

1. Continue to monitor the effects of alternative certification on teacher education admissions coupled with recruitment and retention efforts to mitigate against this trend.
2. Continue to increase teacher recruitment and retention initiatives to help meet the demand of the teaching workforce. Monitor the effectiveness of these initiatives in addressing the teacher shortage.
3. Increase emphasis on diversity in teacher recruitment to meet the demands of changing student demographics. The recruitment of teachers, especially those teachers from underrepresented groups, should continue to be a priority for educator preparation programs.
4. Provide support to educator preparation programs in meeting the academic and scholarship needs of students.
5. Students should have continued advisement in the general education core curriculum. If necessary, students are provided with remediation. The subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students should continue to increase the general academic preparation of many teacher education students.
6. Students should have continued support and professional development throughout matriculation to ensure they are successful in teacher education programs and are prepared to meet the demands of the classroom.

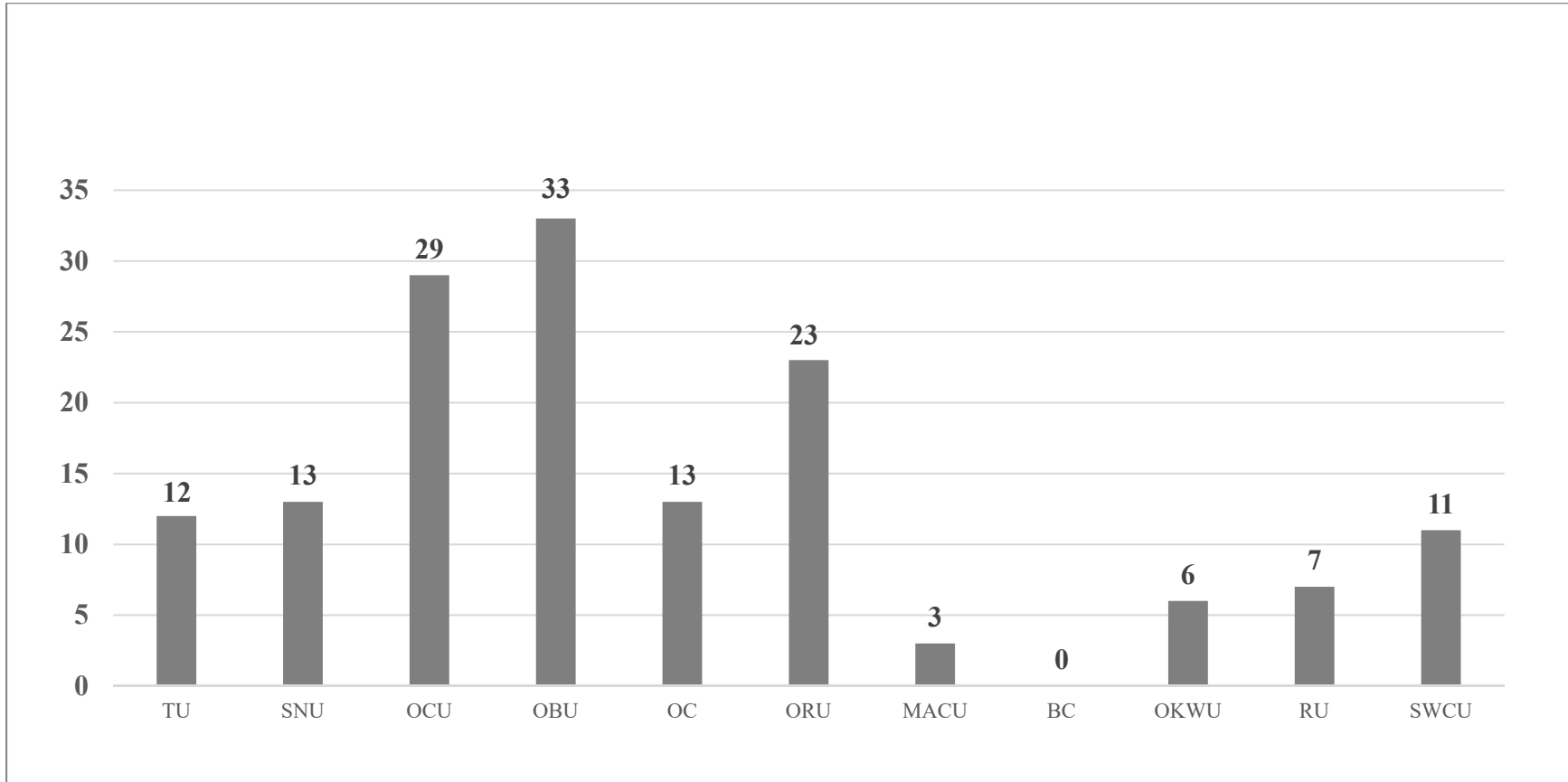
**Chart 1a**  
**Students Admitted to Teacher Education Programs at Oklahoma Universities**  
**2021-2022**



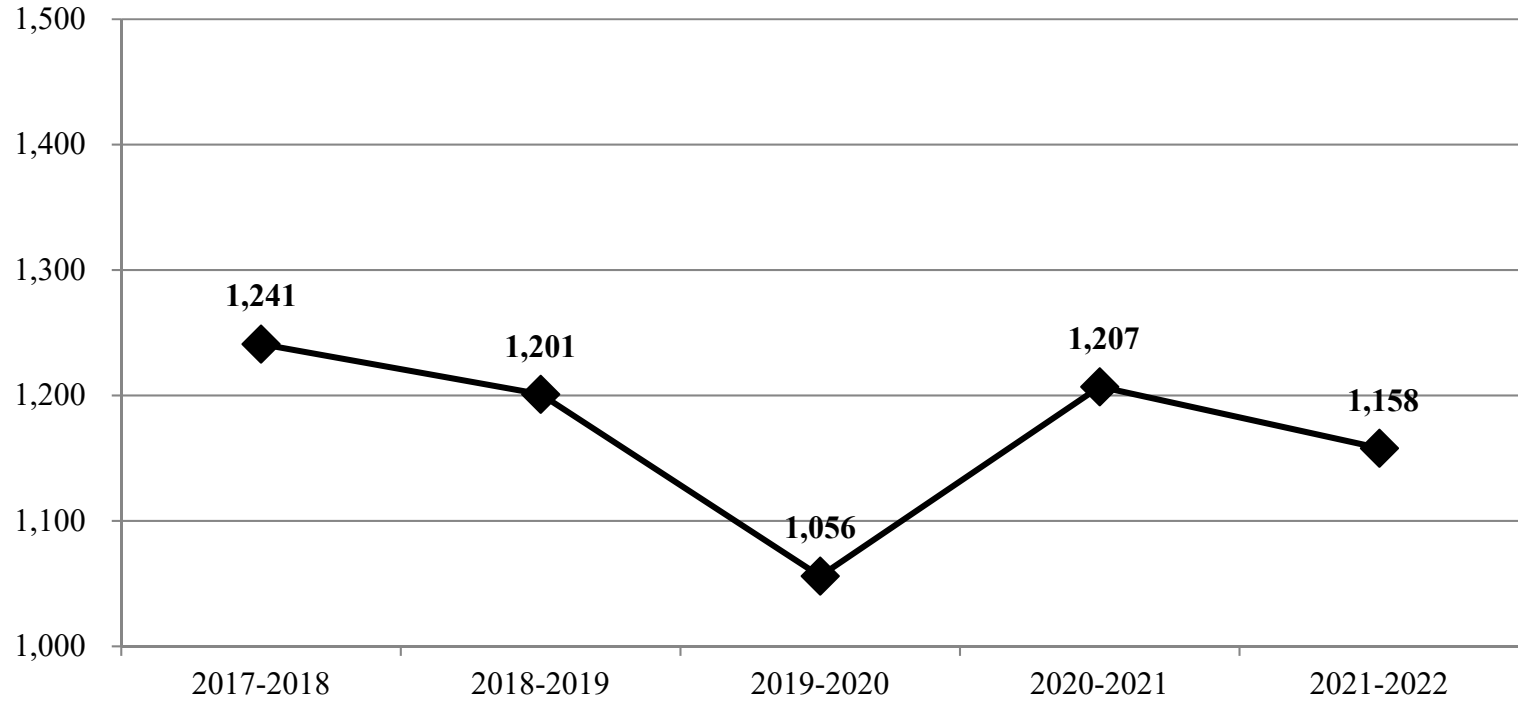
**Chart 1b**  
**Students Admitted to Teacher Education Programs at Public Universities**  
**2021-2022**



**Chart 1c**  
**Students Admitted to Teacher Education Programs at Private Universities**  
**2021-2022**

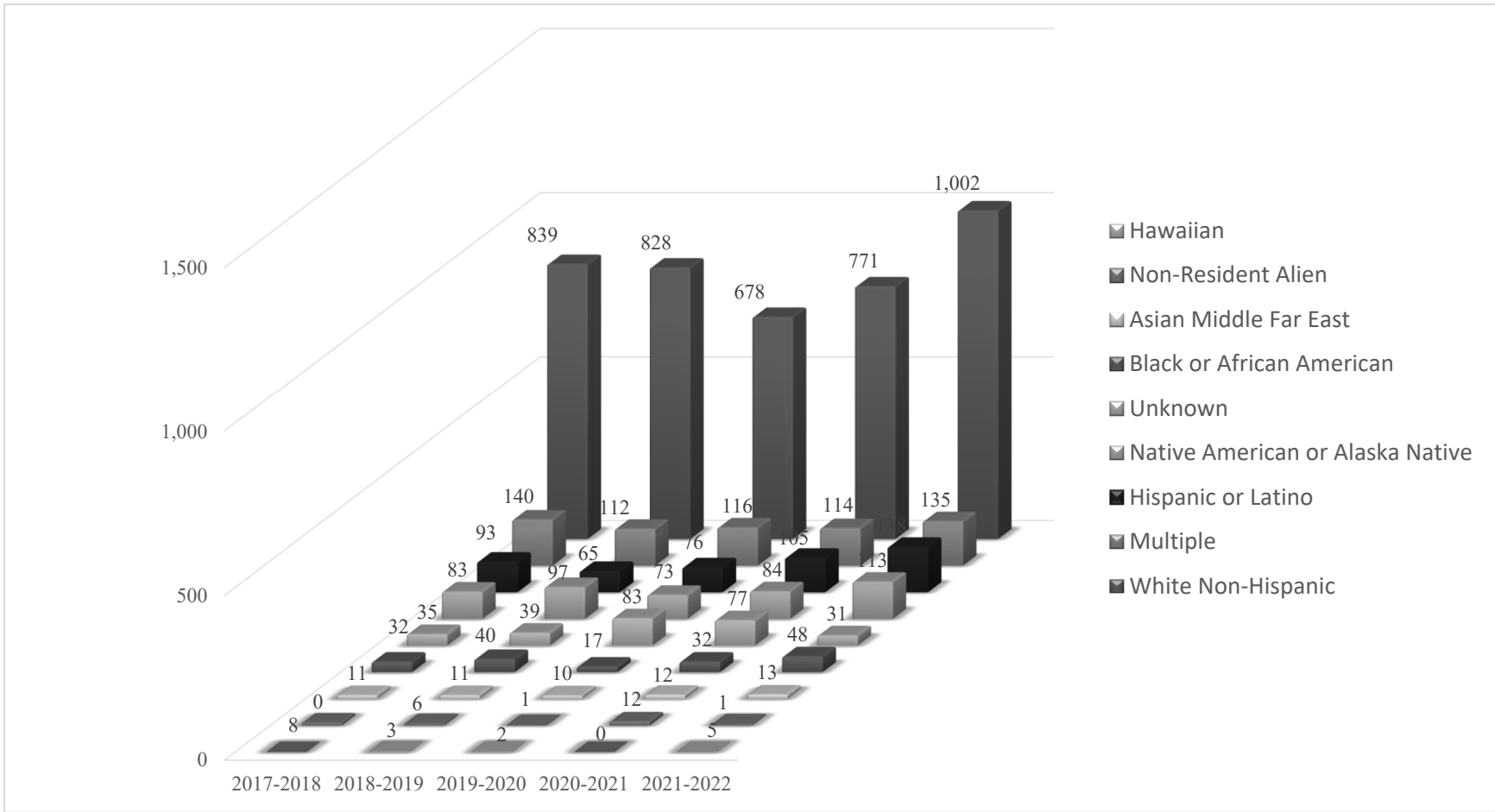


**Chart 2**  
**Number of Students Admitted to Teacher Education Programs at Public and Private Universities**  
**2017-2022**



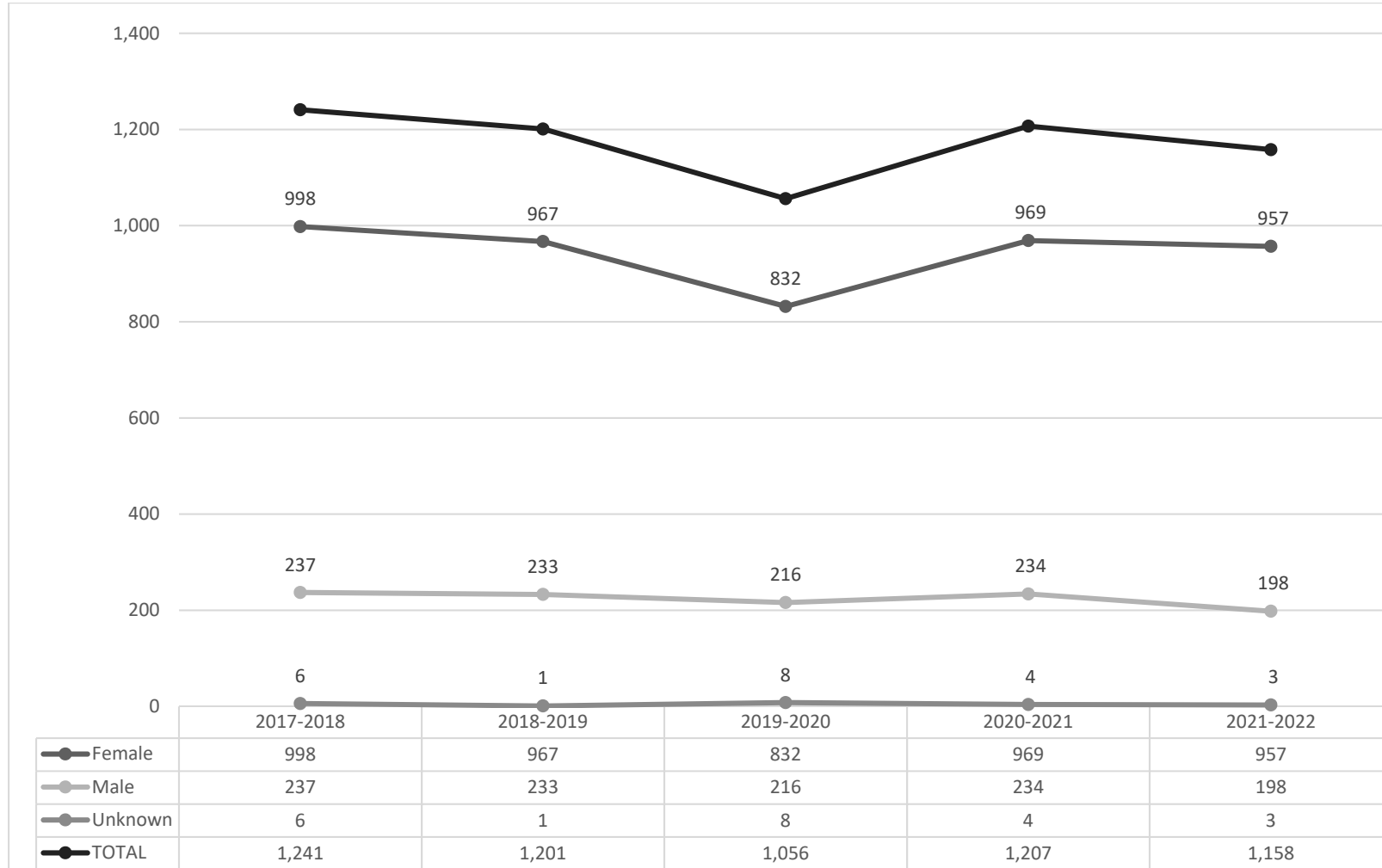
**Note:** Private Universities are only included in 2018-2022.

**Chart 3**  
**Students Admitted to Teacher Education Programs by Ethnic Group**  
**2017-2022**



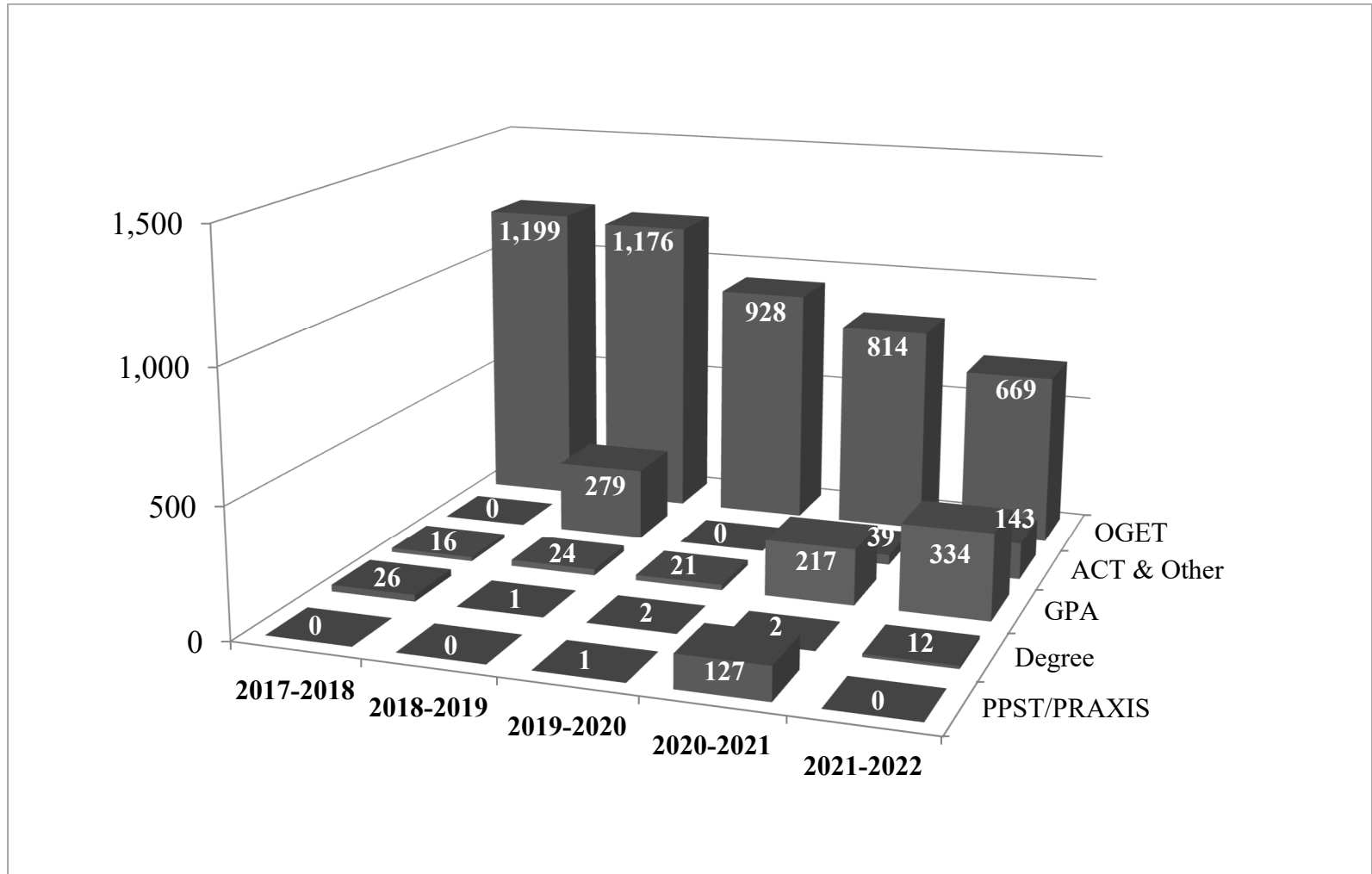


**Chart 4**  
**Students Admitted to Teacher Education Programs by Gender**  
**2017-2022**

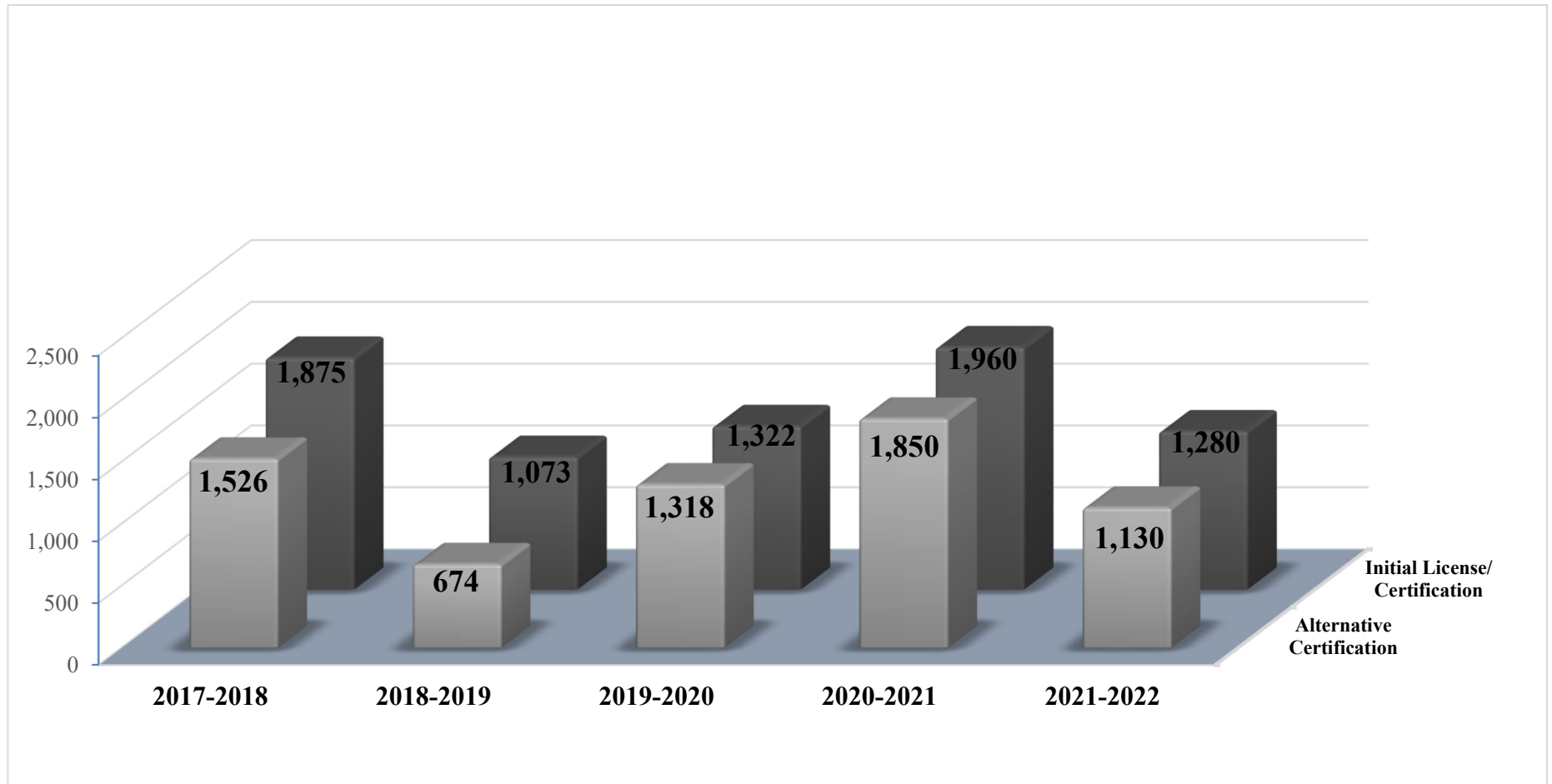


**Note:** Private Universities are only included in years 2018-2021.

**Chart 5**  
**Number of Students Admitted to Teacher Education Programs by Admission Criterion**  
**2017-2022**



**Chart 6**  
**OGET Test Takers by Route to Certification**  
**2017-2022**





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #29-b (3):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Quarterly Policy Exception Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Quarterly Policy Exception 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 87<sup>th</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Three exceptions to OSRHE academic policies were granted by the Chancellor since the June 29, 2023 report.

**ANALYSIS:**

**Connors State College (CSC)**

An exception was granted to the Oklahoma State Regents for Higher Education's (OSRHE) Institutional Admission and Retention policy, which states that "Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards." [OSRHE Policy 3.9.8(D)] The exception allowed CSC to re-admit a student after a second academic suspension from the college. The exception was approved based on the merit of the student's academic appeal, the additional student support CSC will provide, and recommendation of the president.

**Oklahoma State University**

An exception was granted to the OSRHE's Institutional Admission and Retention policy, which states that "Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry." This exception allowed OSU to enroll five students as non-degree seeking students during the duration of their respective participations in the Opportunity Orange Scholars program, an inclusive post-secondary non-degree certificate program for

students with intellectual disability, notwithstanding the nine-hour limit required by the aforementioned policy. The exception was approved based on the unique nature of the valuable and innovative Opportunity Orange Scholars program, and recommendation of the president.

#### **Northeastern Oklahoma A&M College (NEOA&M)**

An exception was granted to the Oklahoma State Regents for Higher Education's (OSRHE) Institutional Admission and Retention policy, which states that "Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards." [OSRHE Policy 3.9.8(D)] The exception allowed NEOA&M to re-admit a student after a second academic suspension from the college. The exception was approved based on the student's unique circumstances and recommendation of the president.

Meeting of the  
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September 7, 2023

**AGENDA ITEM #29-b (4):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Annual Status Report on Program Requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State System institutions submitted 231 program requests from July 1, 2022 to June 30, 2023. Seventy-two requests were carried over from 2021-2022. The following schedules summarize requests and State Regents' actions in 2022-2023. The detailed report is available as a supplement.

**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 Annual Report on Program Requests, available upon request as a supplement, contains the 2022-2023 Degree Program Inventory and the following schedules:

1. Approved New Program Requests
2. Approved Electronic Media Requests
3. Approved Certificates of 15 or Fewer Credit Hour Requests
4. Approved Program Deletion Requests
5. Approved Program Name Change Requests
6. Approved Degree Designation Change Requests
7. Approved Cooperative Agreements
8. Approved Program Suspension Requests
9. Approved Reinstatement Requests
10. Approved Inventory Reconciliation Requests

**2022-2023 Submissions and Actions.** In the 2022-2023 year, institutions made the following requests and the State Regents took the following actions:

<b>Requested Item Category</b>	<b>2021-2022 Carry-over</b>	<b>2022-2023 Submissions</b>	<b>2022-2023 Actions</b>	<b>Percentage of Requests Approved</b>
1. New Programs	22	70	87	95%
2. Electronic Media	6	33	37	95%
3. Certificates of 15 or Fewer Credit Hours	0	20	18	90%
4. Program Deletions	2	36	38	100%
5. Degree Program Name Changes	1	13	14	100%
6. Degree Program Designation Changes	0	0	0	0%
7. Cooperative Agreements	69	1	70	100%
8. Program Suspensions	0	20	20	100%
9. Program Reinstatements	0	2	2	100%
10. Inventory Reconciliations	0	7	7	100%
<b>Total</b>	<b>100</b>	<b>202</b>	<b>293</b>	<b>97%</b>

(Supplement)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #29-b (5):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Tuition and Fees Rate Book, FY2024.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Tuition and Fees Rate Book, FY2024.**

**BACKGROUND:**

The State Regents approved tuition and mandatory fee rates for the 2023-2024 academic year at their meeting on June 29, 2023. 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 also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of \$319.83 at the University of Oklahoma to a low of \$135.29 at Oklahoma City Community College.
- The average resident tuition and mandatory fee rate is \$213.99 per credit hour, or approximately \$6,419.84 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 \$345.03 at the University of Oklahoma to a low of \$246.86 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 7, 2023

**AGENDA ITEM #29-b (6):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Student Cost Survey, FY2024.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Student Cost Survey, FY2024.**

**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 2023 and spring 2024 semester. Full-time enrollment is considered as 30 credit hours for undergraduate and 24 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.

(Supplement)

<i>FY2023-2024 Average Cost of Attendance</i>				
<i>Full-Time Undergraduate Resident and Nonresident Students</i>				
<b>Resident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$5,243	\$6,083	\$3,476	\$4,236
Mandatory Fees	\$4,176	\$1,655	\$1,260	\$1,051
Average Academic Service Fees	4,621	697	346	721
Books & Supplies	1,050	1,131	1,369	1,500
<b>Average Costs for Commuter</b>	<b>\$15,090</b>	<b>\$9,566</b>	<b>\$6,450</b>	<b>\$7,508</b>
Room & Board	10,800	7,141	5,104	6,320
<b>Average for on Campus Student</b>	<b>\$25,890</b>	<b>\$16,707</b>	<b>\$11,555</b>	<b>\$13,828</b>
<b>Nonresident Students</b>	<b>Research Universities</b>	<b>Regional Universities</b>	<b>Community Colleges</b>	<b>Technical Branches</b>
Tuition	\$21,539	\$14,105	\$8,718	\$10,657
Mandatory Fees	\$4,176	\$1,655	\$1,260	\$1,051
Average Academic Service Fees	4,621	697	346	721
Books & Supplies	1,050	1,131	1,369	1,500
<b>Average Costs for Commuter</b>	<b>\$31,385</b>	<b>\$17,588</b>	<b>\$11,693</b>	<b>\$13,929</b>
Room & Board	10,800	7,141	5,104	6,320
<b>Average for on Campus Student</b>	<b>\$42,185</b>	<b>\$24,729</b>	<b>\$16,797</b>	<b>\$20,249</b>

**ANALYSIS:**

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is \$15,090, a decrease of \$167 or 1.1 percent less than the previous year.
- The average cost for a commuter student at the regional universities is \$9,566, an increase of \$131 or 1.4 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$6,450, an increase of \$25 or 0.4 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is \$7,508, a decrease of \$125 or 1.6 percent less 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 \$25,890, a decrease of \$1,355 or 5.0 percent less than the previous year.
- The average cost for a student living on campus at the regional universities is \$16,707, an increase of \$673 or 4.2 percent more than the previous year.
- The average cost for a student living on campus at a community college is \$11,555, a decrease of \$563 or 4.6 percent less than the previous year.

- The average cost for a student living on campus at the technical colleges is \$13,828, an increase of \$183 or 1.3 percent more than the previous year.

<i>FY2023-2024 Average Cost of Attendance</i>					
<i>Full-Time Graduate Resident and Nonresident Students</i>					
	Research	Regional		OSU - Center	
Resident Students	Universities	Universities	OSU - Tulsa	for Health	OU Health
				Sciences	Science Center
Tuition	\$7,257	\$6,009	\$5,611	\$5,611	\$5,273
Mandatory Fees	1,620	1,319	3,061	920	2,016
Average Academic Service Fees	8,512	792	2,756	1,794	1,080
Books & Supplies	784	976	1,200	2,150	1,843
<b>Average Costs for Commuter</b>	<b>\$18,172</b>	<b>\$9,097</b>	<b>\$12,628</b>	<b>\$10,475</b>	<b>\$10,212</b>
Room & Board	10,800	7,092	0	0	0
<b>Average for on Campus Student</b>	<b>\$28,972</b>	<b>\$16,189</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

	Research	Regional		OSU - Center	
Nonresident Students	Universities	Universities	OSU - Tulsa	for Health	OU Health
				Sciences	Science Center
Tuition	\$23,138	\$13,153	\$21,114	\$21,114	\$20,372
Mandatory Fees	1,620	1,319	3,061	920	2,016
Average Academic Service Fees	8,512	792	2,756	1,794	1,080
Books & Supplies	784	976	1,200	2,150	1,843
<b>Average Costs for Commuter</b>	<b>\$34,054</b>	<b>\$16,241</b>	<b>\$28,131</b>	<b>\$25,977</b>	<b>\$25,311</b>
Room & Board	10,800	7,092	0	0	0
<b>Average for on Campus Student</b>	<b>\$44,854</b>	<b>\$23,333</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$18,172 an increase of \$3,350 or 22.6 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$9,097, a decrease of \$561 or 5.8 percent less than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$12,628, an increase of \$476 or 3.9 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$10,475, a decrease of \$248 or 2.3 percent less than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$10,212, a decrease of \$270 or 2.6 percent less 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 \$28,972, an increase of \$2,792 or 10.7 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$16,189, a decrease of \$64 or 0.4 percent less 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.

<i>Average Cost of Attendance for Full-Time Professional Resident and Nonresident Students - FY2024</i>					
<b>Professional Programs - Residents</b>	<b>Resident Tuition</b>	<b>Mandatory Fees</b>	<b>Academic Services Fees</b>	<b>Books &amp; Supplies</b>	<b>Total</b>
<b>University of Oklahoma</b>					
Juris Doctor of Law	16,995	\$4,344	\$1,469	\$1,584	\$24,392
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	27,525	3,263	1,118	6,455	38,360
Doctor of Dental Science	31,064	3,005	9,668	3,775	47,512
Physician's Associate	14,507	3,005	1,716	3,201	22,429
Doctor of Pharmacy	16,393	2,757	4,044	3,553	26,747
Master of Occupational Therapy	8,707	2,376	1,191	4,650	16,923
Doctor of Physical Therapy	11,789	29,771	1,822	935	44,317
Doctor of Audiology	9,831	2,016	1,796	1,826	15,469
Public Health Professional	7,339	1,645	623	2,124	11,731
Doctor of Nursing Practice	10,426	1,645	1,116	3,040	16,227
Master of Science in Nursing	6,052	1,645	2,648	3,040	13,384
Master of Science in Nursing A/M Online	10,153	733	911	3,040	14,837
Doctor of Occupational Therapy	11,789	2,634	1,907	4,604	20,934
Master of Public Health - Online	9,680	-	670	-	10,350
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	20,430	3,249	563	2,000	26,242
Doctor of Osteopathic Medicine	25,797	2,582	453	2,150	30,982
Masters in Physician Assistant Studies	13,500	2,744	906	2,770	19,920
<b>Northeastern State University</b>					
Doctor of Optometry	20,700	830	1,113	3,819	26,462
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	9,324	-	-	1,400	10,724
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	21,996	934	135	1,200	24,266
Master of Science in Nursing	8,761	89	-	1,000	9,849
<b>Langston University</b>					
Doctor of Physical Therapy	10,763	2,952	449	390	14,554

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, Juris Doctor of Law is \$24,392, an increase of \$525 or 2.2 percent from the previous year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of \$10,350 for the new Master of Public Health - Online to \$47,512 for the Doctor of Dental Science Program.
- The average cost of attendance for a student enrolled at the Oklahoma State University, Doctor of Veterinary Medicine is \$26,242.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$30,982 a decrease of \$446 or 1.4 percent less than the previous year.

- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is \$26,462, an increase of \$206 or 0.8 percent over the previous year.
- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is \$10,724, the same as in the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is \$24,266, an increase of \$474 or 2.0 percent over previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Master of Science in Nursing is \$9,849, an increase of \$209 or 2.2 percent.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is \$14,554, an increase of \$818 or 6.0 percent.

<b>Professional Programs - Nonresidents</b>	<b>Nonresident Tuition</b>	<b>Mandatory Fees</b>	<b>Academic Services Fees</b>	<b>Books &amp; Supplies</b>	<b>Total</b>
<b>University of Oklahoma</b>					
Juris Doctor of Law	\$30,840	\$4,344	\$1,469	\$1,584	\$38,237
<b>University of Oklahoma Health Sciences Center</b>					
Doctor of Medicine	62,821	3,263	1,118	6,455	73,656
Doctor of Dental Science	73,732	3,005	9,668	3,775	90,180
Physician's Associate	32,718	3,005	1,716	3,201	40,640
Doctor of Pharmacy	36,780	2,757	4,044	3,553	47,134
Master of Occupational Therapy	20,898	2,376	1,191	4,650	29,114
Doctor of Physical Therapy	29,771	29,771	1,822	935	62,299
Doctor of Audiology	25,697	2,016	1,796	1,826	31,335
Public Health Professional	19,841	1,645	623	2,124	24,233
Doctor of Nursing Practice	25,060	1,645	1,116	3,040	30,861
Master of Science in Nursing	19,539	1,645	2,648	3,040	26,872
Doctor of Occupational Therapy	29,771	2,634	1,907	4,604	38,916
<b>Oklahoma State University</b>					
Doctor of Veterinary Medicine	46,795	3,249	563	2,000	52,607
Doctor of Osteopathic Medicine	53,299	2,582	453	2,150	58,484
Masters of Physicians Asst. Studies	29,500	2,744	906	2,770	35,920
<b>Northeastern State University</b>					
Doctor of Optometry	41,050	830	1,113	3,819	46,812
<b>Northwestern Oklahoma State University</b>					
Doctor of Nursing Practice	15,420	-	-	1,400	16,820
<b>Southwestern Oklahoma State University</b>					
Doctor of Pharmacy	22,028	934	135	1,200	24,298
Master of Science in Nursing	8,785	89	-	1,000	9,873
<b>Langston University</b>					
Doctor of Physical Therapy	26,586	2,952	449	390	30,377

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.





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**AGENDA ITEM #29-b (7):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Cash Reserve Report for FY2024.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Cash Reserve Report for FY2024.**

**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 FY2024, on a system-wide average 71.4 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 (1/12<sup>th</sup>) 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 30<sup>th</sup>.

The system-wide projected reserve for July 1, 2023, was 16.35 percent and the projected system-wide reserve at June 30, 2024, is budgeted for 14.44 percent. The projected ending reserve is slightly less than was budgeted for the previous fiscal year and institutions remain focused on cost efficiency and cost containment as well as providing a quality educational system for our students.

(Supplement)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #29-b (8):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Faculty Salary Report FY2023.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Faculty Salary Report FY2023.**

**RECOMMENDATION:**

**This is an information item recommended for the State Regents' acknowledgement of receipt.**

**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 \$78,246 for the year 2022-2023. This is an increase of \$3,164 or 4.5 percent above 2021-2022. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2022-2023 is 5,000 an increase of 131 from 2021-2022.

The 2022-2023 salaries range from a low of \$12,000 to a high of \$317,399 on a 9-10 month basis and from \$37,156 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 2.3 percent for 9-10 month faculty and decreased by 3.5 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is \$26,202 and \$35,232 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 75.8 percent of the national average in 2022-2023, compared to 76.0 percent of the national average in 2021-2022.

(Supplement)

**AVERAGE SALARIES PAID FULL-TIME FACULTY, BY RANK, BY TIER  
OKLAHOMA COMPARED TO NATIONAL PUBLIC INSTITUTIONS  
2013-14 to 2022-23**

Salaries by Tier		All Ranks									2022-23	10-Yr % Inc
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22		
Research Universities:	National	91,918	93,819	95,955	92,222	88,490	101,312	104,560	105,321	107,008	111,502	21.3%
	Oklahoma	82,395	84,746	85,410	85,497	85,823	87,088	90,754	92,000	92,600	97,998	18.9%
	OK % of Nat'l	89.6%	90.3%	89.0%	92.7%	97.0%	89.6%	86.8%	87.4%	86.5%	87.9%	
Four-Year Universities:	National	70,683	71,423	74,561	74,123	74,313	73,826	77,555	78,126	79,346	82,030	16.1%
	Oklahoma	58,219	60,296	59,225	59,581	59,772	60,907	63,189	63,537	64,507	64,087	10.1%
	OK % of Nat'l	82.4%	84.4%	79.4%	80.4%	80.4%	79.6%	81.5%	81.3%	81.3%	78.1%	
Two Year Colleges:	National*	60,401	61,976	66,216	67,417	66,627	72,824	73,578	74,784	74,841	79,858	32.2%
	Oklahoma	49,870	49,503	49,285	48,988	49,620	50,351	53,712	53,606	53,944	55,487	11.3%
	OK % of Nat'l	82.6%	79.9%	74.4%	72.7%	74.5%	73.8%	73.0%	71.7%	72.1%	69.5%	
All Institutions:	National	82,605	83,939	78,762	79,134	77,190	93,366	96,063	97,141	98,745	103,190	24.9%
	Oklahoma	65,921	67,482	67,819	68,464	68,948	69,738	73,263	74,251	75,082	78,246	18.7%
	OK % of Nat'l	79.8%	80.4%	86.1%	86.5%	89.3%	78.5%	76.3%	76.4%	76.0%	75.8%	

SOURCES: Average Faculty Salaries, American Association of University Professors, Faculty Compensation Survey 2022-23; Faculty Salaries in the Oklahoma State System of Higher Education, 13-23

\*Due to wide variability in faculty rank practices in the Two Year College Tier, this report uses the ALL RANK data from the American Association of University Professors, Faculty Compensation Survey.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #29-b (9):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of the Concurrent Enrollment Annual Report, 2021-22.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Concurrent Enrollment Annual Report, 2021-22.**

**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 2021 –2022 the report provides the following key performance indicators:

- 15,295 students were enrolled with concurrent status. This represented an increase of 659 students, or 4.5% over the 2020-21 academic year.
- Tuition waiver reimbursements totaled \$17,160,382.
- 28,418 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.

(Supplement)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
September 7, 2023

**AGENDA ITEM #31:**

**Executive Session.**

**SUBJECT:** Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) 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; (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE in the United States District Court for the Northern District of Oklahoma; and (4) Larry Love University, Muskogee, 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.





**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**MINUTES**

**Eight Hundred and Thirty-One Meeting**



June 29, 2023



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

Minutes of the Eight Hundred and Thirty-One Meeting  
June 29, 2023

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

**Minutes of the Eight Hundred and Thirty-One Meeting  
of the  
Oklahoma State Regents for Higher Education**

June 29, 2023

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a regular meeting at 9 a.m. on Thursday, June 29, 2023, at the State Regents' offices, 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, November 2, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Phillip Mitchell "Mitch" Adwon, Jack Sherry, Jeffrey W. Hickman, Dennis Casey, Courtney Warmington, Michael C. Turpen, and Steven W. Taylor. Regent Dustin J. Hilliary arrived at 9:05 a.m. Regent Ann Holloway did not attend the meeting.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Sherry moved, seconded by Regent Casey, to approve the minutes of the State Regents' meetings in May 2023. Voting for the motion were Regents Adwon, Sherry, Casey, Warmington, Taylor, Turpen, Hilliary and Hickman. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Turpen shared his reflections on his tenure as the chair of the State Regents, expressing his views on the previous year. He acknowledged the notable achievements accomplished during this period, such as the development of a new strategic plan entitled "*Blueprint 2030*," the successful collaboration between the Chickasaw Nation and higher education in a student scholarship challenge across our 25 institutions, and last but not least, the significant 14% increase in state appropriations anticipated for the upcoming fiscal year. Chair Turpen emphasized that these achievements were the outcome of a collaborative endeavor, highlighting the collective ability to work harmoniously towards a common objective.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Garrett expressed her gratitude to Chairman Turpen for his unwavering commitment to higher education and his strong advocacy for the achievement of Oklahoma's students. She also revealed that active efforts are currently in progress to establish a partnership with Boeing and other companies, aimed at fostering a robust workforce plan for the future.

6. **E&G BUDGET.**

- a. Regents tabled agenda item #6-a until consideration of Fiscal Year 2024 Tuition and Mandatory Fee requests (item #7-b) had been completed. Following consideration of item #7-b, Regents returned to item #6-a. Vice Chancellor for Budget and Finance Mark Tygret indicated that based on Regents' action on item #7-b, Murray State College will need to submit a revised budget for FY24. Regent Hickman moved, seconded by Regent Taylor, to approve the FY24 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education center, special programs, and other programs, with a conditional approval for Murray State College and the expectation that it will submit a revised budget for Regents' final approval at a later date. Voting for the motion were Regents Sherry, Casey, Warmington, Taylor, Turpen, Hilliary, Hickman and Adwon. Voting against the motion were none.
- b. Regent Hickman moved, seconded by Regent Hilliary, to approve the allocation from Cigarette and Tobacco Tax Revenue for OU and OSU in the amount of \$1,533,224.39. The current accumulated allocation to each institution, including this allocation, totals to \$107,579,983.06. Voting for the motion were Regents Casey, Warmington, Taylor, Turpen, Hilliary, Hickman, Adwon and Sherry. Voting against the motion were none.
- c. Regent Hickman moved, seconded by Regent Taylor, to approve a grant allocation in the amount of \$40,000 for year four of a renewable five-year commitment through 2024 to the Oklahoma Historical Society for support of the Higher Education Archives project. Voting for the motion were Regents Warmington, Taylor, Turpen, Hilliary, Hickman, Adwon, Sherry and Casey. Voting against the motion were none.
- d. Regent Hickman moved, seconded by Regent Adwon to approve a request to accept Statewide Recovery Funds (ARPA) in the amount of \$5,000,000 to support the implementation of accelerated teacher certification programs. Voting for the motion were

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

7. **TUITION.**

- a. Regent Hickman moved, seconded by Regent Casey, to approve the changes to Academic Services Fees for Fiscal Year 2024. Regent Hickman explained that of the twenty-five public institutions in the State System, nineteen requested changes in academic services fees for Fiscal Year 2024 and six had no requests for changes in these fees. Voting for the motion were Regents Turpen, Hilliary, Hickman, Adwon, Sherry, Casey, Warmington and Taylor. Voting against the motion were none.
  
- b. Regent Hickman explained that 12 institutions across the state system are not increasing tuition and mandatory fees for resident undergraduate students in the upcoming academic year. Presentations from 13 institutions requesting tuition and fee increases were heard at the Committee-of-the-Whole meeting on June 28, 2023. If approved, tuition and mandatory fees for in-state under-graduate students would increase an average of 1.8% across the system for the 2023-24 academic year.

Regent Hickman moved, seconded by Regent Taylor, to approve the Fiscal Year 2024 Tuition and Mandatory Fees for the following institutions that did not request increases. These include:

- Oklahoma State University
- Northwestern Oklahoma State University
- University of Science and Arts of Oklahoma
- Carl Albert State College
- Connors State College
- Eastern Oklahoma State College
- Oklahoma City Community College
- Redlands Community College
- Rose State College
- Seminole State College
- Tulsa Community College
- Western Oklahoma State College

Voting for the motion were Regents Hilliary, Hickman, Adwon, Sherry, Casey,

Warmington, Taylor and Turpen. Voting against the motion were none.

Regent Hickman then presented requests from institutions seeking an increase in Fiscal Year 2024 Tuition and Mandatory Fees. Regent Hickman asked Regents whether they would like to vote on these institutions as a group or if there are any institutions they would like to consider separately. Regents indicated a desire to consider requests from Murray State College, East Central University, Rogers State University, and Northern Oklahoma College individually. Regent Hickman moved, seconded by Regent Taylor, to approve the requests to increase the Fiscal Year 2024 Tuition and Mandatory Fees from the following 9 institutions who defended their increases before the Regents at the Committee-of-the-Whole meeting on Wednesday, June 28, 2023:

- University of Oklahoma
- University of Central Oklahoma
- Northeastern State University
- Southeastern Oklahoma State University
- Southwestern Oklahoma State University
- Cameron University
- Langston university
- Oklahoma Panhandle State University
- Northeastern Oklahoma A&M College

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

Regents then focused on the 4 remaining institutions seeking an increase for Fiscal Year 2024 Tuition and Mandatory Fees on an individual basis.

- 1) Murray State College. Regents discussed concerns regarding the size of the MSC's fee request, the percentage of online students that would be impacted but not benefit from student union, the length of the time proposed to pay for the student union, and the availability of reserves. Regent Taylor moved, seconded by Regent Hilliary, to not approve the Fiscal Year 2024 Tuition and Mandatory Fees for Murray State College. Voting for the motion were Regents Sherry, Warmington, Hilliary, Adwon, Casey, Turpen and Taylor. Voting against the motion was Regent Hickman.



- 2) East Central University.
  - (a) Regents discussed infrastructure challenges faced by East Central University and how to prevent such issues in the future. Regents provided another opportunity to President Wendell Godwin to discuss the institution's need for this fee. Regent Hickman moved, seconded by Regent Taylor, to approve a \$5 infrastructure fee for East Central University. Voting for the motion were Regents Warmington, Hilliary, Adwon, Casey, Turpen, Hickman, Taylor and Sherry. Voting against the motion were none.
  - (b) Regent Taylor moved, seconded by Regent Adwon, to approve a 5% tuition increase for East Central University. Voting for the motion were Regents Hilliary, Adwon, Casey, Turpen, Hickman, Taylor, Sherry and Warmington. Voting against the motion were none.
- 3) Rogers State University. Regent Hickman moved, seconded by Regent Sherry, to approve a 1.9% increase in tuition and fees for Rogers State University. Voting for the motion were Regents Adwon, Casey, Turpen, Hickman, Taylor, Sherry and Warmington. Voting against the motion was Regent Hilliary.
- 4) Northern Oklahoma College.
  - (c) Regent Hickman moved, seconded by Regent Hilliary, to approve a \$45 per academic year fee increase for Northern Oklahoma College. Regent Hickman noted that this request is understandable this year but is not sustainable. Regent Hilliary agreed that this was unsustainable as they move forward. Voting for the motion were Regents Casey, Turpen, Taylor, Sherry, Hilliary, Hickman, Warmington and Adwon. Voting against the motion were none.
  - (d) Regent Hickman moved, seconded by Regent Hilliary, to approve a 4.5%, or \$159 per academic year, tuition increase for Northern Oklahoma College. Regent Taylor asked that the Regents' concerns about sustainability be communicated to the President. Regent Warmington

commented that an increase like this would not be viewed favorably in the future. Voting for the motion were Regents Turpen, Taylor, Sherry, Warmington, Adwon and Casey. Voting against the motion were Regent Hickman and Regent Hilliary.

8. **POLICY.** Regent Hickman moved, seconded by Regent Taylor, to approve an extension of the pilot program raising caps on resident tuition waivers from 3.5 to 5% of an institution's total E&G Part I budget. The pilot, which was first launched in the 2020-21 academic year, is set to expire at the end of this summer. Extending the pilot for an additional year will allow State Regents' staff time to gather the data needed for a permanent recommendation on policy. Voting for the motion were Regents Hickman, Adwon, Sherry, Casey, Warmington, Taylor, Turpen and Hilliary. Voting against the motion were none.
  
9. **EPSCoR.**
  - a. Regent Hickman moved, seconded by Regent Taylor, to approve EPSCoR matching funds in the amount of \$50,000 for the first year of a federal award to participating institutions for NASA EPSCoR projects. Voting for the motion were Regents Adwon, Sherry, Casey, Warmington, Taylor, Turpen, Hilliary and Hickman. Voting against the motion were none.
  
  - b. Regent Hickman moved, seconded by Regent Taylor, to approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of \$800,000 in matching funds for this program. Voting for the motion were Regents Sherry, Casey, Taylor, Turpen, Hilliary, Hickman and Adwon. Regent Warmington was out of the room. Voting against the motion were none.
  
10. **CAPITAL.** Regent Hickman moved, seconded by Regent Taylor, to approve a request to authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2025-2032 to the State of Oklahoma Long-Range Capital Planning Commission. A total of 792 capital projects are identified by State System institutions for submission to the Commission. The total is \$4.845 billion for the eight-year period. Voting for the motion were Regents Casey, Taylor, Turpen, Hilliary, Hickman, Adwon and Sherry. Regent Warmington was out of the room. Voting against the motion were none.

11. **ENDOWMENT PROGRAM.** Regent Hickman moved, seconded by Regent Taylor, to approve a request from the University of Oklahoma for the reallocation and renaming of accounts within the portfolio. The additions and deletions will modify account names that were originally approved and will split the funding into new accounts with a net total change of zero. Voting for the motion were Regents Taylor, Turpen, Hilliary, Hickman, Adwon, Sherry and Casey. Regent Warmington was out of the room. Voting against the motion were none.
  
12. **CONTRACTS AND PURCHASES.** Regent Hickman moved, seconded by Regent Taylor, to approve the contracts and purchases over \$100,000 for FY2024. Voting for the motion were Regents Turpen, Hickman, Adwon, Sherry, Casey, Warmington and Taylor. Regent Hilliary abstained from the item. Voting against the motion were none.
  
13. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Hickman, to approve the proposed investment managers. The recommendation is:
  - Merit Energy Partners L - \$7,500,000. This manager focuses on acquiring diverse, high-quality, mature, producing, onshore US oil and gas properties that can operate efficiently and develop appropriately. Merit targets assets that fit its operating profile and are designed to generate returns from production.Voting for the motion were Regents Hickman, Hilliary, Adwon, Sherry, Casey, Warmington, Taylor and Turpen. Voting against the motion were none.
  
14. **NEW PROGRAMS.**
  - a. Regent Casey moved, seconded by Regent Hickman, to approve a request from Oklahoma State University to offer the Bachelor of Science in Apparel Design and Technology, the Bachelor of Science in Fashion Merchandising, the Bachelor of Science in Interior Design, the Bachelor of Professional Studies in Health Care Administration and the Master of Science in Medical Sciences. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Hilliary, Adwon, Sherry, Casey, Warmington, Taylor, Turpen and Hickman. Voting against the motion were none.
  
  - b. Regent Casey moved, seconded by Regent Sherry, to approve a request from Southwestern Oklahoma State University to offer the Associate in Science in Aerospace. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Adwon, Sherry, Casey, Warmington, Taylor, Turpen, Hickman and Hilliary. Voting against the motion were none.

- c. Regent Casey moved, seconded by Regent Taylor, to approve a request from Oklahoma State University Institute of Technology to offer the Associate in Applied Science in Environmental Health and Safety Technologies and the Associate in Applied Science in Electrical Construction Technologies. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Sherry, Casey, Warmington, Taylor, Turpen, Hickman, Hilliary and Adwon. Voting against the motion were none.
  - d. Regent Casey moved, seconded by Regent Taylor, to approve a request from Oklahoma State University – Oklahoma City to offer the Bachelor of Technology in Information Technologies, the Bachelor of Technology in Engineering Technologies and the Associate in Applied Science in Applied Data Analytics. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Casey, Warmington, Taylor, Turpen, Hickman, Hilliary, Adwon and Sherry. Voting against the motion were none.
  - e. Regent Casey moved, seconded by Regent Taylor, to approve a request from Rose State College to offer the Associate in Science in Aviation Management. No other institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Warmington, Taylor, Turpen, Hickman, Hilliary, Adwon, Sherry and Casey. Voting against the motion were none.
15. **PROGRAM DELETION.** Regent Casey moved, seconded by Regent Sherry, to approve requests for program deletions from East Central University, Northeastern State University, Oklahoma State University- Oklahoma City, Rose State College, Seminole State College and Tulsa Community College. Voting for the motion were Regents Taylor, Turpen, Hickman, Hilliary, Adwon, Sherry, Casey and Warmington. Voting against the motion were none.
16. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES.** Regent Casey moved, seconded by Regent Sherry, to approve an allocation of funds in the amount of \$2,673,418 to Oklahoma community colleges participating in the Temporary Assistance to Needy Families Program (TANF) pursuant to the contracts with Oklahoma Human Services. Voting for the motion were Regents Turpen, Hickman, Hilliary, Adwon, Sherry, Casey, Warmington and Taylor. Voting against the motion were none.
17. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.**

- a. Regent Casey moved, seconded by Regent Sherry, to approve the Scholars for Excellence in Child Care scholarship contract in the amount of \$1,663,204 and program contract renewal in the amount of \$2,771,692. Voting for the motion were Regents Hickman, Hilliary, Adwon, Sherry, Casey, Warmington, Taylor and Turpen. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Sherry, to approve the community college Scholars for Excellence in Childcare Program FY24 allocations in the amount of \$1,600,266. Voting for the motion were Regents Hilliary, Adwon, Sherry, Casey, Warmington, Taylor, Turpen and Hickman. Voting against the motion were none.

18. **POLICY.**

- a. Regent Casey moved, seconded by Regent Sherry, to approve the proposed revision to the following Academic Affairs polices:
  - Institutional Accreditation and State Authorization,
  - Functions of Public Institutions,
  - Academic Program Approval,
  - Contractual Arrangements between Higher Education Institutions and Other Entities,
  - Approval of Changes in Academic Structure and Nomenclature,
  - Undergraduate Transfer and Articulation,
  - Undergraduate Academic Course Load,
  - Oklahoma Teacher Connection, and
  - Instructors' English Proficiency.

These revisions were posted at the last State Regents' meeting and discussed by the Academic Affairs Committee. Voting for the motion were Regents Adwon, Sherry, Casey, Warmington, Taylor, Turpen, Hickman and Hilliary. Voting against the motion were none.
- b. Item #18-b is the posting of additional revisions to State Regents Academic Affairs policy. The proposed revisions are the result of a request for a policy audit by the Chancellor and conducted by State Regents' staff under the direction of the Vice Chancellor for Academic and Student Affairs. This item is for posting only.
- c. Regent Casey moved, seconded by Regent Hilliary, to approve an exception to the

Concurrent Enrollment policy for Cameron University to continue allowing tenth-grade students to enroll at the institution during the 2023-2024 academic year. Voting for the motion were Regents Sherry, Casey, Warmington, Taylor, Turpen, Hickman, Hilliary and Adwon. Voting against the motion were none.

19. **COMMENDATIONS.** Regent Casey moved, seconded by Regent Hilliary, to recognize State Regents' staff for service and recognition on state and national projects. Institution's will have until the Fall 2024 semester to implement these policy changes. Voting for the motion were Regents Casey, Warmington, Taylor, Turpen, Hickman, Hilliary, Adwon and Sherry. Voting against the motion were none.
20. **CONSENT DOCKET.** Regent Adwon moved, seconded by Regent Casey, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:
- f. Program Modifications. Approval of institutional requests.
  - g. Micro-credentials. Ratification of institutional requests.
  - h. Certificates of 15 or Fewer Credit Hours. Ratification of institutional request.
  - i. Suspensions. Ratification of institutional requests.
  - j. Academic Nomenclature.
    - (1) Northeastern State University. Ratification of institutional request.
    - (2) Southwestern Oklahoma State University. Ratification of institutional request.
  - k. Reconciliation. Ratification of institutional request.
  - l. Electronic Delivery.
    - (3) Oklahoma State University. Approval to offer the following existing program via electronic delivery. Bachelor of Science in Secondary Education.
    - (4) East Central University. Approval to offer the following existing program via electronic delivery. Master of Science in Human Resources in Human Resources.
    - (5) Langston University. Approval to offer the following existing program via electronic delivery. Bachelor of Science in Nursing in Nursing.
    - (6) Northeastern State University. Approval to offer the following existing program via electronic delivery. Bachelor of Arts in Communication Studies.

- (7) University of Science and Arts of Oklahoma. Approval to offer the following existing program via electronic delivery. Bachelor of Science in Business Administration.
- m. Operations.
  - (1) Ratification of purchases over \$25,000.
  - (2) Personnel. Ratification of personnel changes.
- n. Non-Academic Degrees. Ratification of institutional request.
  - (1) Resolution. Approval of a resolution honoring retiring staff.

Voting for the motion were Regents Warmington, Taylor, Turpen, Hickman, Adwon, Sherry and Casey. Regent Hilliary abstained from Item #20-h (1). Voting against the motion were none

21. **REPORTS.** Regent Hickman moved, seconded by Regent Casey, to acknowledge receipt of the following reports:

- c. Programs. Current Status Report on program requests. (Supplement)
- d. Annual Reports.
  - (10) Acknowledge receipt of the Tulsa Reconciliation Education and Scholarship Program Year-End Report for 2022-2023.
  - (11) Acknowledge receipt of the Quarterly Policy Exception Report.
  - (12) Acknowledge receipt of the report on Low Producing Programs.

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

22. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees 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 and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
  - d. Investment Committee. The Investment Committee had no additional items for Regents' action.
23. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.
24. **OFFICERS.** Election of State Regents' officers for 2023-24. Regent Warmington moved, seconded by Regent Hilliary, to approve the following slate of officers:
- |                      |                     |
|----------------------|---------------------|
| Chairman:            | Jack Sherry         |
| Vice Chair:          | Dennis Casey        |
| Secretary:           | Steven W. Taylor    |
| Assistant Secretary: | Courtney Warmington |
- Voting for the motion were Regents Turpen, Hickman, Hilliary, Adwon, Sherry, Warmington and Casey, Taylor. Voting against the motion were none.
25. **RECOGNITION.** The State Regents and staff recognized outgoing Chair Michael C. Turpen.
26. **NEW BUSINESS.** No new business was discussed.
27. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Turpen announced that the next regular meetings are scheduled to be held on Wednesday, September 6, 2023 at 10:30 a.m. and Thursday, September 7, 2023 at 9 a.m. at the State Regents office, 655 Research Parkway, Suite 200, Oklahoma City, OK.
28. **ADJOURNMENT.** With no new business and no additional items to address, the meeting was adjourned.

ATTEST:

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Michael C. Turpen, Chair

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Dennis Casey, Secretary



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

**MINUTES OF THE  
COMMITTEE-OF-THE-WHOLE**

Wednesday, June 28, 2023

29. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a regular meeting at 10:30 a.m. on Wednesday, June 28, 2023, at the State Regents' offices, 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, November 2, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
30. **CALL TO ORDER.** Chair Michael C. Turpen called the meeting to order and presided. Present for the meeting were State Regents Michael C. Turpen, Jack Sherry, Dennis Casey, Courtney Warmington, Dustin J. Hilliary, Jeffrey W. Hickman, Phillip Mitchell "Mitch" Adwon and Steven W. Taylor. Regent Ann Holloway did not attend.
31. **SECRETARY OF EDUCATION.** Update on education priorities from Oklahoma's Secretary of State. Chancellor Allison Garrett introduced Dr. Katherine Curry, the Oklahoma Secretary of Education, who expressed that her primary goals for the future of education revolve around addressing the workforce requirements of the State of Oklahoma. Additionally, she emphasized her desire to concentrate the State Department of Education's efforts on childhood literacy, artificial intelligence (AI), and teacher preparation as other key areas of focus.
32. **BLUEPRINT 2030.** Update on progress in support of Strategy #1C – Develop, promote and advertise well-defined career pathways for students in critical workforce areas (e.g., teacher education, aerospace, nursing, engineering, computer science).

Dr. Goldie Thompson, Associate Vice Chancellor for Teacher Preparation and Special Programs, presented an update on the Inspired to Teach Program. She highlighted the critical issue of the national teacher shortage, which is particularly pronounced in Oklahoma, as evidenced by the state starting the 2022-23 school year with 1,019 teaching vacancies. Over a six-year period, approximately 30,000 Oklahoma teachers left the public-school system.

To address this challenge, the Inspired to Teach Program was established during the 2022 legislative session. The program's primary objective is to combat the teacher shortage in Oklahoma by creating a steady stream of high-quality and effective educators for public schools. Aligned with the goals of Blueprint 2030, the Inspired to Teach Program aims to produce graduates who are workforce-ready while also bolstering the student pipeline for future growth.

Representative Mark McBride, chair of the House A&B Subcommittee on Education and author of the Inspired to Teach legislation, addressed the Regents and provided comments in support of the Inspired to Teach Program.

33. **TUITION.**
- a. Tuition and Mandatory Fees Review. Review of 2023-24 institutional tuition and mandatory fee requests. Mark Tygret, Vice Chancellor for Budget & Finance, briefly

reviewed the requests being brought forth for consideration by the system presidents. Thirteen of the State Institutions are requesting an increase in either tuition and fees while twelve are not raising either tuition or fees. The system-wide average of increase is 1.8% for resident in-state tuition and fees.

- b. Presidents Presentations. College and University Presidents present tuition and mandatory fee requests. The following Presidents requesting increases provided brief presentations and answered question from the Regents.

University of Oklahoma	President Joe Harroz
University of Central Oklahoma	Interim President Andrew Benton
Southwestern Oklahoma State University	President Diana Lovell
East Central University	President Wendell Godwin
Northeastern State University	President Steve Turner
Southeastern Oklahoma State University	President Thomas Newsom
Murray State College	Vice President Justin Cellum
Northern Oklahoma College	President Clark Harris
Langston University	Interim President Ruth Ray Jackson
Northeastern Oklahoma A&M College	President Kyle Stafford
Oklahoma Panhandle State University	President Julie Dinger
Cameron University	President John McArthur
Rogers State University	President Larry Rice

34. **BUDGET REPORT AND REVENUE UPDATE.** Report on the State budget and revenue. Mark Tygret, Vice Chancellor for Budget and Finance, explained that it was a very good year for higher education and the State of Oklahoma.

35. **LEGISLATIVE UPDATE.** Update on legislative activity. Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, stated that the State Legislature is currently in a special session to discuss the potential override of vetoes by the Governor. During his review, he addressed the status of property insurance increases and explored potential legislative methods to counteract these increases. He indicated that Representative Chris Sneed has expressed his intent to conduct an interim study on this particular topic. Additionally, Dr. Jobe highlighted other proposed interim studies that will be undertaken, focusing on concurrent enrollment, the teacher pipeline, workforce and Oklahoma's Promise.

36. **PROPOSED EXECUTIVE SESSION.** Matt Stangl, General Council indicated that an executive session was not needed at this time.

Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma; and (4) Larry Love University, Muskogee, 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.

37. **"BEST OF HIGHER EDUCATION."** Regents received the June 2023 update on institutional activities via e-mail.

38. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
39. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Michael C. Turpen, Chair

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Dennis Casey, Secretary