



OKLAHOMA STATE SYSTEM
OF HIGHER EDUCATION

Improving our future by degrees

Agenda

September 5, 2024

NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 5, 2024 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to 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 5, 2024.

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

A G E N D A

Thursday, September 5, 2024 at 9 a.m.
655 Research Parkway, Suite 200
Oklahoma City, Oklahoma
Chair Dennis Casey, 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.)

ACADEMIC

6. **New Programs.**
 - a. Oklahoma State University.
 - (1) Approval to offer the Doctor of Philosophy in Learning, Design, and Technology. Page 7.
 - (2) Approval to offer the Bachelor of Science in Business Administration in Real Estate and Property Management. Page 11.
 - (3) Approval to offer the Bachelor of Science in Business Administration in Accounting Systems. Page 15.
 - (4) Approval to offer the Bachelor of Professional Studies in Entertainment Media. Page 19.
 - b. University of Oklahoma.
 - (1) Approval to offer the Doctor of Philosophy in Materials Science and Engineering. Page 23.
 - (2) Approval to offer the Bachelor of Science in Engineering Analytics. Page 27.

- c. Oklahoma Panhandle State University. Approval to offer the Associate in Science in Education. Page 31.
 - d. Southeastern Oklahoma State University. Approval to offer the Master of Arts in Theatre. Page 35.
 - e. Connors State College. Approval to offer the Associate in Applied Science in Speech Language Pathology Assistant. Page 39.
 - f. Redlands Community College. Approval to offer the Associate in Science in Uncrewed and Autonomous Aircraft Systems. Page 43.
7. **Program Deletions.** Approval of institutional request. Page 47.
8. **Academic Plans.** Acknowledge receipt of 2024-25 academic plans submitted by institutions. Page 49.
9. **Academic Policy.**
- a. Approval of Policy Exception Requests.
 - 1) University of Oklahoma. Page 53.
 - 2) Tulsa Community College. Page 55.
 - b. Approval of Early College Program for Seminole State College with:
 - 1) Seminole Public Schools. Page 57.
 - 2) Shawnee Public Schools. Page 63.
 - 3) The Academy of Seminole. Page 69.
 - c. Approval of revisions to the Distance Education and Traditional Off-Campus Courses and Programs policy. Page 75.
 - d. Approval of revisions to the Functions of Public Institutions policy. Page 83.
 - e. Approval of revisions to the Academic Program Approval policy. Page 89.
 - f. Approval of revisions to the Granting of Degrees policy. Page 97.
 - g. Posting of revisions to the Institutional Accreditation and State Authorization policy. Page 103.
10. **Oklahoma Teacher Connection.** Allocation of the Oklahoma Teacher Connection (OTC) budget to fund Pre-Collegiate and Collegiate grant programs. Page 133.
11. **Academic Scholars Program.** Authorization of Freshmen Institutional Nominees for Fall 2025. Page 139.

12. **Regional University Baccalaureate Scholarship Program.** Authorization of Freshmen Scholarship Slots for Fall 2025. Page 145.
13. **Temporary Assistance to Needy Families.**
 - a. Approval of the contract between the Oklahoma State Regents for Higher Education and Oklahoma Human Services relating to the Temporary Assistance to Needy Families (TANF) Program. Page 149.
 - b. Allocation of funds to Oklahoma institutions of higher education participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contract with Oklahoma Human Services. Page 157.
14. **Scholars for Excellence in Child Care.** Ratification of a change to a contract between the Oklahoma Partnership for School Readiness and the Oklahoma State Regents for Higher Education that supports the Scholars for Excellence in Child Care program. Page 161.

FISCAL

15. **E&G Allocations.**
 - a. Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 173.
 - b. Allocation of funding to support the Reach Higher Finish Line Scholarship program for FY25. Page 175.
16. **Endowment.** Approval of renaming and transfer of an endowment account as requested by Oklahoma State University. Page 177.
17. **EPSCoR.**
 - a. Approval of NASA Matching Funds. Page 179.
 - b. Acknowledge receipt of the 2024 Oklahoma EPSCoR Advisory Committee Annual Report. Page 181.
18. **Contracts and Purchases.**
 - a. Approval of contracts over \$100,000 for FY2025. Page 189.
 - b. Approval of FY2025 Agreement with the Oklahoma Board of Career and Technology Education. Page 191.
 - c. Authorization of the Paid Student Teaching Contract and acceptance of funds for allocation of a State Paid Student Teaching Program from the Oklahoma State Department of Education. Page 195.

- d. Acceptance of additional reverted Emergency Assistance to Non-public Schools (EANS) funds to support adult education related scholarships. Page 204.1.
19. **Investments.** Approval of Investment Managers. Page 205.

EXECUTIVE

20. **Employment Outcomes Report.** Acknowledge receipt of the 2023 Employment Outcomes Report. Page 207. (Supplement)
21. **Administrative Rules.**
- a. Oklahoma Tuition Access Grant rulemaking. Adoption of proposed emergency rules, posting of proposed permanent rule revisions, and approval to initiate permanent rulemaking process. Page 209.
 - b. Oklahoma's Promise rulemaking. Adoption of proposed emergency rules, posting of proposed permanent rule revisions, and approval to initiate permanent rulemaking process. Page 213.
 - c. Oklahoma Access and Achievement Program rulemaking. Adoption of proposed emergency rules, posting of proposed permanent rule revisions, and approval to initiate permanent rulemaking process. Page 223.
 - d. HB 1775 and Prohibition of Race and Sex Discrimination rulemaking. Posting of proposed permanent rule revisions and approval to initiate permanent rulemaking process. Page 231.
 - e. OneNet rulemaking. Approval and adoption of proposed permanent rule revisions for OneNet. Page 233.
22. **State Regents' Meetings.** Approval of the proposed 2025 meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 237.
23. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 239.

CONSENT DOCKET

24. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 241.
 - b. Operations. Ratification of purchases exceeding \$25,000. Page 243.

- c. Resolution. Approval of a resolution honoring retiring staff. Page 247.

REPORTS

25. Reports.

- a. Programs. Acknowledge receipt of the Current Status Report on program requests. Page 249.
- b. Annual Reports.
 - (1) Acknowledge receipt of the Report on Low Producing Programs. Page 251.
 - (2) Acknowledge receipt of the Annual Status Report on Program Requests. Page 255. (Supplement)
 - (3) Acknowledge receipt of the Tuition and Fees Rate Book, FY2025. Page 257. (Supplement)
 - (4) Acknowledge receipt of the Student Cost Survey, FY2025. Page 259. (Supplement)
 - (5) Acknowledge receipt of the Cash Reserve Report for FY2025. Page 265. (Supplement)
 - (6) Acknowledge receipt of the Faculty Salary Report FY2024. Page 267. (Supplement)
 - (7) Acknowledge receipt of the Concurrent Enrollment Annual Report, 2022-23. Page 269. (Supplement)

26. Report of the Committees. (No Action, No Discussion.)

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

27. Proposed Executive Session. Page 271.

- a. Possible discussion and vote to enter into executive session:
 - 1) Pursuant to 25 O.S. § 307(B)(1) to discuss: (1) the resignation of Allison Garrett from the position of Chancellor and (2) specific applicants for the position of Chancellor.
 - 2) Pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) 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; (2) *Wisdom Ministries, Inc. v. Garrett, et al.*, Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma), 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.
28. **Announcement of Next Regular Meeting – The next regular meetings are scheduled to be held on Wednesday, October 16, 2024 at 10:30 a.m. and Thursday, October 17, 2024 at 9 a.m. at the State Regents Office in Oklahoma City, Oklahoma.**
29. **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 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
September 5, 2024

AGENDA ITEM #6-a (1):

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Doctor of Philosophy in Learning, Design, and Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Doctor of Philosophy in Learning, Design, and Technology, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Doctor of Philosophy in Learning, Design, and Technology.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 4 students in Fall 2029; and
Graduates: a minimum of 2 students in 2029-2030.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

OSU offers 379 degree and/or certificate programs as follows:

119	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
121	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 Doctor of Philosophy in Learning, Design, and Technology at their April 26, 2024 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Doctor of Philosophy in Learning, Design, and Technology

Program purpose. The proposed Doctor of Philosophy in Learning, Design, and Technology program will prepare professionals to conduct research that can be applied to designing, enhancing, and evaluating human experiences associated with teaching, learning, performance, and emerging technologies in a variety of settings.

Program rationale and background. The proposed program will take the currently thriving Doctor of Philosophy (PhD) in Education with an option in Learning, Design, and Technology (435) program to the next level as a stand-alone program. There are currently 30 students enrolled in the Learning, Design, and Technology option, which is one of six options under the PhD in Education program. By creating a stand-alone PhD program, this will create more flexibility than is currently available under the PhD in Education. More specifically, this change will help reduce the total number of hours for the program, offer a higher percentage of courses in the field, and will more accurately reflect Learning, Design, and Technology serving more than just the education sector. New and ever-evolving technologies have catalyzed an evolution in both formal and informal learning. The fields of business, communication, health care, industry, and government, among others, have joined education in seeking theoretically grounded design theories and principles to create or enhance learning experiences and improve outcomes.

Employment opportunities. According to the Occupational Outlook Handbook, jobs with titles like "Training and Development Manager," "Instructional Coordinator," and "Postsecondary Teacher" are growing at a rate of about 11 percent over a 5-year period. Jobs in Software Development and Applications are growing at a rate of 24 percent, the ninth fastest-growing occupation. Currently, in the existing Educational Technology option in the PhD in Education program, students are employed as technology-based learning specialists for NASA, software companies, universities, P-12 schools, non-profit organizations, and businesses.

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	4	Fall 2029
Minimum Graduates from the program	2	2029-2030

Duplication and impact on existing programs. The proposed Doctor of Philosophy in Learning, Design, and Technology program may share similar content with the following program:

Institution	Existing Program
University of Oklahoma	Doctor of Philosophy in Learning Experience Design and Technology (502)

A system wide letter of intent was communicated by email on June 11, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment opportunities and demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Learning, Design, and Technology program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
Common Core	12
Research	12
Specialization	21
Dissertation	15
Total	60

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

Delivery method and support services. The proposed Doctor of Philosophy in Learning, Design, and Technology program will be offered via traditional delivery. The library, classrooms, and equipment are adequate for the proposed program.

Financing. The program will be funded through existing funds. The proposed new stand-alone program will replace the current option areas, and all resources (faculty, staff, facilities, etc.) currently supporting the option areas will be transferred to support the new program. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-a (2):

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Business Administration in Real Estate and Property Management.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Business Administration in Real Estate and Property Management, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Business Administration in Real Estate and Property Management.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 12 students in Fall 2028; and
 - Graduates: a minimum of 5 students in 2028-2029.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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

Program Review

OSU offers 379 degree and/or certificate programs as follows:

119	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees

121	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 Business Administration in Real Estate and Property Management at their June 14, 2024 meeting. OSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Business Administration in Real Estate and Property Management

Program purpose. The proposed Bachelor of Science in Business Administration in Real Estate and Property Management program is designed to ensure students gain competency in industry knowledge, develop intellectual abilities, and foster technical, interpersonal, and professional skills. Specifically, key responsibilities such as managing the physical property, team management, finances, marketing and leasing, and legal and risk management will be emphasized.

Program rationale and background. Real Estate, Rental, and Leasing is a major industry sector that has experienced significant expansion in the United States and globally. While the growth in hard infrastructure (i.e., facilities) is noteworthy, there is also a concurrent need to develop the soft infrastructure (i.e., human resources) further to manage and sustain growth. The proposed program is unique because it combines components of an already successful certificate program with a focused degree in an area of need. The degree is conceptualized within the foundation of the business core, along with specialty courses that pertain to key competencies. Students can participate in professional associations via internships and attend and network at national industry events and conferences. There is a very positive forecast for employment prospects; therefore, preparing professionals with the relevant education and skill sets is a priority for this industry sector as it evolves along with the rapid advances in technology and globalization. The specific focus of the program is to ensure the development of skills needed to manage and maintain real estate properties and assets owned by others in residential, commercial, industrial, and other business segments in a profitable manner. Successful property and real estate managers have a diverse set of skills with fundamental core competencies that relate to the following but are not limited to: Customer Service, Sales and Leasing, Accounting, Finance, Legal, Real Estate Management, Marketing Analytics, Facilities Management, and Human Resource Management. In addition, soft skills are also paramount to ensure effective communication, conflict resolution, customer experience, and relationship management.

Employment opportunities. The projected growth of this industry, documented by the demand for skilled professionals, supports the need for this degree. Career opportunities are available in multiple areas, especially in the residential and commercial sectors, such as Property, Real Estate, and Community Association Managers. The Bureau of Labor Statistics (BLS) reports an 8 percent projected increase in the field with 339,100 total new positions for 2024. In Oklahoma, the BLS anticipates a 7 percent employment growth between 2018-2028, along with similar estimations for neighboring States such as Kansas (7 percent), Arkansas (11 percent), Texas (19 percent), and Colorado (20 percent). The U.S. Department of Labor denotes that the following job titles are prominent within the field: Property Manager, Real Estate Manager, Resident Manager, Apartment Manager, Community Association Manager, Community Manager, Lease Administration Supervisor, Leasing Manager, Asset Manager, Corporate Real Estate Manager, Director, and On-Site Manager. Real estate and property management are considered one of the top five popular jobs by Money Magazine and Salary.com based on a survey among young individuals who seek better pay, future upside, and control over their careers.

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 2028
Minimum Graduates from the program	5	2028-2029

Duplication and impact on existing programs. There are currently no Bachelor of Science in Business Administration in Real Estate and Property Management programs in Oklahoma. A system wide letter of intent was communicated by email on May 29, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Business Administration in Real Estate and Property Management program will consist of 120 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	40
College/Departmental Requirements	3
Major Requirements	63
Electives	14
Total	120

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

Delivery method and support services. The proposed Bachelor of Science in Business Administration in Real Estate and Property Management program will be offered via traditional delivery. The library, classrooms, and equipment are adequate for the proposed program.

Financing. A corporate donor (Widener) generously provided a large financial contribution to develop the existing certificate program which will be utilized for the initial startup of the proposed program. The funding of the faculty is already built into the current faculty capacity and college budget. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-a (3):

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Science in Business Administration in Accounting Systems.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Science in Business Administration in Accounting Systems, with options in Cyber Audit and Data Analytics, 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 Business Administration in Accounting Systems.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 12 students in Fall 2028; and
Graduates: a minimum of 5 students in 2028-2029.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

OSU offers 379 degree and/or certificate programs as follows:

119	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees

121	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 Business Administration in Accounting Systems at their January 26, 2024 meeting. OSU is currently approved to offer 146 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 Business Administration in Accounting Systems

Program purpose. The proposed Bachelor of Science in Business Administration in Accounting Systems hopes to create the next-generation of accounting graduates that will be equipped with state-of-the-art data analytics and information systems skills needed in today's accounting profession.

Program rationale and background. The accounting profession has become more interdisciplinary throughout the years and increasingly relies on integrating information systems, data analytics, and cybersecurity into the necessary preparation for graduates. The Industry Advisory Board members of both the Management Science and Information Systems department and the School of Accounting strongly support the creation of interdisciplinary programs combining Management Information Systems and Accounting in both the Data Analytics and Cyber Audit areas.

Employment opportunities. The Spears School of Business recognizes the need for cross-disciplinary programs in high-demand areas, especially for accounting and cybersecurity professionals. Accounting graduates remain in demand, while the cyber security area is one of the fastest-growing segments of the job market. Awareness of the need for cyber security professionals has become widely recognized by business organizations, leading to experts in the field being in high demand. The U.S. Bureau of Labor Statistics (BLS) projects major growth for both accountants and the number of cyber analyst jobs over the next 10 years (2022-2032). The combination of accounting and cyber analyst skills will make these graduates even more in demand. The BLS projects significant growth increases for the following occupations within the fields of Accounting and Cyber Security: IT Auditor (20 percent); Accounting Auditor (15 percent); Cyber Analysts (25 percent); Data Analysts (20 percent); Accounting Data Analysts (20 percent); and Business Analysts (15 percent).

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 2028
Minimum Graduates from the program	5	2028-2029

Duplication and impact on existing programs. The proposed Bachelor of Science in Business Administration in Accounting Systems program may share similar content with the following program:

Institution	Existing Program
Oklahoma Panhandle State University	Bachelor of Business Administration in Accounting with option in Accounting Information Systems (001)

A system wide letter of intent was communicated by email on December 12, 2023. 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.

Curriculum. The proposed Bachelor of Science in Business Administration in Accounting Systems program will consist of 120 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	37
College/Departmental Requirements	3
Major Requirements	66
Electives	14
Total	120

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

Delivery method and support services. The proposed Bachelor of Science in Business Administration in Accounting Systems program 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 may also be utilized by students and are adequate for the proposed program.

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

Financing. Existing funds will be utilized to support the program until it can move to a self-supporting basis. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-a (4):

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Bachelor of Professional Studies in Entertainment Media.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Bachelor of Professional Studies in Entertainment Media to be offered in Tulsa, via traditional and electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Professional Studies in Entertainment Media.** Continuation beyond Fall 2030 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 12 students in Fall 2029; and
Graduates: a minimum of 5 students in 2029-2030.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma State University's (OSU) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

OSU offers 379 degree and/or certificate programs as follows:

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0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
121	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 Professional Studies in Entertainment Media at their April 26, 2024 meeting. OSU is currently approved to offer 146 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 Professional Studies in Entertainment Media

Program purpose. The proposed Bachelor of Professional Studies in Entertainment Media is designed to help students acquire the critical strategic expertise necessary to advance in the entertainment industry.

Program rationale and background. Entertainment media is currently an option under the Bachelor of Science in Strategic Communication (475) and the Bachelor of Arts in Strategic Communication (476) programs at OSU. OSU intends to delete these options and offer the curriculum as a stand-alone program. The shift in colleges at OSU aligns with the focus on workforce readiness that the College of Professional Studies emphasizes in Tulsa. The proposed program will provide television and film production training to help strengthen Oklahoman brands. OSU views entertainment media broadly. For example, the Cherokee Nation may seek a digital storyteller to write and produce for their award-winning show Osiyo. The Oklahoma City Baseball Club may need a social media specialist. A film producer may need a cinematographer. The proposed program will give Oklahomans the tools to thrive in the ever-changing digital age.

Employment opportunities. The U.S. Bureau of Labor Statistics (BLS) projects employment growth for the media and communication occupations to grow 6 percent from 2016 to 2026, which will result in approximately 43,200 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through various platforms. The Cherokee Nation recently announced a significant expansion of its media operations, growing from a single unit to four separate business units to better manage demand in this growing area. Recent TV series (Reservation Dogs) and movies (Killers of the Flower Moon) point to workforce growth in this area. Students with extensive experience and a degree in entertainment media will be more competitive regarding professional opportunities.

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 2029
Minimum Graduates from the program	5	2029-2030

Duplication and impact on existing programs. The proposed Bachelor of Professional Studies in Entertainment Media program may share similar content with the following programs:

Institution	Existing Program
Cameron University	Bachelor of Arts in Journalism and Media Production (141)
Northeastern State University	Bachelor of Arts in Media Studies (050)
University of Oklahoma	Bachelor of Arts in Creative Media Production (135)
University of Oklahoma	Bachelor of Arts in Film and Media Studies (316)

A system wide letter of intent was communicated by email on June 12, 2024. 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.

Curriculum. The proposed Bachelor of Professional Studies in Entertainment Media program will consist of 120 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	40*
College/Departmental Requirements	9
Major Requirements	54
Electives	17
Total	120

* Typically, lower-division course work in the Tulsa metro area should not duplicate that offered by Tulsa Community College (TCC). Therefore, unless it is a unique course, it is expected that all general education and lower-division course work required in the program will be completed at TCC or transferred to OSU from another institution.

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

Delivery method and support services. The proposed Bachelor of Professional Studies in Entertainment Media program 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 may also be utilized by students and are adequate for the proposed program.

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

Financing. The current tuition and fee structure is sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-b (1):

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Doctor of Philosophy in Materials Science and Engineering.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Doctor of Philosophy in Materials Science and Engineering, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Doctor of Philosophy in Materials Science and Engineering.** Continuation beyond Fall 2031 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2030; and
Graduates: a minimum of 5 students in 2030-2031.

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) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

OU offers 365 degree and/or certificate programs as follows:

74	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
127	Baccalaureate Degrees

106	Master's Degrees
58	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 Doctor of Philosophy in Materials Science and Engineering at their June 21, 2024 meeting. 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 policy.

ANALYSIS:

Doctor of Philosophy in Materials Science and Engineering

Program purpose. The proposed Doctor of Philosophy in Materials Science and Engineering program will provide talent required by Oklahoma to transform and diversify its economy by enabling both startup and established companies to develop new processes useful for the energy, aerospace, agriculture, and healthcare industries.

Program rationale and background. From a financial perspective, it is recognized that the lion share of federal research funding is dedicated to innovations in materials. The Department of Defense, the National Science Foundation, the Department of Education, and the National Institutes of Health invest in new materials for promoting scientific advancements. The economy of the State of Oklahoma, driven by energy, agriculture, aerospace, and health, can remain competitive nationally and internationally only if new advanced materials are discovered and transferred to industry. The diversification of the Oklahoma economy in automotive, batteries, and semiconductors also requires innovations in materials and a workforce knowledgeable on the challenges related to the discovery and manufacturing of new materials. Innovations in the materials sector can only be achieved by an inter-disciplinary research program that enables scientists and engineers from multiple disciplines to collaborate. Such a program is presently missing at the University of Oklahoma. The proposed inter-disciplinary Doctor of Philosophy in Materials Science and Engineering program will fill this gap, increasing the research portfolio without competing for resources with the existing Doctor of Philosophy programs.

Employment opportunities. The US Bureau of Labor Statistics (BLS) predicts that the demand for materials engineers will grow 5 percent per year from 2022 to 2032 (faster than average). In 2022, the median pay for Materials Engineers was \$100,140 per year, while the median household income in Oklahoma was \$61,364. The BLS forecasts that the state of Oklahoma will require more than 3,000 new engineers annually over the next 9 years, while Oklahoma accredited universities graduate approximately 1,500 new engineers per year. To support employers such as Tinker Air Force Base, Boeing, and the Health Sciences sector, multi-disciplinary Materials Science and Engineering programs are essential for training

new engineering students from a variety of backgrounds. The energy sector also requires new materials to continue the push for renewable energy sources.

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	20	Fall 2030
Minimum Graduates from the program	5	2030-2031

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

Institution	Existing Program
Oklahoma State University	Doctor of Philosophy in Materials Science and Engineering (502)

A system wide letter of intent was communicated by email on May 6, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the increased employment demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed Doctor of Philosophy in Materials Science and Engineering program will consist of 90 total credit hours as shown in the following table.

Content Area	Credit Hours
Core Courses	15
Electives	6-15
Dissertation Research	60-69
Total	90

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

Delivery method and support services. The proposed Doctor of Philosophy in Materials Science and Engineering program will be offered via traditional delivery. The library, classrooms, and equipment are adequate for the proposed program.

Financing. Existing funding will be utilized to support the proposed program. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-b (2):

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Science in Engineering Analytics.

RECOMMENDATION:

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

- **Bachelor of Science in Engineering Analytics.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 50 students in Fall 2028; and
 - Graduates: a minimum of 35 students in 2028-2029.

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) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

OU offers 365 degree and/or certificate programs as follows:

74	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
127	Baccalaureate Degrees

106	Master's Degrees
58	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 Bachelor of Science in Engineering Analytics at their June 21, 2024 meeting. 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 policy.

ANALYSIS:

Bachelor of Science in Engineering Analytics

Program purpose. The proposed Bachelor of Science in Engineering Analytics will enable students to understand how to transform raw data from processes and systems, and uncover, model, and analyze patterns to extract valuable insights and make improvements to systems.

Program rationale and background. Engineering data analytics involves the collection, study and analysis of data from a wide range of engineering contexts. Students will learn to make informed data-dependent decisions to form insights and models that can be used for a wide a range of engineering areas. These areas include production and manufacturing, energy, transportation, and healthcare.

Employment opportunities. Students will be well-prepared to take on roles in a variety of industries where data-driven decision-making is a crucial factor in success. Specific occupations include data engineers and engineering analytics professionals in industries that include aerospace and defense, healthcare, oil and gas, transportation, and energy. The Bureau of Labor Statistics (BLS) categorizes analytics engineers as part of the operations research analysts' industry and projects a national job growth of 25 percent for the overall industry from 2020 to 2030. The BLS predicts approximately 10,200 openings in various operations research analyst roles over the next decade. This growth rate exceeds the average projections for other occupations and ensures that analytics engineers remain in high demand.

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	50	Fall 2028
Minimum Graduates from the program	35	2028-2029

Duplication and impact on existing programs. There are currently no Bachelor of Science in Engineering Analytics programs in Oklahoma. A system wide letter of intent was communicated by email on April 24, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Curriculum. The proposed Bachelor of Science in Engineering Analytics program will consist of 120 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	40
Major Support Requirements	22
Major Requirements	57
Electives	1
Total	120

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

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

Financing. Existing funding will be utilized to support the proposed program. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-c:

New Programs.

SUBJECT: Oklahoma Panhandle State University. Approval to offer the Associate in Science in Education.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma Panhandle State University’s request to offer the Associate in Science in Education, via traditional and electronic delivery, with options in Elementary Education, Agriculture Education, English Education, Mathematics Education, Health and Physical Education, and Music Education, and 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.

- **Associate in Science in Education.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 25 students in Fall 2028; and
 - Graduates: a minimum of 5 students in 2028-2029.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Oklahoma Panhandle State University’s (OPSU) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

OPSU offers 35 degree and/or certificate programs as follows:

5	Certificates
5	Associate in Arts or Science Degrees

1	Associate in Applied Science Degrees
23	Baccalaureate Degrees
1	Master's Degrees
0	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 OPSU'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

OPSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OPSU's governing board approved delivery of the Associate in Science in Education at their April 21, 2023 meeting. OPSU is currently approved to offer 11 degree and certificate programs through electronic delivery. OPSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Education

Program purpose. The proposed Associate in Science in Education program will give students a pathway to complete general education courses while working on pre-professional education courses and staying on track to pursue a Bachelor of Science degree in an education field.

Program rationale and background. The proposed program will better prepare students who want to major in education, but who do not meet the OSRHE readiness requirements to declare a major in a baccalaureate program. Program requirements will keep students on track with completing general education courses along with pre-professional education courses that will ultimately lead into a Bachelor's degree in an education field. Additionally, this program would help Oklahoma high school graduates interested in majoring in Education who may not be college-ready to apply for the Inspired to Teach scholarship which requires having education listed as their major.

Employment opportunities. The field of education is one of Oklahoma's 100 "Critical Occupations" continuously. In 2021, the Oklahoma Educator Supply & Demand Report brought to light the strong need for additional educators in the state of Oklahoma. Per the report, of the more than 45,000 public school teachers in 2020-21, about 75 percent held a standard certification, 13 percent had an alternative certification, 3 percent held an emergency teaching certificate, 3 percent had both non-emergency and emergency certificates, and 2 percent held a paraprofessional certificate or multiple certificates. With the ever-growing demand in the field, this degree will help better prepare Oklahoma's workforce for a teaching job whether students go the traditional or alternative route.

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	25	Fall 2028
Minimum Graduates from the program	5	2028-2029

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

Institution	Existing Program
Carl Albert State College	Associate in Arts in Pre-Elementary Education (013) Associate in Science in Health, Physical Education, and Recreation (016)
Connors State College	Associate in Arts in Pre-Education (043)
Eastern Oklahoma State College	Associate in Arts in Elementary Education (015) Associate in Science in Health/Physical Education and Recreation (035)
Murray State College	Associate in Science in Elementary Education (032)
Northeastern Oklahoma A&M College	Associate in Science in Elementary Education (016) Associate in Science in Physical Education (040) Associate in Arts in Early Childhood Education (120)
Northern Oklahoma College	Associate in Arts in Education – Elementary (021) Associate in Science in Health, Physical Education and Recreation (047)
Oklahoma City Community College	Associate in Science in Pre-Education (116)
Redlands Community College	Associate in Arts in Pre-Education (029)
Rogers State University	Associate in Arts in Secondary Education (012)
Rose State College	Associate in Arts in Pre-Education (015)
Seminole State College	Associate in Arts in Pre-Education (235) Associate in Science in Secondary Education (235)
Western Oklahoma State College	Associate in Science in Health, Physical Education, and Recreation (067)

A system wide letter of intent was communicated by email on May 6, 2024. Carl Albert State College (CASC) submitted a protest of the letter of intent based on unnecessary duplication. Through communication between OPSU and CASC leadership and OSRHE staff, CASC withdrew their protest. Due to rising job demands within this field, access to scholarship opportunities, and distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Education program will consist of 60 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	37
Education Core	10
Major Emphasis	9
Electives	4
Total	60

Faculty and staff. Existing faculty will teach the courses in the proposed program. No new faculty are needed at this time.

Delivery method and support services. The proposed Associate in Science in Education program will be offered via traditional and electronic delivery. OPSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: voice power presentations and videos, discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both 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. OPSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing. Existing funding from the 3 current education bachelor's degrees will be used to fund the proposed program. The program will move to a self-supporting basis once the current tuition and fee structure is sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-d:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Master of Arts in Theatre.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University’s request to offer the Master of Arts in Theatre, via electronic delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Arts in Theatre.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2027; and
 - Graduates: a minimum of 3 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southeastern Oklahoma State University’s (SEOSU) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

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

6	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees

17	Master's Degrees
0	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 SEOSU'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

SEOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Master of Arts in Theatre at their June 24, 2024 meeting. SEOSU is currently approved to offer 39 degree and certificate programs through electronic delivery. SEOSU 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 Arts in Theatre

Program purpose. The proposed Master of Arts in Theatre will provide students with an online opportunity to become a more informed theatre artisan.

Program rationale and background. Students currently enrolled in the Master of Education in Curriculum and Instruction with a concentration in Theatre Pedagogy (110) program have consistently requested that SEOSU explore a program fully committed to theatre-related coursework. The demand is strictly for online programs, as most of the students are working professionals in education and arts agencies. Regionally, there has been a 9 percent decline in the number of institutions offering a Master of Arts in Theatre or similar. The majority of the degree program offerings are in the traditional format only and do not address the unmet student demand for online education since most are working in the industry. Of the students polled that participate in the Master of Education in Curriculum and Instruction with a concentration in Theatre Pedagogy (110) program at SEOSU, at least 30 percent would prefer a graduate degree in a predominantly theatre focused curriculum to enhance their career goals and trajectory.

Employment opportunities. Lightcast data indicate there are 119,109 jobs available in the field of theatre. This reflects an 18.5 percent increase in the targeted region of Oklahoma, Texas, Arkansas, Louisiana, and Missouri for 2022-2032. Median earnings are reported at \$33.41 per hour with annual job openings of 13,075. Occupations include Postsecondary Teachers, Managers, Musicians & Singers, Writers & Authors, Producers & Directors, Actor, Entertainment and Recreation Managers and more.

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	6	Fall 2027
Minimum Graduates from the program	3	2027-2028

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

Institution	Existing Program
Oklahoma State University	Master of Arts in Theatre (432)

A system wide letter of intent was communicated by email June 14, 2024. 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.

Curriculum. The proposed Master of Arts in Theatre program will consist of 30 total credit hours as shown in the following table.

Content Area	Credit Hours
Major Requirements	30
Total	30

Faculty and staff. One new faculty member will begin in Fall 2024. Existing and new faculty will teach the courses in the proposed program.

Delivery method and support services. The proposed Master of Arts in Theatre program will be offered via electronic delivery. SEOSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: voice power presentations and videos, discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both 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. SEOSU is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing. Based upon the tuition rate, the program will be self-sustaining pending enrollment. The Theatre division as part of Art, Communication, & Theatre, along with Academic Affairs, will monitor enrollment trends to ensure sustainability. No additional funding is requested from the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-e:

New Programs.

SUBJECT: Connors State College. Approval to offer the Associate in Applied Science in Speech Language Pathology Assistant.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College’s request to offer the Associate in Applied Science in Speech Language Pathology Assistant, via traditional delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Speech Language Pathology Assistant.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 120 students in Fall 2026; and
Graduates: a minimum of 30 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Connors State College’s (CSC) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

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

17	Certificates
18	Associate in Arts or Science Degrees
4	Associate in Applied Science Degrees
0	Baccalaureate Degrees

0	Master's Degrees
0	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 CSC'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

CSC's faculty developed the proposal, which was reviewed and approved by institutional officials. CSC's governing board approved delivery of the Associate in Applied Science in Speech Language Pathology Assistant at their June 14, 2024 meeting. CSC is currently approved to offer 138 degree and certificate programs through electronic delivery. CSC 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 policy.

ANALYSIS:

Associate in Applied Science in Speech Language Pathology Assistant

Program purpose. The proposed Associate in Applied Science in Speech Language Pathology Assistant program will provide training and produce well-qualified Speech Language Pathology Assistants (SLPA) who will provide services to eligible children in public schools.

Program rationale and background. The proposed program is designed to provide a much-needed program that will prepare SLPA candidates to specifically work with children in public schools who are eligible for speech-language services (under federal law, Individuals with Disabilities Education Act), and under supervision of a qualified Speech-Language Pathologist (SLP). The program hopes to attract top students with a desire to work with students with disabilities in Oklahoma public schools. This is a new program to meet the national shortage of qualified personnel. Approximately 12percent of children aged 3-17 have an identified communication problem and require services. By federal law (IDEA), public schools must provide these services. However, many schools are unable to recruit and retain these professionals. A training program for SLPAs in Oklahoma is fairly new, consisting of one, fully on-line program.

Employment opportunities. The field of SLP has long experienced a national shortage of personnel to provide needed services to individuals with communication disorders. Across the country, the shortage of SLPs especially impacts public schools, where approximately 8 percent of students qualify for speech-language services. Even more difficult is providing services in rural schools, which makes up 52 percent of Oklahoma's public schools. The Bureau of Labor Statistics expects SLP jobs to grow by no less than 21 percent by 2031, a faster growth rate than the average for all other occupations. Currently, public schools are often required to contract with private SLP contractors, at an exorbitant hourly rate, to meet their legal requirement for services. The limited number of practicing SLPs across the country often choose to be employed by private contractors due to the significant increase in annual salary as compared to public school salaries. With certified SLPAs supervised by those who are in public schools, the ability to provide needed services is stretched significantly.

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	17	Fall 2026
Minimum Graduates from the program	5	2026-2027

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

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

A system wide letter of intent was communicated by email on May 6, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the demand in the field, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Applied Science in Speech Language Pathology Assistant program will consist of 62 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	18
Technical Occupation Support	3
Technical Occupation Specialty	41
Total	62

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

Delivery method and support services. The proposed Associate in Applied Science in Speech Language Pathology Assistant program will be offered via traditional delivery. The library, classrooms, and equipment are adequate for the proposed program.

Financing. The program will use existing funding while also seeking outside funding from sources such as the Muskogee Foundation. Grant opportunities will also be pursued. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #6-f:

New Programs.

SUBJECT: Redlands Community College. Approval to offer the Associate in Science in Uncrewed and Autonomous Aircraft Systems.

RECOMMENDATION:

It is recommended that the State Regents approve Redlands Community College's request to offer Associate in Science in Uncrewed and Autonomous Aircraft Systems, 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.

- **Associate in Science in Uncrewed and Autonomous Aircraft Systems.**
Continuation beyond Fall 2026 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2025; and
Graduates: a minimum of 5 students in 2025-2026.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Redlands Community College's (RCC) 2024-2025 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

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.

Program Review

RCC offers 28 degree and/or certificate programs as follows:

10	Certificates
12	Associate in Arts or Science Degrees
6	Associate in Applied Science Degrees
0	Baccalaureate Degrees

0	Master's Degrees
0	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 RCC'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

RCC's faculty developed the proposal, which was reviewed and approved by institutional officials. RCC's governing board approved delivery of the Associate in Science in Uncrewed and Autonomous Aircraft Systems at their May 16, 2024 meeting. RCC is currently approved to offer 14 degree and certificate programs through electronic delivery. RCC 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:

Associate in Science in Uncrewed and Autonomous Aircraft Systems

Program purpose. The proposed Associate in Science in Uncrewed and Autonomous Aircraft Systems is designed to provide students with work-force ready preparation for safe and legal flight of uncrewed aircrafts at a commercial level of proficiency.

Program rationale and background. The proposed program will focus on practical flight training with hands-on experience operating UAVs/sUASs (drones) from multiple manufacturers, simulation exercises in which aircraft can be programmed to perform a fixed set of functions/operations, and an introduction to sensor technology and data analysis. Students will explore safety considerations, machine components and functionality, regulatory requirements, and an introduction into photography and videography.

Employment opportunities. The uncrewed systems industry is anticipated to grow from a baseline of \$11 billion in 2022 to over \$29 billion in 2027. Professionals in the field of uncrewed systems can find jobs with national space agencies, the military, commercial aviation, corporations, surveying, public safety, oil/gas industry, electric/solar/wind energy, news stations, sports, and other industry sectors. As the commercial drone industry continues to grow, so does the demand for pilots. Over 100,000 drone-related jobs will be created over the next 2 to 3 years, and the majority will be pilot jobs, with companies looking for qualified pilots to work in farming, mining, law enforcement, construction, insurance and energy. According to an analysis conducted by George Mason University in which six preparedness factors are considered: airspace lease law; aviation easement law; task force availability; landowner air rights; sandbox potential; and, job outlook, Oklahoma has the top ranking of all states with respect to drone readiness. With these factors in place, the employment sector is predicted to grow markedly, with the need for professional operators and managers at the forefront. Industries leveraging uncrewed aircraft include: agriculture; delivery and logistics; insurance; mining and quarrying; public safety; law enforcement; environmental monitoring; real estate; oil and gas production; film making and cinematography; construction; and, infrastructure inspection. Unlike crewed aircraft from either a private or commercial

perspective, entrance in to the aviation industry as a uncrewed aircraft pilot is affordable and attainable for students.

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	25	Fall 2025
Minimum Graduates from the program	5	2025-2026

Duplication and impact on existing programs. There are currently no Associate in Science in Uncrewed and Autonomous Aircraft Systems programs in Oklahoma. A system wide letter of intent was communicated by email on January 26, 2024. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to uniqueness of the program, approval will not constitute unnecessary duplication.

Curriculum. The proposed Associate in Science in Uncrewed and Autonomous Aircraft Systems program will consist of 62 total credit hours as shown in the following table.

Content Area	Credit Hours
General Education	38
Program Requirements	17
Program Electives	7
Total	62

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

Delivery method and support services. The proposed Associate in Science in Uncrewed and Autonomous Aircraft Systems program will be offered via traditional and electronic delivery. RCC utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

Online Pedagogy and Training. Faculty who teach in online environments complete training in both 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. RCC is a member of Quality Matters (QM). QM is a global organization leading quality assurance in online and innovative digital teaching and learning environments through research-supported and practice-based quality standards, as well as peer review and certification of quality in online education. The State Regents support institutional membership to ensure online programs meet QM standards.

Financing. The proposed program will initially be funded through existing grants. Additional equipment-related grant funding is and will be pursued. No additional funding is requested from the State Regents to support the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #7:

Program Deletions.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

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

- Graduate Certificate in Corrections Management (411)
- Graduate Certificate in Criminal Justice Administration (461)
- Graduate Certificate in Drug Policy Management (460)
- Graduate Certificate in Restorative Justice (410)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Graduate Certificate in Corrections Management (411), effective immediately. This program was approved at the June 25, 2015 State Regents' meeting. OU reports:

- Deletion of the degree program is part of the curriculum update to the Master of Science in Criminal Justice (391) program and embedded certificates are being deleted.
- There are currently 11 students enrolled in the program with the last student expected to graduate by Fall 2024.
- The teach-out plan will include certificate courses being offered in Spring 2024 and Summer 2024. Additional course needs for Fall 2024 will be evaluated as needed.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Graduate Certificate in Criminal Justice Administration (461), effective immediately. This program was approved at the April 22, 2020 State Regents' meeting. OU reports:

- Deletion of the degree program is part of the curriculum update to the Master of Science in Criminal Justice (391) program and embedded certificates are being deleted.
- There are currently 11 students enrolled in the program with the last student expected to graduate by Fall 2024.

- The teach-out plan will include certificate courses being offered in Spring 2024 and Summer 2024. Additional course needs for Fall 2024 will be evaluated as needed.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Graduate Certificate in Drug Policy Management (460), effective immediately. This program was approved at the April 22, 2020 State Regents' meeting. OU reports:

- Deletion of the degree program is part of the curriculum update to the Master of Science in Criminal Justice (391) program and embedded certificates are being deleted.
- There are currently 15 students enrolled in the program with the last student expected to graduate by Fall 2024.
- The teach-out plan will include certificate courses being offered in Spring 2024 and Summer 2024. Additional course needs for Fall 2024 will be evaluated as needed.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Graduate Certificate in Restorative Justice (410), effective immediately. This program was approved at the June 25, 2015 State Regents' meeting. OU reports:

- Deletion of the degree program is part of the curriculum update to the Master of Science in Criminal Justice (391) program and embedded certificates are being deleted.
- There are currently 15 students enrolled in the program with the last student expected to graduate by Fall 2024.
- The teach-out plan will include certificate courses being offered in Spring 2024 and Summer 2024. Additional course needs for Fall 2024 will be evaluated as needed.
- No courses will be deleted.
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #8:

Academic Plans.

SUBJECT: Acknowledge receipt of 2024-25 academic plans submitted by institutions.

RECOMMENDATION:

It is recommended that the State Regents acknowledge the receipt of the following 2024-2025 academic plans:

- Oklahoma State University
- University of Oklahoma
- Cameron University
- East Central University
- Langston University
- Northeastern State University
- Northwestern Oklahoma State University
- Oklahoma Panhandle State University
- Rogers State University
- Southeastern Oklahoma State University
- Southwestern Oklahoma State University
- University of Central Oklahoma
- 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
- Oklahoma State University Institute of Technology
- Oklahoma State University – Oklahoma City
- Redlands 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 Blueprint 2030 strategic objectives as related to institutional priorities.

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 June 30, 2024. The 2024-2025 Academic Plan Outline is provided below.

1) Academic Priorities/Programs		
2) Academic Efficiencies	Current Status	Future Plans
3) Technology	Current Status	Future Plans
4) Production of Workforce Ready Graduates		
5) Growth of Student Pipeline		
6) Focus on Student Success		
7) Improvement of System Efficiency and Effectiveness		

With this action, the State Regents acknowledge receipt of the academic plans from all public institutions. Summaries of the submissions are available at <https://okhighered.org/admin-fac/academic-forms/>.



Academic Plan 2024-2025

The Academic Plan serves as a tool for the State Regents to assess the priorities and aspirations of each institution within the State System, ensuring alignment with the overarching goals outlined in *Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce*.

The Academic Plan is divided into two parts:

1. Providing the State Regents with insights into each institution's academic program priorities, technological advancements, and efficiency strategies for the future; and
2. Reporting on the institutional activities that correspond with the objectives set forth in Blueprint 2030.

Institutions operating branch campuses are required include relevant information for each campus.

The 2024-2025 Institutional Academic Plan is due **June 30, 2024**.

Summarize academic programs and services in the following areas:

Priorities/Programs.

Provide information from the institution's strategic plan related to academic priorities and the planned activities in the upcoming academic year that will be used to achieve these priorities.

Academic Efficiencies.

Provide information from the institution's strategic plan to document examples of academic efficiencies, to include but not limited to: faculty sharing, partnership collaboration, course re-design, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, and the academic enterprise. Also, describe how decisions regarding these efficiencies were made and **include both current status and future plans.**

Current Status

Future Plans

Technology.

Describe how technology is used in the classroom for faculty and curriculum development, student support services, and distance education offerings, etc. Especially note new, different, and innovative uses of technology, including the use of Open Educational Resources (OER), professional development for faculty, and use of various delivery systems for platforms. **Include both current status and future plans.**

Current Status

Future Plans

Update on activities related to Blueprint 2030 goals and priorities:

Produce workforce-ready graduates.

Grow the student pipeline.

Focus on student success.

Improve system efficiency and effectiveness.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-a (1):

Academic Policy.

SUBJECT: Approval of Policy Exception Requests. University of Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

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

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

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

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

POLICY ISSUES:

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

ANALYSIS:

University of Oklahoma (OU) is requesting approval of 3 exceptions to the OSRHE Concurrent Enrollment policy.

First, OU requests to employ the following enrollment admission for Norman Public Schools (NPS) concurrent students who plan to enroll in Mathematics courses during the 2024-2025 academic year:

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

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

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

Finally, OU requests the following exception for the Sooner Discovery Program. Sooner Discovery is a 4-week on-campus college immersion program which serves as a recruiting opportunity for students across the state and out of state, while increasing college preparedness with extra support.

OSRHE Policy	Proposed Exception
24 ACT or 1160 SAT OR high school GPA 3.0 and class rank top 33.3 percent	20 ACT or 1020 SAT and High School GPA 3.0

Staff analysis of OU’s requests determined that an exception to the Concurrent Enrollment policy is warranted. OU will be required to submit student-level data for each student enrolled in courses under the authorization granted by this action after the conclusion of the 2024-2025 academic year. State Regents’ approval is recommended.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-a (2):

Academic Policy.

SUBJECT: Approval of Policy Exception Requests. Tulsa Community College.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's request to allow certain students to be admitted to pursue the Certificate in Child Development.

BACKGROUND:

The Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy requires undergraduate students for whom English is a second language to present evidence of proficiency in the English language prior to admission. Students must meet the minimum score set by the OSRHE on an approved English language assessment.

POLICY ISSUES:

Tulsa Community College is requesting an exception to allow adult English language learners who have completed the Child Development Associate® (CDA) credential but do not have the minimum score of 500 on the Test of English as a Second Language (TOEFL) ITP® to be admitted into the Certificate in Child Development (206) program based on the guidelines outlined below.

ANALYSIS:

Since 2018, the Child Development and Education and Continuing Education programs at Tulsa Community College (TCC) have offered the (CDA for English Adult Language Learners (bilingual educators), a credential required for entry-level employment in childcare in Oklahoma. To date, 68 bilingual educators have completed the CDA program at TCC, with 57 working as teacher assistants in Tulsa. Upon completion of the CDA, students may present their CDA credentials for prior learning assessment credit at TCC for 6 academic credits. This provides a pipeline for students to continue their education and career path to complete the Certificate in Child Development (206) and eventually an Associate in Applied Science in Child Development (200).

However, to date, only 4 completers of the CDA program have transitioned to pursuing the certificate. Bilingual educators have continually described the Test of English as a Foreign Language (TOEFL) as a significant barrier to admission. TCC proposes to allow a cohort of 10 students who meet one of the following options to gain admission into TCC to pursue the Certificate in Child Development (206) program.

1. Pass the TOEFL ITP® with a score of 500 or better; or

2. Complete the TOEFL ITP[®] with a score of 450-499/ and:
 - a. Complete the CDA certificate; and
 - b. Complete five English as a Second Language (ESL) courses at TCC; and
 - c. Complete one TOEFL ITP[®] preparation class at TCC; or

3. Complete the TOEFL ITP[®] with a score of 450-499; and:
 - a. Complete the CDA certificate; and
 - b. Complete five ESL courses at TCC; and
 - c. Complete the CDA exam in English.

Students admitted under this proposed exception will receive support, advising, and mentoring to ensure success.

If approved, this policy exception will be valid through Spring 2026, at which time TCC will be required to report to the State Regents the number of students who participated in this cohort and their completion rate. Due to the current shortage of early childhood educators, it is recommended that the State Regents approve this policy exception request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-b (1):

Academic Policy.

SUBJECT: Approval of Early College Program for Seminole State College with Seminole Public Schools.

RECOMMENDATION:

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

BACKGROUND:

Concurrent Enrollment Policy

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

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

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

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

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

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

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

Early College Programs

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

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Seminole State College requests to institute an ECHS program designed as follows:

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

- Seminole State College's (SSC) Early College High School Program (SSECHS) is designed to target under-served high school students in their defined service area. The SSECHS 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.
- SSC will work with Seminole Public Schools (SPS) to define underrepresented populations by identifying a) students who qualify for free and reduced lunches, b) students who are first-generation college enrollees, and c) minority students.
- The SSECHS with SPS will serve a yearly cohort of no more than 25 participants, with the primary focus on students who meet the specified criteria.

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.

- The SSECHS program will take place at SPS and SSC.
- The SSECHS program will provide students with the opportunity to earn as many as 64 college credit hours of dual credit that will satisfy high school graduation requirements and an Associate in Arts (AA) in Liberal Studies degree by the end of the senior year in high school, allowing students to seamlessly transfer to any State of Oklahoma four-year institution of their choosing.
- Two other pathways, the AA in Child Development and Early Childhood Certificate, will also be available for students to pursue for the first cohort of students.
- Once the SSECHS program is underway, micro-credential programs and other degree pathways will be reviewed and created based on students' interests.
- The ultimate goal for this program is not only will students have the opportunity to graduate with an associate degree and a high school diploma, but also have the opportunity to earn micro-credential badges and pursue other pathways, especially if they choose to go directly out into the workforce.

Eligibility and Admission Requirements for SSC's SSECHS Program include:

- SSECHS students must have a minimum 3.0 GPA and maintain a 2.0 GPA throughout the completion of the program.
- SSECHS students must have and maintain good attendance in school (a minimum of 90 percent of enrolled school days).

- SSECHS students must complete the required learning strategies course.

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.

- SSC will partner with SPS to ensure that each SSECHS student's guided pathway will lead to high school and college graduation.
- SSC will establish a leadership team with SPS, including administration, counselors, and advisors. This leadership team will identify staff members who play a role in designing, governing, accountability, curriculum development, professional development, outreach, and continuous monitoring and improvement of the SSECHS program. The leadership team will develop long-term strategic priorities and evaluate the SSECHS MOU annually.
- SSC shall coordinate with SPS to develop a course schedule to achieve each student's academic pathway once the program is underway.
- SSC's concurrent advisor will coordinate with a designated counselor at SPS to ensure student support.
- SSC shall collaborate with SPS 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 early alert interventions as needed and monitoring academic progress with formative data.
 - Providing both online (24/7) and face-to-face tutoring for identified students needing academic support.

Student Support Services and Readiness Tools.

- SSECHS is designed to prepare students in the 8th grade for enrollment in a college-level course that will begin in the spring of the 9th grade. Students will take Learning Strategies at the high school campus, which teaches students how to be a successful college student.
- SSECHS is designed in a cohort model, which provides innate camaraderie and collaboration for students, as well as mimics more of the high school setting for collegiate courses.
- The SSECHS program is designed to provide enhanced student support and sufficient services to support students academically and socially.
- The SSECHS 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, tutoring, and career counseling at SPS and SSC.
- SSECHS is designed to identify students needing additional academic support in the following ways:
 - SPS counselors monitoring SSECHS students will be encouraged to refer students to retention services and appointed SSECHS representatives as needed, as well as establish an academic plan of improvement.

- SSECHS students will meet with their high school counselor to create academic calendars to stay on track in each course.
- SSECHS students will have access to all academic and support services at SSC and SPS.
- When needed, students will be given the opportunity to complete Coursera or other training courses through SSC's Business and Industry Coordinator 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.
- During the program, the high school students will receive career services counseling from SSC. Students will have access to SSC's Career Services Center located at the Boren Library and its virtual site. Students will have the opportunity to work with SSC's Research Librarian on activities such as writing cover letters, resumes, and search for careers they may be interested in. The Research Librarian will host virtual as well as in-person workshops at the high school as needed.

Policies.

- Students will be closely monitored throughout the program to help ensure their success. To be proactive, students' grades will be pulled every two weeks by a high school counselor. If a student's grade in any class falls below 70 percent, the instructor will enter a Core Alert for that student that will then be routed to the high school counselor and SSC's concurrent advisor. The SPS counselor will reach out to the student and offer the appropriate support.
- All instructors and personnel involved in SSECHS's program will have access to SSC's Core Alert Process, an early alert system used by SSC employees if a student falls below a passing grade, has low attendance, may be struggling with a mental health issue, etc.
- Annual professional development will be provided to all SSECHS faculty and staff.

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.

- SPS, working with SSC's Bookstore Director, will purchase all the textbooks required for the students to complete the associate degree. SSC has agreed textbooks that do not require access codes will remain valid for at least 5 years.
- All cost for the program will be absorbed by SPS. Juniors will have up to 9 credit hours of tuition waived; up to 18 credit hours of tuition will be waived for seniors.
- In efforts to reduce cost, SSC agrees to only charge mandatory fees and applicable non-mandatory fees.
- SSC is working on developing a few scholarships that will be applicable to concurrent students. Students who qualify for programs such as Gear Up and Upward Bound may also qualify for scholarships and additional aid.

Student Success Measures.

- This partnership addresses SSC's goal to increase the college completion rate while also providing access to more at-risk students in the SSC five county service area.
- SSECHS students will complete an associate's degree and/or certificate by high school graduation.

Program Success Metrics.

- Students graduating with a high school diploma and an associate degree/certificate will be the main metric to measure success. A goal of an 80 percent graduation rate for each cohort has been set for the program. Additionally, SSC and SPS expect to see an increase of 5 percent in student participation for each cohort.
- Once the program gets underway, other metrics will be established that will measure the success of the program as additional pathways are created for students to choose from, and the number of micro-credential badges increases that students can earn as they complete the program.

Staff analysis of SSC's proposal determined that SSECHS is a well-designed ECHS program. State Regents' approval is recommended.

Upon State Regents' approval, SSC's SSECHS program will begin in the Spring 2025 semester with a five-year approval, concluding at the end of the Spring 2030 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2028 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the final report, the State Regents may renew approval of the program during the 2030-2031 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-b (2):

Academic Policy.

SUBJECT: Approval of Early College Program for Seminole State College with Shawnee Public Schools.

RECOMMENDATION:

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

BACKGROUND:

Concurrent Enrollment Policy

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

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

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

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

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

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

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

Early College Programs

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

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Seminole State College requests to institute an ECHS program designed as follows:

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

- Seminole State College's (SSC) Early College High School Program (SSECHS) is designed to target under-served high school students in their defined service area. The SSECHS 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.
- SSC will work with Shawnee High School (SHS) to define underrepresented populations by identifying a) students who qualify for free and reduced lunches, b) students who are first-generation college enrollees, and c) minority students.
- The SSECHS with SHS will serve a yearly cohort of no more than 25 participants, with the primary focus on students who meet the specified criteria.

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.

- The SSECHS program will take place at SHS.
- The SSECHS program will provide students with the opportunity to earn as many as 64 college credit hours of dual credit that will satisfy high school graduation requirements and an Associate in Arts (AA) in Liberal Studies degree by the end of the senior year in high school, allowing students to seamlessly transfer to any State of Oklahoma four-year institution of their choosing.
- Two other pathways, the AA in Child Development and Early Childhood Certificate, will also be available for students to pursue for the first cohort of students.
- Once the SSECHS program with SHS gets underway, micro-credential programs and other degree pathways will be reviewed and created based on students' interests.
- The ultimate goal for this program is not only will students have the opportunity to graduate with an associate degree and a high school diploma, but also have the opportunity to earn micro-credential badges and pursue other pathways, especially if they choose to go directly out into the workforce.

Eligibility and Admission Requirements for Seminole State College's SSECHS Program include:

- SSECHS students must have a minimum 3.0 GPA and maintain a 2.0 GPA throughout the completion of the program.

- SSECHS students must have and maintain good attendance in school (a minimum of 90 percent of enrolled school days).
- SSECHS students must complete the required learning strategies course.

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.

- SSC will partner with SHS to ensure that each SSECHS student’s guided pathway will lead to high school and college graduation.
- SSC will establish a leadership team with SHS, including administration, counselors, and advisors. This leadership team will identify staff members who play a role in designing, governing, accountability, curriculum development, professional development, outreach, and continuous monitoring and improvement of the SSECHS program. The leadership team will develop long-term strategic priorities and evaluate the SSECHS MOU annually.
- SSC shall coordinate with SHS to develop a course schedule to achieve each student’s academic pathway once the program is underway.
- SSC’s concurrent advisor will coordinate with a designated counselor at SHS to ensure student support.
- SSC shall collaborate with SHS 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 early alert interventions as needed and monitoring academic progress with formative data.
 - Providing both online (24/7) and face-to-face tutoring for identified students needing academic support.

Student Support Services and Readiness Tools.

- SSECHS is designed to prepare students in the 8th grade for enrollment in a college-level course that will begin in the spring of the 9th grade. Students will take Learning Strategies at the high school campus, which teaches students how to be a successful college student.
- SSECHS is designed in a cohort model, which provides innate camaraderie and collaboration for students, as well as mimics more of the high school setting for collegiate courses.
- The SSECHS program is designed to provide enhanced student support and sufficient services to support students academically and socially.
- The SSECHS 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, tutoring, and career counseling at both SHS and SSC.
- SSECHS is designed to identify students needing additional academic support in the following ways:

- SHS counselors monitoring SSECHS students will be encouraged to refer students to retention services and appointed SSECHS representatives as needed, as well as establish an academic plan of improvement.
- SSECHS students will meet with their high school counselor to create academic calendars to stay on track in each course.
- SSECHS students will have access to all academic and support services at SSC and SHS.
- When needed, students will be given the opportunity to complete Coursera or other training courses through SSC's Business and Industry Coordinator 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.
- During the program, the high school students will receive career services counseling from SSC. Students will have access to SSC's Career Services Center located at the Boren Library and its virtual site. Students will have the opportunity to work with SSC's Research Librarian on activities such as writing cover letters, resumes, and search for careers they may be interested in. The Research Librarian will host virtual as well as in-person workshops at the high school as needed.

Policies.

- Students will be closely monitored throughout the program to help ensure their success. To be proactive, students' grades will be pulled every two weeks by a high school counselor. If a student's grade in any class falls below 70 percent, the instructor will enter a Core Alert for that student that will then be routed to the high school counselor and SSC's concurrent advisor. The SHS counselor will reach out to the student and offer the appropriate support.
- All instructors and personnel involved in SSECHS's program will have access to SSC's Core Alert Process, an early alert system used by SSC employees if a student falls below a passing grade, has low attendance, may be struggling with a mental health issue, etc.
- Annual professional development will be provided to all SSECHS faculty and staff.

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.

- SHS, working with SSC's Bookstore Director, will purchase all the textbooks required for the students to complete the associate degree. SSC has agreed textbooks that do not require access codes will remain valid for at least 5 years.
- All cost for the program will be absorbed by SHS. Juniors will have up to 9 credit hours of tuition waived; up to 18 credit hours of tuition will be waived for seniors.
- In efforts to reduce cost, SSC agrees to only charge mandatory fees and applicable non-mandatory fees.
- SSC is working on developing a few scholarships that will be applicable to concurrent students. Students who qualify for programs such as Gear Up and Upward Bound may also qualify for scholarships and additional aid.

Student Success Measures.

- This partnership addresses SSC's goal to increase the college completion rate while also providing access to more at-risk students in the SSC five county service area.

- SSECHS students will complete an associate’s degree and/or certificate by high school graduation.

Program Success Metrics.

- Students graduating with a high school diploma and an associate degree/certificate will be the main metric to measure success. A goal of an 80 percent graduation rate for each cohort has been set for the program. Additionally, SSC and SHS expect to see an increase of 5 percent in student participation for each cohort.
- Once the program gets underway, other metrics will be established that will measure the success of the program as additional pathways are created for students to choose from, and the number of micro-credential badges increases that students can earn as they complete the program.

Staff analysis of SSC’s proposal determined that SSECHS is a well-designed ECHS program. State Regents’ approval is recommended.

Upon State Regents’ approval, SSC’s SSECHS program will begin in the Spring 2025 semester with a five-year approval, concluding at the end of the Spring 2030 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2028 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the final report, the State Regents may renew approval of the program during the 2030-2031 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-b (3):

Academic Policy.

SUBJECT: Approval of Early College Program for Seminole State College with The Academy of Seminole.

RECOMMENDATION:

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

BACKGROUND:

Concurrent Enrollment Policy

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

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

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

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

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

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

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

Early College Programs

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

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

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

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

POLICY ISSUES:

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

ANALYSIS:

Seminole State College requests to institute an ECHS program designed as follows:

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

- Seminole State College's (SSC) Early College High School Program (SSECHS) is designed to target under-served high school students in their defined service area. The SSECHS 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.
- SSC will work with The Academy of Seminole (TAOS) to define underrepresented populations by identifying a) students who qualify for free and reduced lunches, b) students who are first-generation college enrollees, and c) minority students.
- The SSECHS with TAOS will serve a yearly cohort of no more than 25 participants, with the primary focus on students who meet the specified criteria.

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.

- The SSECHS program will take place at TAOS and SSC.
- The SSECHS program will provide students with the opportunity to earn as many as 64 college credit hours of dual credit that will satisfy high school graduation requirements and an Associate in Arts (AA) in Liberal Studies degree by the end of the senior year in high school, allowing students to seamlessly transfer to any State of Oklahoma four-year institution of their choosing.
- Two other pathways, the AA in Child Development and Early Childhood Certificate, will also be available for students to pursue for the first cohort of students.
- Once the SSECHS program with TAOS gets underway, micro-credential programs and other degree pathways will be reviewed and created based on students' interests.
- The ultimate goal for this program is not only will students have the opportunity to graduate with an associate degree and a high school diploma, but also have the opportunity to earn micro-credential badges and pursue other pathways, especially if they choose to go directly out into the workforce.

Eligibility and Admission Requirements for Seminole State College's SSECHS Program include:

- SSECHS students must have a minimum 3.0 GPA and maintain a 2.0 GPA throughout the completion of the program.

- SSECHS students must have and maintain good attendance in school (a minimum of 90 percent of enrolled school days).
- SSECHS students must complete the required learning strategies course.

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.

- SSC will partner with TAOS to ensure that each SSECHS student’s guided pathway will lead to high school and college graduation.
- SSC will establish a leadership team with TAOS, including administration, counselors, and advisors. This leadership team will identify staff members who play a role in designing, governing, accountability, curriculum development, professional development, outreach, and continuous monitoring and improvement of the SSECHS program. The leadership team will develop long-term strategic priorities and evaluate the SSECHS MOU annually.
- SSC shall coordinate with TAOS to develop a course schedule to achieve each student’s academic pathway once the program is underway.
- SSC’s concurrent advisor will coordinate with a designated counselor at TAOS to ensure student support.
- SSC shall collaborate with TAOS 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 early alert interventions as needed and monitoring academic progress with formative data.
 - Providing both online (24/7) and face-to-face tutoring for identified students needing academic support.

Student Support Services and Readiness Tools.

- SSECHS is designed to prepare students in the 8th grade for enrollment in a college-level course that will begin in the spring of the 9th grade. Students will take Learning Strategies at the high school campus, which teaches students how to be a successful college student.
- SSECHS is designed in a cohort model, which provides innate camaraderie and collaboration for students, as well as mimics more of the high school setting for collegiate courses.
- The SSECHS program is designed to provide enhanced student support and sufficient services to support students academically and socially.
- The SSECHS 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, tutoring, and career counseling at both TAOS and SSC.

- SSECHS is designed to identify students needing additional academic support in the following ways:
 - TAOS counselors monitoring SSECHS students will be encouraged to refer students to retention services and appointed SSECHS representatives as needed, as well as establish an academic plan of improvement.
 - SSECHS students will meet with their high school counselor to create academic calendars to stay on track in each course.
 - SSECHS students will have access to all academic and support services at SSC and TAOS.
 - When needed, students will be given the opportunity to complete Coursera or other training courses through SSC's Business and Industry Coordinator 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.
 - During the program, the high school students will receive career services counseling from SSC. Students will have access to SSC's Career Services Center located at the Boren Library and its virtual site. Students will have the opportunity to work with SSC's Research Librarian on activities such as writing cover letters and resumes, and searching for careers they may be interested in. The Research Librarian will host virtual as well as in-person workshops at the high school as needed.

Policies.

- Students will be closely monitored throughout the program to help ensure their success. To be proactive, students' grades will be pulled every two weeks by a high school counselor. If a student's grade in any class falls below 70 percent, the instructor will enter a Core Alert for that student that will then be routed to the high school counselor and SSC's concurrent advisor. The TAOS counselor will reach out to the student and offer the appropriate support.
- All instructors and personnel involved in SSECHS's program will have access to SSC's Core Alert Process, an early alert system used by SSC employees if a student falls below a passing grade, has low attendance, may be struggling with a mental health issue, etc.
- Annual professional development will be provided to all SSECHS faculty and staff.

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.

- TAOS, working with SSC's Bookstore Director, will purchase all the textbooks required for the students to complete the associate degree. SSC has agreed textbooks that do not require access codes will remain valid for at least 5 years.
- All cost for the program will be absorbed by TAOS. Juniors will have up to 9 credit hours of tuition waived; up to 18 credit hours of tuition will be waived for seniors.
- In efforts to reduce cost, SSC agrees to only charge mandatory fees and applicable non-mandatory fees.
- SSC is working on developing a few scholarships that will be applicable to concurrent students. Students who qualify for programs such as Gear Up and Upward Bound may also qualify for scholarships and additional aid.

Student Success Measures.

- This partnership addresses SSC's goal to increase the college completion rate while also providing access to more at-risk students in the SSC five county service area.
- SSECHS students will complete an associate's degree and/or certificate by high school graduation.

Program Success Metrics.

- Students graduating with a high school diploma and an associate degree/certificate will be the main metric to measure success. A goal of an 80 percent graduation rate for each cohort has been set for the program. Additionally, SSC and TAOS expect to see an increase of 5 percent in student participation for each cohort.
- Once the program gets underway, other metrics will be established that will measure the success of the program as additional pathways are created for students to choose from, and the number of micro-credential badges increases that students can earn as they complete the program.

Staff analysis of SSC's proposal determined that SSECHS is a well-designed ECHS program. State Regents' approval is recommended.

Upon State Regents' approval, SSC's SSECHS program will begin in the Spring 2025 semester with a five-year approval, concluding at the end of the Spring 2030 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2028 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the final report, the State Regents may renew approval of the program during the 2030-2031 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-c:

Academic Policy.

SUBJECT: Approval of revisions to the Distance Education and Traditional Off-Campus Courses and Programs policy.

RECOMMENDATION:

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

BACKGROUND:

In 1988, the State Regents adopted the Educational Outreach General Policy to provide guidance for institutions to offer courses and programs off campus. Since that time, the policy has been continually updated to stay current with Oklahoma's growing higher education needs, the constantly evolving accreditation and regulatory environment, and ever emerging new technologies in delivering learning opportunities to students outside the traditional on-campus model.

Among recent updates to the now Distance Education and Traditional Off-Campus Courses and Programs policy is the addition of policy section 3.17.6, State Authorization Reciprocity Agreement (SARA), first approved at the May 29, 2015 State Regents' meeting.

SARA is an agreement among the regional education compacts and 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. Currently, 49 states (California is the only non-member state), the District of Columbia, and the U.S. territories of Puerto Rico and the U.S. Virgin Islands are members.

All member states and participating institutions agree to conduct their activities related to their SARA membership or participation according to the standards and requirements approved by the regional education compacts and the National Council for State Authorization Reciprocity Agreements, and set forth in the SARA Policy Manual. OSRHE policy section 3.17.6 establishes OSRHE policy for Oklahoma institutions to participate in SARA according to the requirements of the SARA Policy Manual.

POLICY ISSUES:

The proposed revisions will update OSRHE policy section 3.17.6 State Authorization Reciprocity Agreement (SARA).

ANALYSIS:

Since its original establishment, multiple modifications to SARA policy have been implemented. Therefore, the following revisions are proposed to keep OSRHE SARA policy consistent with the SARA Policy Manual.

3.17.6 State Authorization Reciprocity Agreement (SARA)	<ul style="list-style-type: none">• Correct the name of the policy section from “State Authorization Reciprocity Agreement” to “State Authorization Reciprocity Agreements” to be consistent with SARA usage.• Revise policy language throughout to improve clarity, re-establish consistency with SARA policy, replace language that constitutes procedures with references to the SARA Policy Manual and the Academic Affairs Procedures Handbook, and reflect changes in OSRHE academic affairs processes since this policy was last revised.• Correct an outdated link to the SARA student complaints page of the OSRHE website.• Reflect changes to the OSRHE Institutional Accreditation and State Authorization policy and correct the reference to it.
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It is recommended that the State Regents approve the proposed revisions to the Distance Education and Traditional Off-Campus Courses and Programs policy.

Attachment

[POLICY EXCERPT]

3.17.6 State Authorization Reciprocity Agreements (SARA)

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

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

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

A. Eligibility

1. All Institutions

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

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

2. Financial Responsibility for Private Institutions

In addition to the above, to demonstrate financial responsibility sufficient for SARA participation, all private institutions ~~must~~ shall maintain SARA’s minimum required federal financial responsibility composite ~~index (CFI)~~ score (“composite score” or “score”) as detailed in the SARA Policy Manual. Institutions with a score below the minimum required by SARA are ineligible for SARA participation. For institutions owned and controlled by a parent entity, the relevant score will be that of the parent entity, as identified by the

USDE. Composite Scores requirements are ~~may be found~~ in the SARA Policy Manual.

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

- ~~a. — Calculated using the institution's (or institution's parent company's if appropriate) most recent audited financial statement;~~
- ~~b. — Calculated by a certified, independent accountant acceptable to the OSRHE; and~~
- ~~e. — Calculated using the methodology prescribed by the USDE for the institution type.~~

B. Participation

To maintain participation in SARA, institutions must maintain ~~accreditation, compliance with federal regulations regarding distance education, and~~ compliance with the standards and requirements provided in the institutional SARA application form and the SARA Policy Manual.

C. Provisional Participation

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

D. Non-Compliance

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

E. Removal from Participation

An institution that has been removed from participation shall follow SARA policy regarding enrollment and teach-out of students under SARA. The institution may reapply for participation when it has regained compliance with SARA policy, including eligibility requirements in effect at the time of its reapplication.

~~The OSRHE may remove institutions from participation at any time for loss of eligibility, violation of or non-compliance with SARA policies or the SARA renewal process, or the institution's voluntary request to withdraw.~~

1. ~~Loss of Eligibility~~

~~Institutions that do not maintain compliance with all eligibility requirements throughout their period of participation will be removed from participation. Institutions that have been removed due to loss of eligibility may reapply for~~

~~participation when they have regained compliance with requirements.~~

2. ~~Violation of or Non-Compliance with SARA Policies~~

~~In the event of an alleged institutional violation of or non-compliance with SARA policies, the OSRHE will notify the institutional president of the allegations in writing and open an investigation. The institution(s) involved will supply to the OSRHE upon request all information relating to the alleged violation or non-compliance, including, if required, temporary access to specific distance education courses. At the conclusion of the investigation, the Chancellor will provide a SARA compliance report to the institution's president providing the findings of the investigation and the determination of the institution's SARA participation status. Determinations available may include but are not limited to:~~

a. ~~Continued Participation~~

~~The institution may continue participation uninterrupted.~~

b. ~~Provisional Status~~

~~The institution may continue participation under provisional status according to the SARA Policy Manual. The SARA compliance report provided to the institution's president will include information on actions the institution must take to regain compliance, how it may demonstrate compliance, and any deadlines. If the institution does not regain full compliance within the period set by SARA policy, it will be removed from participation.~~

c. ~~Removal or Non-renewal of Participation~~

~~The institution will be removed from SARA participation or not renewed.~~

~~An institution removed due to violation of or non-compliance with SARA policies may reapply for participation when the violation has been addressed and/or the institution has regained compliance, providing the institution meets the eligibility requirements.~~

3. ~~Non-Compliance with the SARA Renewal Process~~

~~Institutions that do not submit a complete renewal application within 5 business days of their renewal date or fully comply with all renewal processes within 5 business days after expiration of their grace period will be subject to removal from participation. Such institutions may not reapply for participation until the end of the period of time specified in the SARA Policy Manual.~~

4. ~~Voluntary Withdrawal~~

~~Institutions may voluntarily withdraw from participation at any time. Institutions that do so may not reapply for participation until the end of the period of time specified in the SARA Policy Manual.~~

5. ~~Removal or Non-Renewal of Participation~~

~~Institutions that are removed from participation may no longer enroll additional students under SARA. Institutions may continue SARA operation for students enrolled under SARA at the time of the removal or non-renewal for 90 days~~

~~from the date of removal or non-renewal, or until the students have completed work for that term, not to exceed six months from the date of removal or non-renewal.~~

F. Appeals

~~Institutions may appeal denial, non-renewal, or removal of SARA participation that is based on violation of or non-compliance with SARA policies. Institutions that wish to submit an appeal shall follow procedures found in the *Academic Affairs Procedures Handbook*. ~~To initiate an appeal, the institutional president must submit to the Chancellor a written request that details the reason why the institution believes the basis of the denial, non-renewal or removal is unsubstantiated. To be considered, the request to appeal must be received by the Chancellor's office by the date specified in the SARA compliance report previously provided to the institution. On receipt, a process and schedule for review of the appeal will be established and communicated to the institutional president. During the appeal process the institution's status as SARA participating or non-participating will remain unchanged. When the review is complete, the institutional president will be notified of the results in writing. The results of the appeal review will be final.~~~~

~~If the results of the appeal review uphold the determination of denial, non-renewal, or removal of participation, the institution may reapply for participation when the violation has been addressed and/or the institution has regained full compliance, providing the institution meets the eligibility requirements.~~

~~Institutions may not appeal denial, non-renewal, or removal based on failure to meet eligibility requirements.~~

G. Post SARA Activity

~~Oklahoma SARA-participating institutions that have been removed from or non-renewed for ~~from~~ SARA participation must meet non-SARA state requirements in states where any new students are admitted after removal or non-renewal. ~~comply with all state authorization laws, regulations, requirements and/or policies of the state in which each out-of-state student is located.~~~~

H. Student Complaints

~~Students attending an institution under SARA ~~policies~~ that who wish to submit ~~to~~ a complaint against the institution must first pursue the complaint with the institution they are attending, including any appeals process, to the highest institutional administrative level available. ~~If the complaint is still not resolved at the final conclusion student feels the institution has not adequately addressed the complaint at the conclusion of the institution's process, the student may proceed as follows:~~~~

2. Oklahoma Students Attending an Out-of-State Institution

~~For complaints not resolved at the institutional level, the student should contact the SPE of the institution's home state and follow its student complaint procedures. A list of the SPE contacts for each SARA member state can be found on the [NC-SARA website](#).~~

2. Out-of-State Students Attending an Oklahoma Institution

~~For complaints not resolved at the institutional level, the student should contact~~

the OSRHE by following the student complaint procedures that can be found on the [SARA Student Complaints](#) page of the OSRHE website.

I. Courses and Programs Offered in Oklahoma by Out-of-State Institutions

~~Out-of-state, non-SARA participating institutions planning must be authorized by OSRHE to offer courses for credit operate as a degree-granting institution in Oklahoma by any modality, including offering degree-related courses and programs by online-only distance education. may do so after satisfying the conditions contained in the State Regents' See OSRHE policy section 3.1 Institutional Accreditation and State Authorization policy.~~

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-d:

Academic Policy.

SUBJECT: Approval of revisions to the Functions of Public Institutions policy.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Functions of Public Institutions policy.

BACKGROUND:

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

POLICY ISSUES:

The proposed revisions amend the Functions of Public Institutions policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.2 Functions of Public Institutions (Attachment)	<ul style="list-style-type: none">• Moved language from one section to the Common Functions section to clarify all institutions are authorized to offer concurrent enrollment to high school students.• Added language to accurately define the two-year function of offering transfer degree programs.

It is recommended the State Regents approve the proposed revisions to the Function of Public Institutions policy.

Attachment

[POLICY EXCERPT]**3.2 FUNCTIONS OF PUBLIC INSTITUTIONS**

3.2.1 Purpose

The Constitution of Oklahoma (Article XIII-A, Section 2) directs the State Regents to determine the functions and courses of study in each of the institutions of the State System. There are currently 25 institutions in the State System, including 2 research universities, 2 statewide universities, 9 regional universities, and 12 community colleges.

3.2.2 Common Functions

State system institutions may engage in any or all of the following common functions:

- A. Participate in programs of economic and community development independently or in cooperation with public and private entities.
- B. Provide general education for all students.
- C. Provide micro-credentials, certificates, and degrees to prepare individuals to enter the ~~labor market~~ workforce.
- ~~D. Responsibility~~ Responsible for institutional and applied research in those areas related closely to their programs of study and effectiveness of operation.
- ~~E. Responsibility~~ Responsible for public service in the geographic regions in which they are located.
- ~~FD.~~ Provide formal and informal programs designed to serve Oklahomans with continuing education and professional enhancement opportunities.
- ~~GE.~~ Provide ~~developmental education~~ co-requisite and supplemental instruction for students who lack required high school academic requirements for college admission or competency in the basic academic skills areas.
- ~~HF.~~ Perform other special programmatic activities as authorized by the State Regents.
- G. Provide concurrent enrollment opportunities for area high school students.

3.2.3 Research Universities

University of Oklahoma
Oklahoma State University

The functions of the research universities include:

- A. Both lower-division and upper-division undergraduate study in a number of fields leading to the baccalaureate or first-professional degree.
- B. Graduate study in any field of advanced learning leading to all degree levels, including terminal degrees.
- C. All aspects, fields, and depths of research.
- D. Carry out programs and projects on a statewide, national, and international scale.

3.2.4 Statewide Universities

Langston University: As explained in [70 O.S. § 4666](#), Langston University has a statewide plan and mission due to its “historical significance and future potential.”

University of Science and Arts of Oklahoma: USAO has a special function as the state's public liberal arts and sciences college.

Functions include:

- A. LU offers associate level degree programs.
- B. Both lower-division and upper-division undergraduate study fields leading to the baccalaureate degree.
- C. Programs leading toward professional master's and doctoral degrees when appropriate to the institution's strengths and the needs of the state.

3.2.5 Regional Universities

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

The functions of the 9 regional universities include:

- ~~A. OPSU, SWOSU, CU, and RSU offer associate level degree programs.~~
- ~~AB.~~ Both lower-division and upper-division undergraduate study fields leading to the baccalaureate degree.
- ~~BC.~~ Programs leading toward the first-professional master's and doctoral degrees when appropriate to an institution's strengths and the needs of the state.

NOTE: OPSU, SWOSU, CU, and RSU are also authorized to offer associate level degree programs.

3.2.6 Community Colleges

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

The functions of the 12 public community colleges include:

~~The Common Functions applicable to all State System institutions.~~

- A. Provide one- and two-year programs of technical and occupational education to prepare individuals to enter the labor market workforce.

B. Provide two-year transfer degree programs.

3.2.7 Exceptions to Functions of Public Institutions

Exceptions to functions and associated degree programs may be considered by the State Regents for very unique and specific purposes, such as unmet workforce needs that cannot be achieved any other way or through collaboration. All requests must be approved by the governing board prior to consideration by the State Regents. Institutions seeking exceptions to functions must address the specific purpose of the function exception and associated degree program and address all criteria required in this policy, as well as the required criteria in the 3.4 *Academic Program Approval* policy and procedures. Each institution is allowed only one functional exception. To request additional exceptions, the institution must apply for a complete change of function and demonstrate that their initial exception has been successful.

3.2.8 Change of Function

In exceptional instances, a full institutional reclassification may be considered by the State Regents. As defined in [70 O.S. § 3208](#), all functions and courses of study of State System institutions shall stand as they now are until changed with the approval or by order of the State Regents. Institutions seeking a full reclassification must provide a proposal and impact study to the State Regents. Institutions must receive approval from the State Regents before starting a function change impact study. Once the proposal and impact study are received by OSRHE staff, the documents will be presented at the next State Regents' Board meeting to provide public notice. Proposing and any affected institutions will then have an opportunity at the following State Regents' Board meeting to present their arguments and briefs in support of or in opposition to any such proposed change. The State Regents' encourage institutions to resolve differences before the public hearing.

3.2.9 Constituent Agencies ([70 O.S. § 3103](#))

- OU Health Sciences Center
- OU Law Center
- OU Geological Survey
- OU-Tulsa
- OSU College of Veterinary Medicine
- OSU College of Osteopathic Medicine
- OSU Agricultural Experiment Station
- OSU Agricultural Extension Division
- OSU Center for Health Sciences ([70 O.S. § 3423](#))
- OSU-Oklahoma City
- OSU Institute of Technology

The functions of OSU's two technical constituent agencies (OSU-OKC and OSUIT) include:

- A. Provide lower division education in several fields of technical study and Associate in Science degree programs.
- B. Offer bachelor in technology degree programs as authorized by the State Regents that build on Associate in Applied Science programs and enhance workforce preparation.
- C. Provide certificates and undergraduate technical and occupational educational degree programs, such as AAS degrees, that prepare individuals for immediate entry into the ~~labor market~~ workforce, including both credit and non-credit

programs designed to enhance job skills, promote workforce readiness and provide professional development.

- D. Evaluate opportunities for providing technical education, service and/or training consistent with the statewide technical mission of these constituent agencies.

3.2.10 Branch Campuses

The Oklahoma Legislature has created the following branch campuses:

CASC-Sallisaw ([70 O.S. § 4423.1\(A\)](#))
CSC-Muskogee ([70 O.S. § 3405.1\(B\)](#))
CU-Duncan ([70 O.S. § 3404.3](#))
EOSC-McAlester ([70 O.S. § 3511.1](#))
LU-Tulsa ([70 O.S. § 4667](#))
MSC at Ardmore ([70 O.S. § 3213](#))
NOC-Enid ([70 O.S. § 3707](#))
NSU-Broken Arrow and Muskogee ([70 O.S. §§ 4668](#) and [3405.1\(C\)](#))
NWOSU-Woodward and Enid ([70 O.S. §§ 3517.1](#) and [3517.2](#))
OSU-Tulsa ([70 O.S. § 4662](#))
RSU-Bartlesville and Pryor ([70 O.S. § 4669](#))
SEOSU-McCurtain County ([70 O.S. § 3514.1](#))
SWOSU-Sayre ([70 O.S. § 4428](#))
OU College of Medicine-Tulsa ([70 O.S. § 3312](#))

A. Branch campuses should:

1. Assess the community's higher education needs.
2. Provide courses and programs that are part of the institution's assigned functions within limits of available resources.
3. Offer community services through programs of continuing education and public service.
- ~~4. Provide concurrent enrollment opportunities for area high school students.~~
45. Coordinate and facilitate the delivery of courses and programs from other institutionally accredited colleges and universities.

B. Branch Campus Individual Functions

Colleges and universities may offer any courses or programs approved by the State Regents at both the home campus and branch campus without seeking State Regents' further approval, except as noted in this section.

The following branch campuses have site-specific functions:

EOSC-McAlester ([70 O.S. § 3511.1](#))
LU-Tulsa ([70 O.S. § 4667](#))
NSU- Broken Arrow ([70 O.S. § 4668](#))
NSU-Muskogee ([70 O.S. § 3405.1\(C\)](#))
NWOSU-Enid ([70 O.S. § 3517.2](#))
NOC-Enid ([70 O.S. § 3707](#))
OSU-Tulsa ([70 O.S. § 4662](#))
MSC at Ardmore ([70 O.S. § 3213](#))

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-e:

Academic Policy.

SUBJECT: Approval of revisions to the Academic Program Approval policy.

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

The proposed revisions amend the Academic Program Approval policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.4 Academic Program Approval (Attachment)	<ul style="list-style-type: none">• Modified language to clarify that certificates do not require State Regents' approval.• Clarified that modifications to existing programs require notification only to the State Regents.• Updated language to better define the process for protests for new letters of intent or new program proposals.• Eliminated approval needed for digital badges.

It is recommended the State Regents approve the proposed revisions to the Academic Program Approval policy.
Attachment

[POLICY EXCERPT]

Academic Program Approval

3.2.1 Purpose

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

3.2.2 Instructional Programs and Courses

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

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

A. Levels of Instructional Programs

1. Level I is the aggregation of courses that culminate in the awarding of an academic degree and defines the overarching degree designation. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.

~~Aggregation of courses that culminate in the awarding of an academic degree and defines the overarching degree designation. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.~~

2. Level II is the aggregation that appear in the institutional catalog or on the student's diploma that specifically defines the academic degree designation. These may vary greatly from institution to institution and include, but are not limited to: Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Master of Education, Associate in Applied Science and Doctor of Engineering.

~~Aggregation of courses that appear in the institutional catalog or on the student's diploma that specifically defines the academic degree designation. These may vary greatly from institution to institution and include, but are not limited to: Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Master of Education, Associate in~~

~~Applied Science and Doctor of Engineering.~~

3. Level III is the aggregation of courses with an institutionally-unique instructional program code, as listed in the State Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. The nomenclature defines the discipline area and may be referred to as the major. Examples include: Horticulture, English, Physical Science, Cybersecurity Technology, Secondary Education, and Engineering.

~~Aggregations of courses with an institutionally-unique instructional program code, as listed in the State Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. The nomenclature defines the discipline area and may be referred to as the major. Examples include: Horticulture, English, Physical Science, Cybersecurity Technology, Secondary Education, and Engineering.~~

4. Level IV is the aggregation of courses under an umbrella degree program (Level III) that reflect an area of study within a larger discipline, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, and may be listed on the student's diploma. These courses will usually share a common core of related required courses or credit hours (approximately 50 percent) exclusive of general education, as well as having objectives consistent with the objectives of the Level III program. For example, a Bachelor of Business Administration in Business might have the following Level IV options: Finance, Management, Accounting, Information Systems, and General Business; or the Bachelor of Arts in English might allow options in Literature, Creative Writing, and English Education.

~~Aggregations of courses under an umbrella degree program (Level III) that reflect an area of study within a larger discipline, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, and may be listed on the student's diploma. These courses will usually share a common core of related required courses or credit hours (approximately 50 percent) exclusive of general education, as well as having objectives consistent with the objectives of the Level III program. For example, a Bachelor of Business Administration in Business might have the following Level IV options: Finance, Management, Accounting, Information Systems, and General Business; or the Bachelor of Arts in English might allow options in Literature, Creative Writing, and English Education.~~

~~All four levels of courses of study Levels I, II, and III, excluding all certificates, require approval from the institutional governing board and the State Regents. Substantive changes in modifications to existing programs requirements require approval from the institutional governing board and the Chancellor and ratification by notification to the State Regents.~~

B. Addition, Modification, and Deletion of Courses

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

C. Deletion, Suspension, and Reinstatement of Programs

Deletion of existing programs requires institutional governing board and State Regents approval. Requests for deletion must include: 1) the reason for the deletion, 2) a summary of the teach-out plan, if applicable, and 3) the number of students enrolled, when applicable, and an expected graduation date for the last cohort of students. Any request for an exception to this policy must be made in writing to the Chancellor.

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

D. Uniform Course Numbering

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

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

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

3.2.3 Program Request Procedures

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

Letter of Intent

1. New Program Requests

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

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

2. Letter of Intent Protests

- a. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.
- b. If a protest is received in the allowable timeframe, the requesting

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

- c. Protests cannot be made from an institution within the same governing board system as the institution submitting the program. Protests from the same governing board system should be resolved before submitting the LOI to the State Regents.
- d. Protests will only be considered based on:
 - i. Unnecessary duplication; or
 - ii. Workforce demand; or
 - iii. Student needs in the state.

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

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

3. Contents of the Letter of Intent:

- a. Official degree designation and name of the program as it will appear on the transcript.
- b. A short description of the program.
- c. A summary of the market demand.
- d. A short narrative on how the program addresses an unmet need in the state.
- e. Indication of the locations or campuses where the program will be offered and the delivery method.

B. Governing Board Approval

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

C. Submission of a New Program Proposal

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

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

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

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

D. Program Proposal Protests:

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

4. Protests will only be considered based on:
 - a. Unnecessary duplication; or
 - b. Workforce demand; or
 - c. Student needs in the state.

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

E. State Regents' Staff Review of the Program Request

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

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

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

3.4.4 New Programs Request Criteria

A. Demand for the Program

The institution should demonstrate demand for the program.

1. Student Demand

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

2. Employer Demand

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

B. Unnecessary Duplication

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

Normally, proposed programs in undergraduate core areas would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which

meet special manpower needs. The institution submitting the new program request shall provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

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

1. Demand for the Program

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

a. Student Demand

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

b. Employer Demand

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

2. Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs

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

C. Program Review and Assessment

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

3.4.5 ~~Micro-credential or Digital Badge~~

Institutions may create and issue micro-credentials for completing a specific set of activities and/or courses ~~or digital badges to represent a student's completion of a micro-credential, certificate or degree.~~ Institutions wanting to include a micro-credential on the statewide inventory must adhere to the following process:

A. Micro-Credential Authorization

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

B. New Micro-Credential Process

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-f:

Academic Policy.

SUBJECT: Approval of revisions to the Granting of Degrees policy.

RECOMMENDATION:

It is recommended the State Regents approve the proposed revisions to the Granting of Degrees policy.

BACKGROUND:

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

POLICY ISSUES:

The proposed revisions amend the Granting of Degrees policy.

POLICY ANALYSIS:

The proposed revisions are the result of the annual policy review process to ensure accuracy, clarity of language, relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Substantive Recommendation
3.14 Granting of Degrees (Attachment)	<ul style="list-style-type: none">• Updated title of policy to be more descriptive.• Changed requirements for signatures to align with academic year and the rotation of State Regents' officers.• Added policy to require reporting of awards given for short courses, non-credit offerings, micro-credentials, basic education courses, and other learning experiences using the Unitized Data System.• Added policy section to allow for degree revocation.• Clarified institutional and governing board oversight of awarding honorary and posthumous degrees.

	<ul style="list-style-type: none">• Corrected the definition for Doctor of Letters.
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It is recommended the State Regents approve the proposed revisions to the Granting of Degrees policy.

Attachment

[POLICY EXCERPT]

3.14 GRANTING OF DEGREES AND OTHER AWARDS

3.14.1 Purpose

This policy guides the State Regents and institutions of the State System with respect to the granting and conferral of degrees and other forms of academic recognition.

3.14.2 Authorization for Conferral of Degrees

Institutions shall confer only those degrees and other forms of academic recognition as authorized by the State Regents. Authorization for conferral of a particular degree will be given at the time the State Regents approve the program containing the prescribed course of study and requirements for graduation.

3.14.3 Diplomas

All diplomas awarded shall be conferred with authorization of the State Regents by the institution where the student has completed requirements for a degree program. Diplomas awarded shall be in a uniform format prescribed by the State Regents as described below.

- A. Diplomas awarded shall bear the names of officers of the State Regents serving in the current ~~fiscal~~ academic year, and the chancellor.
- B. For the institution, the diploma shall bear the signatures of the chairman of the governing board, the president of the institution, and one academic officer.

Sample diplomas for use in ~~each~~ the current upcoming fiscal academic year will be provided each December 1 to the State Regents' office.

3.14.4 Reporting

Degree conferrals shall be reported as an integral part of the procedures under the State Regents' UDS. The *Data Request Manual* will prescribe reporting procedures. A list of each degree and recipient will be validated annually by the president of each institution on forms provided by the State Regents' office. Awards given for completion of short courses, non-credit offerings, micro-credentials, basic education courses, or other experiences shall be submitted to the State Regent staff for record keeping using the UDS system.

3.14.5 Degree Revocation

- A. Once conferred, an earned degree may be revoked only after an institution - following its established procedures and affording lawful due process - makes a finding supported by clear and convincing evidence that a graduate committed a serious violation of academic integrity or academic misconduct including, but not limited to, a significant misrepresentation related to admission or other act of fraud in obtaining the degree. After adoption of such a finding, the institution's governing board may then recommend revocation of that graduate's degree to the State Regents through its board chair or president.
- B. The State Regents will review the institution's recommendation but not perform a de novo review of the record. The State Regents will approve the recommendation to revoke unless there is substantial evidence in the record that the institution acted in an arbitrary and capricious manner during the degree revocation process. The graduate may submit new or previously undiscovered evidence to the State Regents that the institution did so act, but it must be received by the State Regents

within thirty (30) days of the graduate's receipt of notice from the institution of the governing board's recommendation to revoke their degree. The institution will have thirty (30) days to submit a written response to any new or previously undiscovered evidence submitted by the graduate.

- C. The Chancellor will notify the institution's board chair or president of the State Regents' decision to approve or not approve the recommended revocation. The institution may then notify the graduate of that final determination and proceed accordingly.

3.14.56 Honorary Degrees

Institutions in the State System are authorized to confer honorary degrees granted by the State Regents upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, professional, or public service accomplishments. The following criteria shall guide institutions in the selection of individuals to receive honorary degrees and in the awarding of degrees. Honorary degrees are made at the discretion of the institution's governing board. ~~must be approved by the institution's president and notification be sent to OSRHE staff for record keeping~~ Notification of all honorary degrees shall be sent to OSRHE staff for record keeping.

- A. An institution shall confer honorary degrees only at the highest level for which it is authorized to award earned degrees.
- B. Any honorary degree conferred shall be distinguishable from earned degrees. Typical examples of current national practice for such degrees are as follows:
- Doctor of Fine Arts (D.F.A.) for distinction in the fine arts (painting, architecture, drama, sculpture, etc.).
- Doctor of Social Science (Soc.Sc.D.) for distinction, usually in academic life, in the social sciences.
- Doctor of Science (Sc.D.) for distinction in any field of science or medicine.
- Doctor of Humane Letters (L.H.D.) for distinction in scholarly contributions to the humanities or contributions to the general welfare in any number of fields.
- Doctor of Letters (Litt.D.) for distinction and peer recognition through publications, creative works, or scholarly research in the fields of ~~theology or for extraordinary leadership, scholarly or administrative, in the area of religion~~ the arts, humanities, or social sciences.
- Doctor of Divinity (D.D.) for distinction in the field of theology or for extraordinary leadership, scholarly or administrative, in the area of religion.
- Doctor of Laws (LL.D.) for government and public service or for preeminence in any field.
- C. Institutions may confer a number of honorary degrees not to exceed five during any ~~fiscal~~ academic year. During any five-year period, the number of honorary degrees awarded may not exceed a ratio of one honorary degree to each one thousand earned degrees conferred by the institution during the same period. Notwithstanding these limitations, each institution shall be entitled to award one honorary degree each year.
- D. Institutions shall not confer honorary degrees upon any faculty member, administrator, or other official associated with the institution until those

individuals have been separated from the institution for two or more academic semesters.

- E. Institutions shall not confer honorary degrees upon individuals currently serving in an Oklahoma political position.
- F. Institutions shall not confer honorary degrees based upon quid pro quo arrangements, either for contributions promised or received, or for any other mutually beneficial arrangement between the institution or an official of the awarding institution and a recipient.
- G. Honorary degrees may be revoked by the Board of the institution granting the degree.

3.14.67 Posthumous Degrees

Institutions in the State System are authorized to confer posthumous degrees. Such degrees shall ~~generally~~ be unearned, non-academic degrees recognizing the meritorious but incomplete earned work of a deceased student, ~~generally a student who was deceased~~ having ~~has~~ completed at least two-thirds of their academic degree. Decisions to confer a posthumous degree are made at the discretion of the institution's governing board. ~~must be made by the institution's president and n-~~ Notification of all posthumous degrees shall be sent to OSRHE staff for record keeping.

3.14.78 Other Awards

Awards given for completion of short courses, non-credit offerings, micro-credentials, basic education courses, or other experiences need not be submitted for State Regents' approval, ~~but should be submitted to the State Regent Staff for record keeping using the UDS system.~~

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #9-g:

Academic Policy.

SUBJECT: Posting of revisions to the Institutional Accreditation and State Authorization policy.

RECOMMENDATION:

It is recommended that the State Regents post the proposed policy revisions to the Institutional Accreditation and State Authorization policy.

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations that required higher education institutions to obtain authorization in each state in which they maintain a physical location in order to be eligible for federal financial aid. In response, Oklahoma Senate Bill 1157, enacted as 70 O.S. § 4103 and effective November 1, 2016, established that non-exempt private and out-of-state public degree granting institutions must be authorized by the Oklahoma State Regents for Higher Education (OSRHE) to operate in Oklahoma, limiting the scope of OSRHE policy and procedures to 1) a complaint process, 2) standards for operation, 3) stipulations for a written enrollment agreement between the institution and the student, and 4) reporting requirements. To meet these new requirements, on October 20, 2016, the State Regents approved revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization).

Additional federal regulations became effective in 2016 requiring institutions that offer postsecondary education through distance education to students located in a state in which the institution has no physical location to meet any of that state's requirements to legally offer postsecondary education in that state; however, at the time the State Regents took no action to require authorization for fully online programs offered by out-of-state institutions.

In Spring 2023, Senator Ally Seifried introduced Senate Bill 550 (Attachment A) to the 2023 Oklahoma legislative session to add additional safeguards for Oklahoma students of all non-exempt private and out-of-state public institutions. Signed by the Governor on April 28, 2023, the legislation revised 70 O.S. § 4103 to require all non-exempt private and out-of-state public institutions to be authorized by the OSRHE to offer degree courses and programs to students in Oklahoma by distance education as well as through a physical location. The bill also requires all non-exempt private and out-of-state public institutions pay an annual authorization fee to offset the administrative costs of authorization, and to make payments into a student tuition recovery fund to protect students from financial loss in the event of a sudden closure. Additionally, the legislation expands the scope of OSRHE responsibilities and authority to ensure that all non-exempt private and out-of-state public institutions operating in Oklahoma meet the same standards of academic quality and fiscal responsibility required for institutions in the state system, and to deny, not renew, or revoke the authorization of institutions that do not. Finally, SB 550 directs the State Regents to promulgate rules to implement the new requirements. The administrative rules were promulgated in spring 2024 and became effective July 25 as OAC 610:10-1 (Attachment B).

In Spring of 2024, Representatives Dana Prieto and David Bullard introduced House Bill 4050 (Attachment C) to the 2024 Oklahoma legislative session that exempts from accreditation and OSRHE authorization degrees used solely for religious purposes within a religious organization and higher education institutions whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501 (c) (3) of the Internal Revenue Code, 26 U.S.C., Section 501 (c) (3). The bill further requires each degree title offered through the provisions of the bill to include a religious modifier which shall be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications. The bill was signed by the Governor on April 23, 2024 and enacted as 70 O.S. §4104, effective July 1, 2024.

POLICY ISSUES:

The proposed policy revisions (Attachment D) fulfill the requirements of 70 O.S. § 4103 (SB 550) by revising OSRHE Institutional Accreditation and State Authorization policy to assess and administer the fees and payments and to ensure that non-exempt private and out-of-state institutions operating in Oklahoma by any modality meet the same standards of academic quality and fiscal responsibility required for institutions in the state system. Additional revisions are proposed to align policy with 70 O.S. § 4104 (HB 4050).

A summary of the proposed revisions is in the table below.

Summary of Proposed Revisions

Policy	Recommendation
3.1.1 – Basis of Authority and Purpose	
A. Basis of Authorization	<ul style="list-style-type: none"> • Changed name of section to Basis of Authority. • Revised quote from 70 O.S. § 4103 to include provisions of SB 550. • Clarified that non-degree granting institutions licensed by the Oklahoma Board of Private Vocational Schools must also be authorized by the OSRHE in order to offer a degree program in Oklahoma.
B. Purpose	<ul style="list-style-type: none"> • Minimally reworded for clarity.
3.1.3. – Private Institutions and Out-of-State Public Institutions	
A. Authorization to Operate	<ul style="list-style-type: none"> • Reworded previous authorization eligibility requirements for clarity and added the requirement that an out-of-state institution must be authorized or licensed by its federally-recognized home state authorizing entity or the appropriate federal or tribal agency.
B. Institutions that Require Authorization to Operate in Oklahoma, and C. Institutions that are Exempt from Authorization	<ul style="list-style-type: none"> • Replaced the previous physical presence criteria with a list of the types of institutions that must be authorized by the OSRHE (3.1.3 B) and a list of those that are exempt (3.1.3.C).
D. Activities that Require Authorization, and E. Activities that do not Require Authorization	<ul style="list-style-type: none"> • Added a list of activities that require authorization (3.1.3.D.) and a list of those that do not (3.1.3.E).

F. Activities that are Eligible for a Religious Exemption from Authorization	<ul style="list-style-type: none"> Added a list of activities conducted by an accredited private or out-of-state degree-granting institution that are exempt from accreditation and authorization by 70 O.S. §4104. This is to avoid penalizing accredited institutions that conduct only these activities in Oklahoma for their accreditation.
G. Revocation of Authorization	<ul style="list-style-type: none"> New section describing the circumstances under which an institution’s authorization is subject to revocation.
H. Application and Authorization Fees	<ul style="list-style-type: none"> New section explaining the fees established in the administrative rules and exempting applications for religious exemptions from fee requirements.
I. Tuition Recovery Revolving Fund	<ul style="list-style-type: none"> New section explaining the payments into the tuition recovery revolving fund established in the administrative rules and exempting institutions from payments for activities conducted in Oklahoma under an approved religious exemption.
J. Standards for Authorization	<ul style="list-style-type: none"> Revised standards of authorization to remove requirements that repeat those of institutional accreditors, and added new requirements to enhance student protections.
K. Institutional Catalog	<ul style="list-style-type: none"> Updated language to reflect that most student catalogues are now provided electronically. Referred to application form for list of information the catalog must contain.
L. Enrollment Agreement	<ul style="list-style-type: none"> Re-worded for clarity. Referred to application form for list of information the student enrollment agreement must contain.
M. Reporting Requirements	<ul style="list-style-type: none"> Added requirements to report circumstances that typically destabilize an institution and have been seen to presage closure. Added a requirement for out-of-state institutions to report placing students in supervised field experiences when the experience is required for completion of the student’s degree. Re-worded for clarity.
N. Procedures for Authorization	<ul style="list-style-type: none"> Removed all procedures from policy and referred instead to the Academic Affairs Procedures.
3.1.4 Publications/Marketing	<ul style="list-style-type: none"> No revisions presented with this agenda item; however, future revisions to update this section are pending COI and COP review.
3.1.5 Student Complaint Process	<ul style="list-style-type: none"> Deleted outdated language. Future revisions to further update section are pending COI and COP review.
3.1.6. Religious Degree-Granting Institutions	<ul style="list-style-type: none"> New section to align with 70 O.S. § 4104 exempting of religious degrees and religious institutions from accreditation and OSRHE authorization.

ANALYSIS:

The proposed policy revisions are necessary to align OSRHE policy with 70 O.S. § 4104, and to comply with 70 O.S. § 4103 and the new Oklahoma administrative rules effective July 25, 2024.

An Act

ENROLLED SENATE
BILL NO. 550

By: Seifried of the Senate

and

Moore and Deck of the House

An Act relating to higher education; amending 70 O.S. 2021, Section 4103, which relates to accreditation of certain institutions; directing certain policies and procedures to include certain provisions; providing for promulgation of rules; creating the Tuition Recovery Revolving Fund; specifying source of fund; providing for expenditures; providing purpose of fund; providing for codification; providing an effective date; and declaring an emergency.

SUBJECT: Higher education

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

SECTION 1. AMENDATORY 70 O.S. 2021, Section 4103, is amended to read as follows:

Section 4103. A. As used in this section:

1. "Degree-granting institution" means an institution that offers education leading to an associate's degree or higher;
2. "Non-degree-granting activity" means offering education or training that does not lead to an associate's degree or higher; and
3. "State authorization reciprocity agreement" means an agreement among states, districts, and territories that establishes

comparable standards for providing distance education from their postsecondary educational institutions to out-of-state students.

B. All private and out-of-state public degree-granting institutions shall be accredited by ~~a national or regional~~ an accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. These policies and procedures shall be limited to ~~a complaint process provision, standards for operation, stipulations for a written enrollment agreement between the institution and the student and reporting requirements~~ the minimum necessary to ensure that private and out-of-state degree-granting institutions that operate in this state by any modality meet the same standards of academic quality and fiscal responsibility required for institutions of higher education within The Oklahoma State System of Higher Education. Beginning with the 2023-2024 academic year, the State Regents shall:

1. Establish and collect fees annually from applicants for authorization as necessary to cover the costs of authorization;
2. Require applicants for authorization to submit payment in an amount established by the State Regents into the Tuition Recovery Revolving Fund created in Section 2 of this act, which shall be used to offset student tuition losses in the event an authorized institution closes or ceases operations; and
3. Be authorized to deny, not renew, or revoke an institution's authorization if it is found to be in violation of the Oklahoma statutes, it fails to meet the minimum authorization standards established by the State Regents, or an accrediting agency or other government entity revokes its approval, which is material to the continuity of the institution. An institution subject to the provisions of this paragraph shall be given reasonable notice and an opportunity to be heard prior to a decision to deny, not renew, or revoke authorization.

C. The following institutions shall be exempt from this section:

1. Private institutions participating in the Oklahoma Tuition Equalization Grant program; and

2. Out-of-state public and private institutions participating in a state authorization reciprocity agreement that only conduct activities in Oklahoma that are acceptable under the terms and conditions of the state authorization reciprocity agreement.

~~C.~~ D. Non-exempt institutions engaged in non-degree granting activities, such as offering certificates and diplomas, shall be subject to the standards administered by the Oklahoma Board of Private Vocational Schools.

E. The State Regents shall promulgate rules to implement the provisions of this section.

SECTION 2. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 4103.1 of Title 70, unless there is created a duplication in numbering, reads as follows:

There is hereby created in the State Treasury a revolving fund for the Oklahoma State Regents for Higher Education to be designated the "Tuition Recovery Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the State Regents from fees collected pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the State Regents for the purpose of offsetting student tuition losses in the event that an institution authorized pursuant to Section 4103 of Title 70 of the Oklahoma Statutes closes or ceases operations. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of the Office of Management and Enterprise Services for approval and payment.

SECTION 3. This act shall become effective July 1, 2023.

SECTION 4. It being immediately necessary for the preservation of the public peace, health, or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 9th day of March, 2023.

Brent Howard
Presiding Officer of the Senate

Passed the House of Representatives the 20th day of April, 2023.

[Signature]
Presiding Officer of the House
of Representatives

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 24th
day of April, 20 23, at 4:12 o'clock 4th P. M.
By: [Signature]

Approved by the Governor of the State of Oklahoma this 28th
day of April, 20 23, at 4:26 o'clock 4th P. M.

[Signature]
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 28th
day of April, 20 23, at 5:32 o'clock 4th P. M.
By: [Signature]

CHAPTER 10. ACADEMIC AFFAIRS

[Source:Added at 41 Ok Reg, Number 21, effective 7-25-24]
[Source:Codified 1-27-92]

SUBCHAPTER 1. PRIVATE AND OUT-OF-STATE PUBLIC INSTITUTIONS

[Source:Added at 41 Ok Reg, Number 21, effective 7-25-24]

610:10-1-1. Purpose

The purpose of this policy is to protect Oklahoma citizens by ensuring that all (nonexempt) private and out-of-state public degree-granting institutions of higher education that operate in this state by any modality meet statutory and policy requirements regarding academic quality and fiscal responsibility.

[Source: Added at 41 Ok Reg, Number 21, effective 7-25-24]

610:10-1-2. Definitions

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

"Degree-granting institution" means an institution that offers education leading to an associate's degree or higher.

"Institution" means a private institution or out-of-state public institution.

"Non-degree granting activity" means offering post-secondary education or training that does not lead to an associate's degree or higher.

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

"Out-of-state public institution" means any nonexempt public institution that is established, operated, and governed by another state or any of its political subdivisions.

"Private institution" means a nonexempt educational institution which is controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or non-profit.

"State authorization reciprocity agreement" means an agreement among states, districts, and territories that establishes comparable standards for providing distance education from their degree-granting postsecondary educational institutions to out-of-state students.

[Source: Added at 41 Ok Reg, Number 21, effective 7-25-24]

610:10-1-3. Authorization according to OSRHE policies and procedures

All private and out-of-state public degree-granting institutions that operate in this state shall be authorized according to the policies and procedures established by OSRHE. *These policies and procedures shall be limited to the minimum necessary to ensure that private and out-of-state degree-granting institutions that operate in this state by any modality meet the same standards of academic quality and fiscal responsibility required for institutions of higher education within The Oklahoma State System of Higher Education.* [70 O.S. §4103(B)] OSRHE's policy on private institutions and out-of-state public institutions can be found in the Policy and Procedures Manual, Chapter 3: Academic Affairs located on OSRHE's website.

[Source: Added at 41 Ok Reg, Number 21, effective 7-25-24]

610:10-1-4. Fees for application and authorization

(a) Unauthorized nonexempt private and out-of-state public institutions shall pay an application and an initial authorization fee to be authorized to operate as a degree-granting institution in Oklahoma, as follows:

- (1) Application fee: \$500
- (2) Initial Authorization fee: \$2,500

(b) Authorized institutions shall pay annually an application and a re-authorization fee to be re-authorized to operate as a degree-granting institution in Oklahoma as follows:

- (1) Application Fee: \$500
- (2) Annual Re-authorization fee: \$2,000

(c) Out-of-state private institutions and out-of-state public institutions shall pay additional location fees to establish and operate one or more locations in Oklahoma for students to receive synchronous or asynchronous instruction. The fee shall be \$1,000 per location for both initial and annual re-authorization of the location.

(d) Institutions applying for provisional re-authorization shall be assessed a non-refundable provisional application fee and provisional authorization fee in addition to the standard application fee and authorization fee. The provisional application fee shall be \$250 and the provisional authorization fee shall be \$1,000. Applications will not be reviewed until all required application fees have been received.

(e) The collection and processing of fees shall be according to policies and procedures set by OSRHE.

[Source: Added at 41 Ok Reg, Number 21, effective 7-25-24]

610:10-1-5. Tuition Recovery Revolving Fund

(a) Each private institution authorized by OSRHE to operate as a degree-granting institution in Oklahoma shall pay to OSRHE a sum annually to be maintained in the Tuition Recovery Revolving Fund. This payment is in addition to the application and authorization fees established in 610:10-1-4. The payment for initial authorization shall be \$2,500.

(b) Each private institution authorized by OSRHE shall make payments to the Tuition Recovery Revolving Fund for annual re-authorization as follows:

- (1) Each private institution shall pay 0.25 percent (.0025) of its annual gross tuition revenue received from students living in Oklahoma at the time of their enrollment.
- (2) A minimum payment of \$250 shall be due annually regardless of the private institution's enrollment or tuition revenue during the applicable year.
- (3) Private institutions whose payment is not received by the due date will be subject to non-approval of authorization, provisional authorization or revocation of authorization according to the policies and procedures set by OSRHE.
- (4) The Student Tuition Recovery Fund will be maintained between a minimum and maximum funding level to be determined by OSRHE.
- (5) Institutions will be assessed annually until the maximum funding level is reached. If the Fund amount is reduced below the minimum funding level, assessments will begin again until the maximum level is regained. If the monies in the fund are insufficient to satisfy all duly authorized claims, OSRHE may reassess authorized institutions as necessary, in addition to the annual assessment, and the authorized institutions shall pay the additional amounts assessed.

(c) The assessment, administration, and disbursement of funds from the Tuition Recovery Revolving Fund shall occur according to policies and procedures set by OSRHE.

[Source: Added at 41 Ok Reg, Number 21, effective 7-25-24]

610:10-1-6. Non-approval or revocation of authorization

(a) Upon non-approval or revocation of authorization for an institution or an institution's location, the institution will be notified in writing; the notification will include the reasons for the revocation or non-approval.

(b) Institutions that wish to appeal the revocation or non-approval must submit to the OSRHE office, within 20 calendar days of receipt of notification, written documentation detailing why they believe the revocation or non-renewal is not warranted by state statute or OSRHE policy. Upon receipt of the documentation, OSRHE staff will review it to determine whether the additional information demonstrates compliance with state statute and OSRHE policy. If it is determined that the response satisfactorily indicates full compliance, the application will be submitted to OSRHE at their next regularly scheduled meeting.

(c) The schedule for the appeal process and how it affects the institution's implementation of closure will be determined and communicated to the institution on receipt and analysis of the appeal. During the period of time from receipt of the appeal documentation to final determination of compliance, the institution will retain whatever authorization status it held prior to the non-approval or revocation.

(d) If it is determined that the appeal documentation does not demonstrate compliance with state statute and OSRHE policy, the institution will be notified of the determination in writing, including the reasons why, and the institution will begin or resume closure procedures according to the policies and procedures set by OSRHE.

(e) Determination that the appeal documentation does not demonstrate compliance with state statute and OSRHE policy is final and no further appeal will be accepted.

(f) Institutions whose authorization has been revoked or not approved may be considered again for authorization after reestablishing compliance with state statute and OSRHE policy.

[Source: Added at 41 Ok Reg, Number 21, effective 7-25-24]

An Act

ENROLLED HOUSE
BILL NO. 4050

By: May of the House

and

Prieto and Bullard of the
Senate

An Act relating to higher education; amending 70 O.S. 2021, Section 4104, which relates to degrees from private educational institutions; providing an exemption for certain religious degrees; requiring use of a religious modifier; providing an effective date; and declaring an emergency.

SUBJECT: Higher education

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

SECTION 1. AMENDATORY 70 O.S. 2021, Section 4104, is amended to read as follows:

Section 4104. A. A private educational institution shall grant only those degrees authorized by the Oklahoma State Regents for Higher Education unless approved otherwise by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended.

B. 1. This section shall not apply to religious degrees which are used solely for religious purposes within a religious organization or any institution of higher education whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code, 26 U.S.C., Section 501(c)(3).

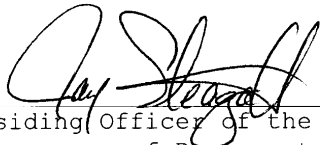
2. Each degree title offered pursuant to this subsection shall include a religious modifier. The religious modifier shall be

placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications.


SECTION 2. This act shall become effective July 1, 2024.

SECTION 3. It being immediately necessary for the preservation of the public peace, health or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the House of Representatives the 7th day of March, 2024.


Presiding Officer of the House
of Representatives

Passed the Senate the 17th day of April, 2024.


Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 18th
day of April, 20 24, at 12:30 o'clock P. M.
By: Luis Gladel

Approved by the Governor of the State of Oklahoma this 23
day of April, 20 24, at 1:13 o'clock P. M.


Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 24th
day of April, 20 24, at 11:46 o'clock A M.
By: J. C. [Signature]

[POLICY EXCERPT]

3.1 INSTITUTIONAL ACCREDITATION AND STATE AUTHORIZATION

3.1.1 Authority and Purpose

A. ~~Basis of Authorization~~ Authority

The Oklahoma Higher Education Code states:

1. “Any person or persons, group, or other entity, establishing a private educational institution shall do so only as a corporation organized or domesticated under the laws of Oklahoma.” ([70 O.S. § 4101](#)).
2. ~~Additionally, [70 O.S. § 4103](#) states “All private and out-of-state public degree granting institutions shall be accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education (USDE) as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. These policies and procedures shall be limited to a complaint process provision, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements. The following institutions shall be exempt from this section [[70 O.S. § 4103](#)]:~~
 - a. ~~Private institutions participating in the Oklahoma Tuition Equalization Grant program; and~~
 - b. ~~Out of state public institutions and private institutions participating in a state authorization reciprocity agreement that only conduct activities in Oklahoma that are acceptable under the terms and conditions of the state authorization reciprocity agreement.” ([70 O.S. § 4103\(B\)](#)).~~
3. ~~“Non exempt institutions engaged in non degree granting activities, such as offering certificates and diplomas, shall be subject to the standards administered by the Oklahoma Board of Private Vocational Schools.” ([70 O.S. § 4103\(C\)](#)).~~ “All private and out-of-state public degree-granting institutions shall be accredited by an accrediting agency which is recognized by the Secretary of the United States Department of Education [“USDE”] as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. These policies and procedures shall be limited to the minimum necessary to ensure that private and out-of-state degree-granting institutions that operate in this state by any modality meet the same standards of academic quality

and fiscal responsibility required for institutions of higher education within The Oklahoma State System of Higher Education. ...[T]he State Regents shall:

- a. Establish and collect fees annually from applicants for authorization as necessary to cover the costs of authorization;
 - b. Require applicants for authorization to submit payment in an amount established by the State Regents into the Tuition Recovery Revolving Fund ... which shall be used to offset student tuition losses in the event an authorized institution closes or ceases operations; and
 - c. Be authorized to deny, not renew, or revoke an institution's authorization if it is found to be in violation of the Oklahoma statutes, it fails to meet the minimum authorization standards established by the State Regents, or an accrediting agency or other government entity revokes its approval, which is material to the continuity of the institution. An institution subject to the provisions of this paragraph shall be given reasonable notice and opportunity to be heard prior to a decision to deny, not renew, or revoke authorization.” (70 O.S. § 4103(B)).
 - d. “The following institutions shall be exempt from this section:
 - i. Private institutions participating in the Oklahoma Tuition Equalization Grant program; and
 - ii. Out-of-state public institutions and private institutions participating in a state authorization reciprocity agreement that only conduct activities in Oklahoma that are acceptable under the terms and conditions of the state authorization reciprocity agreement.” (70 O.S. § 4103(C)).
 - e. “Non-exempt institutions engaged in non-degree granting activities, such as offering certificates and diplomas, shall be subject to the standards administered by the Oklahoma Board of Private Vocational Schools.” (70 O.S. § 4103(D)).
3. See also Oklahoma Administrative Code (OAC) 610:10-1-1 to 610:10-1-6 for the administrative rules implementing 70 O.S. § 4103.
 4. Finally, 70 O.S. § 4104 exempts from OSRHE authorization and from accreditation “religious degrees which are used solely for religious purposes within a religious organization” and “any institution of higher education whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code, 26 U.S.C., Section 501(c)(3).” (70 O.S. § 4104 (B)).

B. Purpose

~~Consumer Protection.~~ The ~~primary~~ purpose of this policy is consumer protection—to protect Oklahoma citizens by ensuring that institutions offering degree programs or degree-related instruction in Oklahoma meet statutory and policy requirements ~~regarding institutional quality~~.

3.1.2 State System Institutions

State System institutions shall maintain accreditation either individually or jointly with one or more public institutions by the Higher Learning Commission (“HLC”). For information purposes, public institutions will provide OSRHE’s Vice Chancellor for Academic and Student Affairs with electronic copies of self-study reports and final evaluation reports in a timely manner.

3.1.3 Private Institutions and Out-of-State Public Institutions

~~A. To operate as a degree-granting institution in Oklahoma, a private institution or an out-of-state institution shall:~~

- ~~1. Be institutionally accredited by an agency recognized by the Secretary of the USDE as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended.~~
- ~~2. Be authorized by the State Regents. Upon receiving an institution’s application for authorization to operate as a degree-granting institution in the State of Oklahoma, OSRHE staff shall review the application to determine if the institution satisfies the criteria detailed in this section.~~

A. Authorization to Operate

To operate as a degree-granting institution in Oklahoma, a private or out-of-state public institution must be authorized annually by the OSRHE. To qualify for authorization, an institution must:

1. Be institutionally accredited by an agency recognized by the Secretary of the USDE as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended.

The accreditor of institutions that offer distance education in Oklahoma must be recognized by the USDE as an accreditor of distance education.

2. Be licensed, approved, authorized, or otherwise recognized to legally offer degree-related instruction by the federally recognized authorization entity in its home state or applicable federal or tribal approval, authorization, or licensing entity.

Institutions that do not meet these qualifications will not be considered for authorization to operate in Oklahoma.

~~B. Physical Presence~~

~~The following activities constitute a physical presence for a private institution or out-of-state public institution:~~

- ~~1. The private or out-of-state public institution offers college-level credit in the state that leads to an academic degree using one or more of the following methods constituting presence:
 - ~~a. Establishing a physical location in the State of Oklahoma for students to receive synchronous or asynchronous instruction;~~
 - ~~b. Requiring students to physically meet at a location in the State of Oklahoma for instructional purposes that comprise more than two (2)~~~~

class periods equivalent to six (6) hours; or

e. ~~Providing a short course or seminar with greater than twenty (20) contact hours.~~

2. ~~The private institution or out-of-state public institution establishes an administration office in the state including:~~

a. ~~Maintaining an administrative office in the State of Oklahoma for the purpose of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;~~

b. ~~Providing office space to instructional or non-instructional staff; or~~

e. ~~Establishing an institutional mailing address, post office box, street address, or phone number in the State of Oklahoma.~~

B. Institutions that Require Authorization to Operate in Oklahoma

The following types of degree-granting institutions must be authorized to operate in Oklahoma by any modality.

1. Private institutions that do not participate in the Oklahoma Tuition Equalization Grant (“OTEG”) as established by [70 O.S. §2630](#) et seq.

2. Out-of-state public institutions.

3. Private or out-of-state vocational or career training schools that offer one or more degree programs in Oklahoma.

4. Institutions participating in an approved state authorization reciprocity agreement that operate in Oklahoma outside the scope of the agreement.

5. Institutions that formerly participated in an approved state authorization reciprocity agreement that lose or otherwise forfeit their participation status.

C. Institutions that are Exempt from Authorization

The following types of degree-granting institutions are exempt from this policy’s authorization requirements:

1. Private institutions that participate in the OTEG program as established by [70 O.S. § 2630](#) et seq.

2. Institutions participating in an approved state authorization reciprocity agreement for activities within the scope of the agreement.

3. Post-secondary institutions that do not offer an academic degree program or degree-related instruction. These institutions are subject to the standards administered by the Oklahoma Board of Private Vocational Schools.

4. Institutions that offer online only distance education to military connected students while the student is in Oklahoma for reasons related to military service.

5. Religious degree-granting institutions (see section 3.1.6 of this policy).

D. Activities by Degree-Granting Institutions that Require Authorization

1. Offering a degree program by any modality in Oklahoma.

2. Offering synchronous or asynchronous degree-related instruction in Oklahoma by any modality.
3. Operating an instructional location in Oklahoma.
4. Operating a non-instructional location in Oklahoma.
5. Awarding an academic degree to a recipient in Oklahoma.
6. Dual or concurrent enrollment courses offered for college credit by a degree-granting institution to students in Oklahoma by any modality.

E. Activities that Do Not Require Authorization

1. Overnight field trips.
2. Sports games or events.
3. Social gatherings of students or alumni.
4. Students participating in professional or student organization conferences or similar events.
5. Participation in college fairs or other assembly of institutions in Oklahoma for the sole purpose of marketing the institution to prospective students. However, any activity consisting of, related to, or supporting taking payment, signing a contract or agreement with, or enrolling an Oklahoma student at a college fair in Oklahoma constitutes offering a degree program in Oklahoma and requires authorization.
6. Placement of students into supervised field experiences, including but not limited to, student teaching or practica, clinical rotations, internships, externships, etc. However, reporting of such placements is required (see section 3.1.3.M of this policy).

F. Activities that are Exempt from Authorization

1. Offering religious degrees which are used solely for religious purposes within a religious organization.
2. Offering non-degree educational activities that feature religious instruction conducted by an accredited degree-granting institution.
3. Offering religious degrees or religious education through, in partnership with, or in support of a religious degree offered by an Oklahoma religious institution.
4. Religious degrees or religious degree-related instruction offered through concurrent enrollment by a degree-granting institution that is conducted in an Oklahoma primary or secondary educational institution.

G. Revocation of Authorization

1. An institution's authorization is subject to revocation at any time if:
 - a. The USDE withdraws its recognition of the institution's institutional accreditor.
 - b. The institution's USDE-recognized institutional accreditor places the institution on sanction, notice, probation or issues a show cause order; requires submission of a formal teach-out, closure, or

provisional plan; or withdraws the institution's accreditation.

Without limitation, an authorized institution that receives notice from its USDE-recognized institutional accreditor of any of the above actions must notify OSRHE within 14 calendar days of receipt of the notice.

- c. The institution loses its licensure, approval, authorization, or other legal recognition to operate as a degree-granting institution by its home state, tribal, or federal authorizing entity.

Without limitation, an authorized institution that receives notice from its home state, tribal, or federal authorizing entity of an impending action by the entity to deny or withdraw the institution's authorization must notify OSRHE within 14 calendar days of its receipt of the notice.

- d. The institution fails to disclose any of the information required in this policy.

- e. The institution ceases to comply with or takes some action that is out of compliance with OSRHE policy.

- f. The USDE revokes an institution's existing eligibility to participate in Title IV Federal Student Aid programs.

2. Any revocation of authorization shall be done with reasonable notice to the institution and the institution shall be provided an opportunity to be heard.

3. Institutions that wish to appeal revocation shall follow procedures found in the *Academic Affairs Procedures Handbook*.

4. Institutions whose authorization to operate in Oklahoma has been revoked, denied, or non-renewed for any reason may reapply for authorization when the circumstances that caused the revocation are fully addressed and the institution can demonstrate that it has regained full compliance with OSRHE policy.

H. Application and Authorization Fees

All institutions shall pay fees annually to apply for authorization and to operate as a degree-granting institution in Oklahoma.

1. Application Fees

- a. Application Fee: \$500

An application fee of \$500 shall be paid by an institution to apply for initial authorization or re-authorization.

2. Authorization Fees

In addition to the application fee, institutions approved for authorization to operate in Oklahoma shall pay annually an authorization fee.

- a. Initial Authorization Fee: \$2,500

An institution approved for authorization for the first time shall pay an authorization fee of \$2,500.

b. Re-authorization Fee: \$2,000

An institution approved for re-authorization shall pay a re-authorization fee of \$2,000.

4. Location Fee: \$1,000

In addition to the authorization or re-authorization fee, out-of-state institutions approved for authorization or re-authorization shall pay an annual location fee of \$1,000 per instructional location in Oklahoma. This fee does not apply to a school at which the institution offers concurrent enrollment or religious degrees.

I. Tuition Recovery Revolving Fund

Each private institution authorized by OSRHE shall pay to OSRHE a sum annually to be maintained in the Tuition Recovery Revolving Fund, a student tuition recovery fund (“STRF”). This payment is in addition to the application and authorization fees established in section 3.1.3.H. of this policy.

The STRF will be maintained between a minimum and maximum funding level to be determined annually based on enrollment of Oklahoma students in authorized private institutions.

Institutions required to pay into the Fund will be assessed annually until the maximum funding level is reached. If the Fund amount is reduced below the minimum funding level, assessments will begin again until the maximum level is regained. If the monies in the Fund are insufficient to satisfy all duly authorized claims, OSRHE may reassess authorized institutions as necessary, in addition to the annual assessment. Failure to pay the additional amounts assessed may result in revocation of authorization.

1. Initial Authorization Payment

A payment of \$2,500 shall be charged to all private institutions approved for initial authorization to operate as a degree-granting institution in Oklahoma.

2. Re-authorization Payment

A payment of 0.25 percent of the institution’s annual gross tuition revenue received from Oklahoma students, or \$250, whichever is greater, shall be charged to all private institutions approved for re-authorization to operate as a degree-granting institution in Oklahoma.

€J. Standards for Operation

~~A private institution or out-of-state public institution shall:~~ All authorized institutions shall:

- ~~1. Provide prospective and current students a catalog, upon request, and make an electronic version of the catalog accessible on the institution’s website. At a minimum, the catalog shall include the following:~~
 - ~~a. A general institutional admission policy as well as specialized admission policies for specific programs;~~
 - ~~b. The normal time to completion and objectives of each program offered by the institution;~~

- ~~e. Student costs, including tuition, and an itemized listing of all the mandatory fees, as well as refund and financial aid policies;~~
 - ~~d. The institution's calendar, including the beginning and end dates for each instructional term, holidays, and registration and withdrawal dates;~~
 - ~~e. An institutional policy regarding the transfer of credit earned at another institution of higher education;~~
 - ~~f. A disclosure statement noting the transferability of credit awarded by the institution is at the discretion of the receiving institution; and~~
 - ~~g. A description of the institution or program level accreditation and its state, federal, tribal approval or other specific licensing.~~
1. Be fully compliant with all applicable federal, state, and tribal laws and regulations.
 2. Designate one individual as ~~an institutional~~ a location director who is responsible for ~~maintenance of proper administrative records and all other administrative matters related to this policy. Additionally, the institutional director shall serve as the official point of contact for all business between the institution and OSRHE staff.~~ the Oklahoma location's operations and administration, is authorized to work with OSRHE staff in the event of compliance issues and empowered to implement disaster recovery, teach-out, records disposition and other closure plans. One director may oversee multiple locations.
 - ~~3. Disclose accurate information regarding its accreditation status, as detailed in section 3.1.4.~~
 3. Maintain a current disaster recovery plan for Oklahoma students, both those served online from an out-of-state location and those attending a physical location in the state. The plan will include at a minimum how the institution will maintain the safety of students at Oklahoma instructional locations as well as instructional delivery and student records availability for all Oklahoma students during and after a disaster.
 4. Maintain a current student records disposition plan for Oklahoma students. The plan will include at a minimum how Oklahoma students' ability to access their transcripts will be maintained during and after an institutional closure.
 - ~~45. Not use fraud or misrepresentation in advertising or publications, as detailed in section 3.1.4. Disclose current and complete accreditation status on the institution's websites and in student catalogs or equivalent information provided to students or prospective students. Institutions shall not use the word "accredited," to describe either institutional or programmatic accreditation unless the accreditor is recognized by the USDE.~~
 6. In any and all marketing, advertising, and promotional materials produced by or on behalf of the institution, that are published, broadcast, posted or otherwise disclosed or made available to members of the public or the armed services with the intent to provide information about the institution and its programs in order to generate student enrollment, including the institution's websites and student catalogs or equivalent information:

- a. Not make misleading, deceptive, or inaccurate statements, including but not limited to, statements regarding institutional relationships with employers and graduate employment rates, salaries, and debt-to-earnings ratios.
 - b. Not be located in the employment or "help wanted" classified ads.
 - c. Not quote salaries for an occupation in the institution's advertising or promotional literature without including either the documented median starting wage of a majority of the institution's graduates who graduated within the most recent calendar year or a citation to a governmental agency or nationally recognized source of the quoted salaries.
 - d. Not make offers of institutional scholarships or partial institutional scholarships, unless the scholarships are bona fide reductions in tuition and are issued under specific, published criteria.
 - e. Not make any overt or implied claim of guaranteed employment during training or upon completion of training, in any manner.
 - f. Not indicate the institution is "supervised," "recommended," "endorsed," or "accredited" by OSRHE. Institutions that wish to indicate they are authorized by OSRHE must use this wording: "(Name of College) is authorized by the Oklahoma State Regents for Higher Education to operate as a degree-granting institution in Oklahoma."
 - g. Include the correct name of the institution that is authorized by OSRHE as indicated in the authorization approval letter issued to the institution by OSRHE.
57. Establish a clearly understood and published student complaint process as detailed in section 3.1.5. Provide on the institution's websites or in student catalogs or equivalent information the following information, at a minimum, regarding student complaints:
- a. A procedure through which the institution acts on student complaints or grievances about the institution that is independent of procedures for Title IX and complaints about the conduct of other students.
 - b. A procedure for students to appeal to the institution decisions reached as a result of the institution's student complaint or grievance process.
6. If an imminent closure or loss of institutional accreditation occurs, the institution shall adhere to policy 3.1.6.
7. Develop and submit a plan to the State Regents for the disposition of academic records if an institutional or campus closure occurs.
8. Institutions operating in Oklahoma shall not:
- a. Require an Oklahoma student to agree to mandatory or forced arbitration.

- b. Prohibit or otherwise attempt to prevent an Oklahoma student from joining a class action or bringing claims consolidated with other individuals against the institution or any of its corporate parents, owners, subsidiaries, or affiliates.
- c. Prohibit or otherwise attempt to prevent an Oklahoma student from discussing the institution's student complaint process or specifics about any final ruling by the institution or any third party representing the institution in response to the student's complaint.
- d. Prohibit or otherwise attempt to prevent an Oklahoma student from pursuing a complaint with the institution's accreditor or any other authorizing, approval, or licensing entity.

K. Institutional Catalog

Institutions shall make easily available on the institution's websites and provide to current and prospective students either electronically or in printed format an institutional catalog or equivalent document, publication, or informational content. The catalog or equivalent shall contain the information specified in the authorization application forms.

D.L. Enrollment Agreement

Prior to accepting payment, an authorized private or proprietary institution shall provide a prospective Oklahoma student a written enrollment agreement containing the information required in the authorization application form. The student shall be allowed a minimum of 7 calendar days between being presented with the full and complete agreement and being required to sign it. The agreement shall be written in a manner that is easily understandable by the general public, and contain, at a minimum, the information specified in the authorization application forms. a private institution or out of state public institution shall provide the student an enrollment agreement that explicitly details the obligations of the institution and the student as well as the enrollment period for which the agreement applies. The enrollment agreement shall be written in a manner that can be understood by all prospective students. Upon completing the enrollment agreement, the student shall receive a paper and/or electronic copy and the private institution or out of state public institution shall retain the original paper and/or electronic document for record keeping purposes. Each agreement, at minimum, shall include the following:

1. The name and address of the institution and the addresses where the instruction will be provided;
2. The title of the program or each course in which the student is enrolling, as listed in the course catalog;
3. Time period for which the enrollment agreement covers;
4. The total number of credit hours, clock hours, or other increment required to complete the degree program;
5. Total costs of the program, including separate itemized costs for tuition, fees, instructional materials, and any required equipment purchases;
6. The basis for termination of the enrollment agreement by the institution before the student's completion of the program or each course;

7. ~~The date by which the student must exercise his or her right to cancel or withdraw;~~
8. ~~A statement disclaiming any guarantee of employment for the student after the program or each course is completed;~~
9. ~~A transfer disclosure statement noting there is not a guarantee that the credits earned at the institution will transfer and that any decision about the applicability of credit and whether it should be accepted is at the discretion of the receiving institution;~~
10. ~~An acknowledgement that the student who signs the enrollment agreement has read and received an electronic or paper copy of the agreement;~~
11. ~~Signature of the student and date signed; and~~
12. ~~Signature of the appropriate school official and acceptance date.~~

EM. Reporting Requirements

A private institution or out-of-state public institution shall provide the Chancellor:

Authorized institutions are required to report to the State Regents' office any of the below, using the appropriate form(s) provided by the OSRHE:

1. Any action that constitutes an institutional substantive change according to the institution's accreditor. Notification must include documentation of the request to the accreditor when it is submitted and approval from the accreditor when it is received.
12. Notice of a change in ownership or form of control, which may include, but is not limited to: the sale of the institution, the merger of two or more institutions, the division of one institution into two or more institutions, or a conversion of the institution from a for-profit institution to a non-profit or vice versa; Change in ownership or form of control that the institution is required to report to or obtain approval for from its accreditor, the USDE, or its federally recognized authorizing entity;
3. If the institution's accreditor places the institution on sanction, notice, probation or issues a show cause order; requires submission of a formal teach-out, closure, or provisional plan; or withdraws the institution's accreditation. Reporting of this action to the OSRHE is required within 14 calendar days of the institution's receipt of notice from the accreditor.
4. Intent to convert the institution from for-profit to non-profit or vice versa.
5. Intent to close an Oklahoma location.
6. Intent to open a new Oklahoma location.
27. ~~Intent to start~~ Notice of offering a program at a new location within Oklahoma or online to Oklahoma students;
38. ~~Notice of offering a new program;~~ Intent to change the degree level of a program offered in Oklahoma.
49. ~~Notice of deleting or suspending~~ Intent to delete or suspend a program offered in Oklahoma. ~~The institution shall also detail its teach-out plan or how the students will be advised regarding other options;~~

5. ~~Notice of an action or review by the institution's accrediting body concerning the institution's accreditation status, including, but not limited to, reaffirmation or loss of accreditation or any sanction relative to the institution's level of accreditation such as, but not limited to, warning, probation, or show cause. In addition, the institution shall immediately provide notice if the institution's accrediting body is no longer recognized by the Secretary of the USDE;~~
610. ~~Notice of information related to a Title IV program review conducted by the USDE. A private institution receiving a USDE financial responsibility score below 1.5 shall also provide documentation to substantiate that the institution completed any necessary actions(s) required to retain Title IV funding eligibility;~~
7. ~~Notice of appointing a new institutional director; and~~
811. ~~Notice of any Changes or updates to the institution's academic student records disposition plan for Oklahoma students.~~
12. ~~Changes or updates to the institution's disaster recovery plan that will affect Oklahoma students.~~
13. ~~Appointment of a new institutional:~~
 - a. ~~President or CEO;~~
 - b. ~~Location director; or~~
 - c. ~~State authorization/regulatory compliance officer.~~
14. ~~Placement of students in supervised field experiences, including but not limited to, student teaching or practica, clinical rotations, internships, externships, etc. This requirement applies only to placements that students are required to complete in order to earn their degree, regardless of whether the institution, the student, or another party arranges, coordinates, supervises, or pays for the placement. It does not apply to graduated students who complete a placement to comply with licensure requirements.~~

N. Procedures for Authorization-Denial, revocation, or Nonrenewal of Authorization

Institutions seeking authorization to operate in Oklahoma shall follow procedures found in the *Academic Affairs Procedure Handbook*. The authorization to operate as a degree granting institution may be denied, revoked, or non-renewed when a private institution or out of state public institution fails to meet or comply with any portion of this section (3.1.3). When OSRHE staff recommend an institution's authorization be denied, revoked, or non-renewed, the institution's due process rights will be governed and limited by 75 O.S. § 314. Those provisions of the Oklahoma Administrative Procedures Act pertaining to individual proceedings, 75 O.S. § 309 et seq., are not applicable to State Regents' state authorization decisions. The following procedures will apply specifically to denial, revocation, or nonrenewal:

1. Objections by Institutions

The institution will have fifteen (15) calendar days from the receipt of the final OSRHE staff report to inform the Chancellor, in writing, of any objections it may have thereto. If the institution does not object, the staff report and recommendations will be forwarded to the State Regents for their

~~consideration and action.~~

~~2. Forming a Review Panel~~

~~If the institution does object to the staff report, the Chancellor will appoint a neutral, three member panel of educators to consider the institution's objections. The Chancellor will also designate a lawyer to serve as a non-voting legal advisor to the panel. The institution will have a reasonable opportunity to object, for good cause shown, to the Chancellor's appointees to the panel.~~

~~3. Review Panel Informal Hearing~~

~~The review panel will schedule a timely, informal hearing at which the institution's objections to the OSRHE staff report will be fully considered. The institution and State Regents may both submit any documentation deemed relevant to the panel, in addition to calling/questioning witnesses at the hearing. Formal rules of evidence shall not, however, apply.~~

~~The institution may be represented at this hearing by persons of its own choosing, including legal counsel. Notwithstanding the participation of legal counsel, it should be recognized that the State Regents do not have the authority in such hearings to issue subpoenas or to compel sworn testimony.~~

~~The State Regents will arrange to have an audio recording made of the hearing, a copy of which shall be furnished to the institution. Either the State Regents or the institution may, at its own expense, arrange for a transcription of the hearing.~~

~~4. Review Panel's Proposed Findings~~

~~Within fifteen (15) calendar days after the hearing, the panel will issue proposed findings addressing the objections raised by the institution. The findings will be supported by, and based solely upon, testimonial and documentary submissions to the panel and on matters officially noted at the hearing. The panel's proposed findings will be submitted, together with any other records from the hearing, to the State Regents at their next regular meeting.~~

~~5. State Regents' Action~~

~~The State Regents, after considering the panel's findings, will take appropriate action on the institution's application. No new evidentiary materials will be received at the State Regents' meeting. The institution will, however, be given the opportunity to present to the State Regents brief remarks in support of fitness for authorization. The State Regents' consideration of these matters and action taken thereon will constitute a final State Regents' review of the institution's authorization to operate as a degree-granting institution.~~

3.1.4 Publications/Marketing

All institutions operating in the state of Oklahoma shall detail prominently in all appropriate publications and promotional materials its current and complete accreditation status. Institutions shall not make misleading, deceptive, or inaccurate statements in advertisements, brochures, catalogs, web sites, or other publications. Disclosure of the institution's complete accreditation status shall be in boldface print and in a manner reasonably calculated to draw the attention of the reader. The disclosure must also include

information about the transferability of courses. Failure to make required disclosures or the making of misleading statements about the institution's accreditation status is prohibited. These requirements also apply to unaccredited institutions that offer certificates or diplomas.

3.1.5 Student Complaint Process

All in- and out-of-state institutions shall include student complaint procedures and a complaint appeal process in the student handbook or in other student informational documents and will provide enrolled and prospective students with contact information, upon request, for filing complaints against the institution at the institutional level.

In- and out-of-state institutions will also provide enrolled and prospective students with contact information, upon request, for filing certain complaints with the appropriate state agency or with the institution's accrediting body.

Information regarding filing complaints with the State Regents against an institution can be found ~~in the Academic Affairs Procedures Handbook~~ on the State Regents' website.

3.1.6 Religious Degree-Granting Institutions

A. Consistent with 70 O.S. § 4104(B)(1), authorization by the OSRHE or accreditation by an accreditor which is recognized by the USDE is not required for "religious degrees which are used solely for religious purposes within a religious organization or any institution of higher education whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code, 26 U.S.C., Section 501(c)(3)."

B. Additionally, the titles of religious degrees offered by religious degree-granting institutions pursuant to 70 O.S. § 4104(B)(1) "shall include a religious modifier. The religious modifier shall be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications." (70 O.S. § 4104(B)(2)).

C. An unaccredited institution that wishes to be listed on the OSRHE website as an institution that offers religious degrees as described in 70 O.S. § 4104(B) may request that by submitting the appropriate form to OSRHE.

Submittal of the form to OSRHE shall not constitute an application for authorization or approval to offer the degree(s) in Oklahoma, nor shall acknowledgement of receipt of the form by OSRHE or the listing of the institution on the OSRHE website constitute approval or disapproval of authorization to operate in Oklahoma as a degree-granting institution or approval or disapproval of the institution's offering of the degree(s).

To offer its religious degrees in other states, a religious degree-granting institution is subject to the approval or authorization requirements of each state in which it wishes to offer its religious degrees.

3.1.67 Loss of Institutional Accreditation or Closure

All institutions operating in the state of Oklahoma shall notify the Chancellor immediately if loss of institutional accreditation or closure is imminent. Official notification may originate from the institution or the accrediting agency, but must be received within ten (10) calendar days of action taken against an institution. Institutions that face imminent loss of accreditation will arrange formal teach-out agreements with surrounding institutions

in coordination with the State Regents' office. Arrangements for loss of accreditation or closure should also include student notification (present and former students), processes for addressing issues relating to degree or course completion before the school closes, and detailed plans (including contact information and location and maintenance of the records) regarding issuing official transcripts and release of records. Additionally, specific procedures regarding the accrediting agencies' procedures and obligations under Title IV of the Higher Education Act will be followed.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #10:

Oklahoma Teacher Connection.

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 OTC Pre-Collegiate and Collegiate Program expenditures in the amount of \$99,500.93.

BACKGROUND:

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

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

The Teach Oklahoma curriculum has been successfully implemented in high schools throughout the state. Teach Oklahoma incorporates the study of teacher competencies with an internship component and offers learning objectives that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. In 2023-2024, there were 20 high schools with Teach Oklahoma programs. Teacher surveys were returned from 100 percent of OTC programs, indicating an enrollment of 239 students in Teach Oklahoma.

At the close of the 2023-2024 academic year, from the data reported, over 90 percent (100 students out of 110 students) of the Teach Oklahoma high school seniors plan to attend college next year. Approximately 50 percent (119 students) of all Teach Oklahoma students plan to become teachers, an increase of 27 percent in two years. These results show that Teach Oklahoma has a long-term capacity to create more Oklahoma teachers. Last year, all Teach Oklahoma teachers responded “yes” when asked if they would instruct the class again the following year. Teachers find merit in the research-based curriculum and opportunities with higher education experiences. To illustrate, 17 of 20 Teach Oklahoma programs participated in higher education academies, attended university presentations, and/or visited campuses. Many teachers view this teacher education course as an impactful student experience. One Teach Oklahoma instructor wrote, “Students are receptive to help and encouragement. Our senior attending UCO in Drama Education [Theatre Education] is excited about teaching in Oklahoma and said that ‘without the Regents help and information,

I would not be going to college!” Another instructor shared, “This program allows a new door of opportunity for our high school students that otherwise would never be opened toward the appreciation of teaching.”

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 practical decision-making skills. The Lead Oklahoma curriculum aims to promote college success and interest. In 2023-2024, Lead Oklahoma was implemented with 11 programs reporting an enrollment of 911 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 crucial piece of their school’s leadership academy. Since 2006, approximately 19,720 students have gone through Lead Oklahoma.

Teacher feedback indicates that the Lead Oklahoma curriculum encouraged students to grow in their educational studies. In particular, these students improved communication and collaboration skills. Teachers generally agree that the curriculum has increased the quality of students’ work assignments, positive behaviors, and school outcomes. Summative assessments show that various components of the Lead Oklahoma learning objectives help students with school success and college preparation, increasing their potential for 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 gain an understanding of the field of education. Educators Rising is a national organization with over 19,000 members. In the 2023-2024 academic year, teacher sponsors reported that 121 students participated in the Oklahoma Educators Rising programs. Further feedback from sponsors indicated that almost 80 percent (96 students) of all Educators Rising participants wanted to pursue a career in teaching. Additionally, sponsor feedback revealed that approximately 93 percent (41 out of 44 students) of the graduating seniors in the program responded that they were planning to attend college after graduation. Data indicate that 100 percent (41 out of 41 students) of these college-bound seniors stated they plan to become teachers.

In the statewide Educators Rising competitions, 55 Oklahoma students competed. Categories included Children’s Literature and Lesson Planning and Delivery - STEM. Five Oklahoma students competed at the National Educators Rising Conference, which was held in Washington, D.C. A record 3,300 people attended the summer event, featuring the theme of “Discovering Your Potential.”

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

At the close of the 2023-2024 academic year, approximately 1,647 pre-collegiate and collegiate students, education faculty and staff, administrators, paraprofessionals, and other education advocates participated in and were impacted directly through campus-based activities. The events and campus visits highlight educative collaborations while supporting recruitment, retention, and professional development objectives in teacher education. This year’s data show approximately a 19 percent increase in participants directly impacted. Further data indicate that over 4,668 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 over 36,375 participants since 2008 in collegiate programs sponsored by OTC grant initiatives throughout the state.

Teacher Conferences: Each year, the OTC sponsors new and recurring conferences and activities designed to promote educational fellowship and elevate teacher recruitment and retention efforts. The Teach Oklahoma Conference was held this year and was well-attended by OTC instructors and students, as well as university faculty members. The keynote speakers were the 2023 National Teacher of the Year, Rebecka Peterson, and Hall of Fame coach and author, Sheri Coale. The OTC hosted the 16th Annual Reading Conference, entitled “Essentials of Literacy Teaching 2.0,” for higher education faculty, educators, administrators, and other stakeholders. From around the state, over 450 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.

Attachment

The projects listed below 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 with strong academic potential become successful leaders in high school and college. Teach Oklahoma incorporates the study of teacher competencies with teaching-like experiences.	\$22,150.00
	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.	\$5,600.00
Collegiate Grants	East Central University <i>Increasing Non-Traditional Students in the Rural Oklahoma Teacher Pipeline</i>	The goal of this grant is to increase the number of underrepresented groups of high school students participating in concurrent enrollment at ECU, focusing on those interested in a career in teaching. The Educator Preparation Program Director will visit school districts and recruit non-traditional students for the Oklahoma teacher pipeline. These students will be invited to the ECU Family Preview Day, which supports the Family Education Model theory; this initiative encourages students to enroll in teacher education.	\$6,969.00
	Northeastern State University <i>Riverhawk Academy for Future Teachers</i>	The aim of this grant is twofold: 1) to host high school students on campus, which will enrich students' motivation to consider a career in teaching, and 2) to increase partnerships with school districts and support for NSU's Grow Your Own classes that include structured pathways into educator preparation programs (EPPs). The project directors will facilitate an event and provide various presentations, workshops, and a keynote speaker for students to attend and consider a career as a future Oklahoma educator.	\$5,232.93
	Northeastern State University <i>Support for Pathway of Alternative Certified Elementary Educators</i>	The overall goal of this <i>Support for Pathway of Alternative Certified Elementary Educators</i> (SPACEE 1 grant) project is to provide specific, targeted pedagogically-rooted instruction and experienced support for alternative- and emergency-certified elementary teachers. This goal is based on the Alternative Early Childhood and Elementary Pathway requirements set forth by the Oklahoma State Department of Education.	\$6,473.50

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants (Continued)	Langston University <i>Grow in Pride: Future Educators Day</i>	The <i>Grow in Pride: Future Educators Day</i> provides an opportunity for high school juniors and seniors to explore a college campus with an emphasis on degrees in Early Childhood, Elementary Education, and Special Education. This will increase completers in teacher education majors.	\$3,500.00
	Mid-America Christian University <i>Grow in Pride: Future Educators Day</i>	The ultimate goal is to increase the number of teacher education graduates by recruiting and supporting paraprofessionals, teacher assistants, and teaching adjunct faculty. This two-pronged approach includes an increased level of academic support for paraprofessionals and support for the lead teacher in whose classroom the paraprofessional is currently working.	\$7,000.00
	Oklahoma Baptist University <i>Discover Teaching at OBU</i>	The goal of <i>Discover Teaching at OBU</i> is to create pipelines and structured pathways into traditional teacher education programs to ensure well-trained, comprehensively prepared teachers enter the classroom, addressing the teacher shortage in the state of Oklahoma.	\$7,000.00
	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, discussions, and facilitation.	\$3,500.00
	Oklahoma State University <i>Say Yes to FCS Education at OSU</i>	The overarching goal is to provide a one-day immersion experience and follow-through programming activities for high school juniors and seniors interested in becoming a Family and Consumer Sciences (FCS) teacher in a public school. Working toward this goal provides the potential to build and develop a model program that can be used more extensively by other FCS leaders throughout the U.S.	\$7,000.00
	Oklahoma State University <i>OSU Future Teacher Day</i>	The aim of <i>OSU Future Teacher Day</i> is to increase new student enrollment numbers within the traditional education preparation programs of the College of Education and Human Sciences by five percent above the five-year average for program applications, admissions, and enrollment.	\$3,500.00
	University of Central Oklahoma <i>Prospective Teachers Academy 4</i>	This grant supports the Oklahoma State Regents for Higher Education's 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 more about the college admission process with a special focus on considering a career as an educator.	\$7,000.00

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants (Continued)	University of Oklahoma <i>Collaboration with Rural Educators to Enhance Advocacy, Training, and Engagement</i>	The objectives of this grant are threefold: 1) to focus on the retention of rural, special education teachers, 2) to increase special education teacher knowledge and comfort with evidence-based behavior interventions, writing measurable goals, and development of efficient student progress monitoring procedures, and 3) to create a vibrant and sustainable community of practice for rural educators.	\$5,363.00
	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. The project directors will make school visits to support partnerships, engage in site visits to assist potential partners, provide follow-up resources, and conduct Teacher Bound events.	\$3,381.00
	University of Tulsa <i>Fifth Year Academy</i>	This project supports the implementation of professional development training 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).	\$3,500.00
	University of Tulsa <i>The University of Tulsa Future Educators Recruitment Program</i>	The goal of this grant supports the Oklahoma State Regents for Higher Education’s Educators Rising and Teach Oklahoma high school students to learn more about scholarships and opportunities, in addition to taking part in a celebration of teacher education with workshops and keynote addresses by the previous National Teacher of the Year and State Teacher of the Year. The outreach is designed to provide students with relevant information about university admission processes, useful insights into financial aid, and a career in education.	\$2,331.50
		Total Funding Requested for 2024-2025	\$99,500.93

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 September 5, 2024

AGENDA ITEM #11:

Academic Scholars Program.

SUBJECT: Authorization of Freshmen Institutional Nominees for Fall 2025.

RECOMMENDATION:

It is recommended that the State Regents approve the number of authorized freshmen Institutional Nominees for each institution for 2025-2026.

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 are resident students who automatically qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT test.

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	\$6,500	\$4,000
Regional Universities	\$5,000	\$3,200
Community Colleges	\$4,500	\$3,000

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.
- 2024-2025 – Institutional Nominee and Automatic Qualifier scholarship award amounts were increased by \$500.

In 2023-2024, about 1,400 students participated in the program receiving awards totaling \$5.9 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: As shown in the following table, it is recommended that the number of freshman Institutional Nominee slots for 2025-2026 remain unchanged from the 2024-2025 allocation.

Proposed Allocation of Freshmen Institutional Nominees for 2025-2026

	<u>2024-2025</u>	<u>2025-2026 Proposed</u>	<u>Change</u>
University of Oklahoma	45	45	0
Oklahoma State University	45	45	0
Total Research Universities	90	90	0
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
Total Regional Universities	84	84	0
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
Total Community Colleges/Technical Branches	119	119	0
GRAND TOTAL	293	293	0

The following table shows the recent history of program participants and the projected number of participants for 2024-2025 to 2028-2029. 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 1,394 in 2023-2024 to almost 1,700 in 2028-2029.

Academic Year	Automatic Qualifiers	Institutional Nominees	Total Recipients	Scholarship Expenses
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 actual	636	758	1,394	\$5.9 million
2024-2025 projected	655	857	1,512	\$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
2028-2029 projected	782	903	1,685	\$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, FY2026 – FY2029. The program's reserve balance is projected to increase in FY2025 and FY2026 before declining in FY2027 – FY2029. By the end of FY2029, 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	2,152,456 ⁽¹⁾
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	2,560,774
FY2016 actual	2,965,458	7,728,252	-7,949,765	2,965,458
FY2017 actual	2,743,945	6,733,025	-8,384,412	2,743,945
FY2018 actual	1,092,558	6,366,442	-7,056,962	402,038 ⁽²⁾
FY2019 actual	402,038	6,365,624	-6,011,295	756,367 ⁽³⁾
FY2020 actual	756,367	6,371,823	-5,905,000	1,223,190
FY2021 actual	1,223,190	6,111,812	-6,209,500	1,125,502 ⁽⁴⁾
FY2022 actual	1,125,502	6,348,018	-5,710,800	1,762,720 ⁽⁵⁾
FY2023 actual	1,762,720	7,246,642	-5,570,000	3,439,362 ⁽⁶⁾
FY2024 actual	3,439,362	7,155,862	-5,915,825	4,679,399 ⁽⁷⁾
FY2025 estimated	4,679,399	7,155,862	-7,114,700	4,720,561 ⁽⁸⁾
FY2026 estimated	4,720,561	7,245,862	-7,550,200	4,416,223
FY2027 estimated	4,416,223	7,245,862	-7,884,100	3,777,985
FY2028 estimated	3,777,985	7,245,862	-7,908,000	3,115,847
FY2029 estimated	3,115,847	7,245,862	-7,937,000	2,424,709

- (1) Non-resident funding limit lowered from 25 percent to 20 percent in FY2013.
- (2) Non-resident funding limit lowered from 20 percent to 10 percent in FY2018.
- (3) Non-resident funding limit lowered from 10 percent to 0 percent in FY2019; IN funding reduced by 80 percent in the same year.
- (4) In FY2021, Freshmen IN slots increased by 116; IN award amount increased by \$400.
- (5) Due to a \$250,000 (4 percent) reduction in FY2021, 100 freshmen IN slots were cut for 2021-22.
- (6) Due to the restoration of the \$250,000 cut in FY2022, 82 freshmen IN slots were added for 2022-23.
- (7) 20 freshmen IN slots were added; scholarship awards increased between \$300-\$500.
- (8) Awards increased by \$500 in FY2025.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #12:

Regional University Baccalaureate Scholarship Program.

SUBJECT: Authorization of Freshmen Scholarship Slots for Fall 2025.

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 2025.

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.

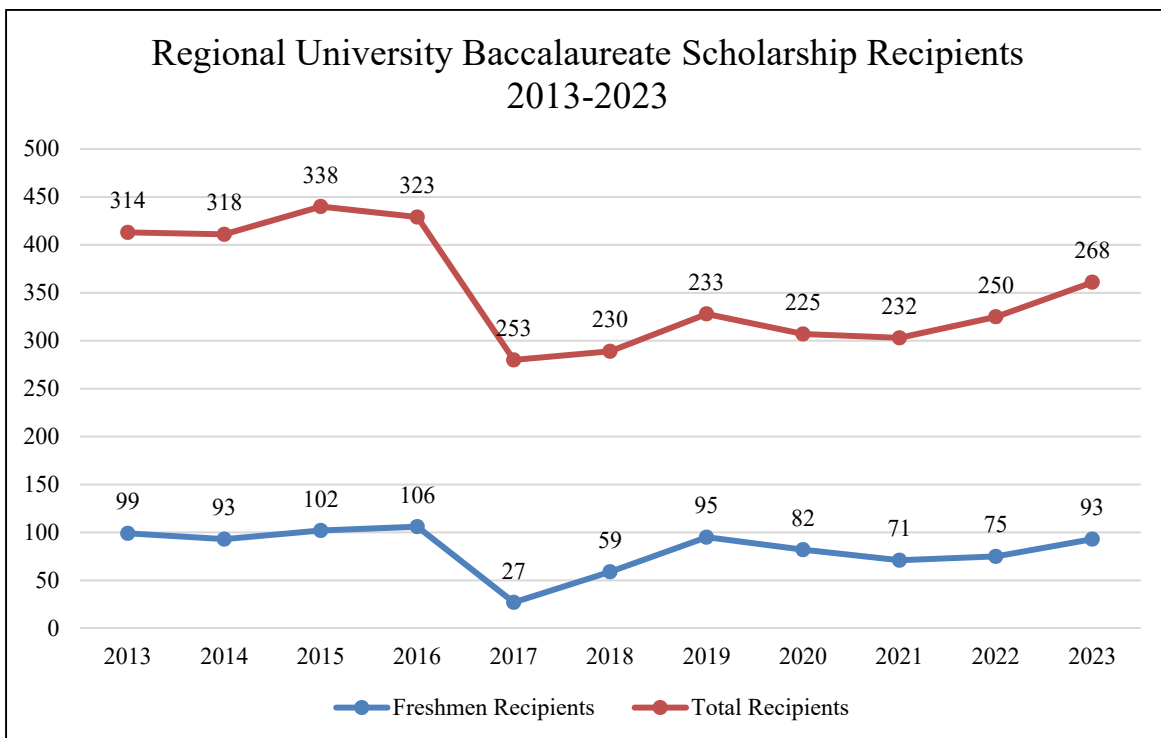
ANALYSIS:

Recommendation: It is recommended that the number of freshmen scholarship slots remain unchanged at fifteen for Fall 2025.

History of Authorized Freshmen Scholarship Slots

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

The following chart shows the total number of freshmen and total recipients since 2013.



The following table shows the number of freshmen slots filled by each institution since 2013.

Freshman Regional University Baccalaureate Scholars, Fall 2013-2023

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Cameron University	9	10	10	3	3	6	8	3	6	6	3
East Central University	15	15	14	13	3	6	12	9	10	7	14
Langston University	0	0	0	0	0	3	0	2	0	0	0
Northeastern State University	13	15	15	15	3	6	12	12	9	10	15
Northwestern Oklahoma State University	9	2	3	6	3	6	4	6	8	10	9
Oklahoma Panhandle State University	2	0	1	0	0	2	1	1	0	0	2
Rogers State University	12	7	12	14	3	6	12	12	3	5	5
Southeastern Oklahoma State University	3	6	6	12	3	6	12	5	5	8	9
Southwestern Oklahoma State University	15	15	15	15	3	6	12	12	10	9	15
University of Central Oklahoma	15	15	13	15	3	6	12	12	10	10	15
University of Science and Arts of Oklahoma	6	8	13	13	3	6	10	8	10	10	6
TOTAL	99	93	102	106	27	59	95	82	71	75	93

The following table shows the total number of scholarships awarded by each institution since 2013.

Total Regional University Baccalaureate Scholars, Fall Semester 2013-2023

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Cameron University	22	26	28	20	17	14	13	12	10	13	14
East Central University	40	47	51	49	39	30	31	28	29	32	34
Langston University	1	1	1	0	0	3	1	3	3	2	2
Northeastern State University	47	50	48	45	32	25	26	31	35	38	41
Northwestern Oklahoma State University	18	13	11	13	11	15	17	18	16	19	26
Oklahoma Panhandle State University	3	2	3	2	0	2	3	3	2	0	2
Rogers State University	35	34	38	36	20	22	24	27	24	23	20
Southeastern Oklahoma State University	20	19	22	22	22	21	29	23	20	21	20
Southwestern Oklahoma State University	50	50	55	51	42	35	33	28	34	33	41
University of Central Oklahoma	44	48	50	49	39	32	31	29	33	39	41
University of Science and Arts of Oklahoma	34	28	31	36	31	31	25	23	26	30	27
Total	314	318	338	323	253	230	233	225	232	250	268

As shown in the following table, scholarship costs in FY2025 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
FY'2011 actual	\$ (59,670)		\$ 1,046,146		\$ 10,309		\$ (953,250)		\$ 43,535
FY'2012 actual	\$ 43,535		\$ 975,746		\$ 9,050		\$ (931,250)		\$ 97,081
FY'2013 actual	\$ 97,081		\$ 986,068		\$ 18,834		\$ (974,250)		\$ 127,733
FY'2014 actual	\$ 127,733		\$ 986,068		\$ 9,725		\$ (919,500)		\$ 204,026
FY'2015 actual	\$ 204,026		\$ 986,068		\$ 10,559		\$ (918,000)		\$ 282,653
FY'2016 actual	\$ 282,653		\$ 912,164		\$ 10,912		\$ (987,750)		\$ 217,979
FY'2017 actual	\$ 217,979		\$ 789,057		\$ 4,462		\$ (951,750)		\$ 59,748
FY'2018 actual	\$ 59,748		\$ 751,029		\$ 564		\$ (739,500)		\$ 71,841
FY'2019 actual	\$ 71,841		\$ 746,517		\$ 5,321		\$ (672,000)		\$ 151,679
FY'2020 actual	\$ 151,679		\$ 746,517		\$ 7,680		\$ (693,750)		\$ 212,126
FY'2021 actual	\$ 212,126		\$ 717,054		\$ 7,109		\$ (668,250)		\$ 268,039
FY'2022 actual	\$ 268,039		\$ 746,517		\$ 5,627		\$ (686,950)		\$ 333,233
FY'2023 actual	\$ 333,233		\$ 1,021,517		\$ 8,589		\$ (723,750)		\$ 639,589
FY'2024 actual	\$ 639,589		\$ 1,021,517		\$ 20,131		\$ (903,875)		\$ 777,362
FY'2025 estimated	\$ 435,237	*	\$ 1,021,517	*	\$ 9,000	*	\$ (1,029,000)	*	\$ 436,754
FY'2026 estimated	\$ 436,754	*	\$ 1,021,517	*	\$ 9,000	*	\$ (1,109,500)	*	\$ 357,771
FY'2027 estimated	\$ 357,771	*	\$ 1,021,517	*	\$ 9,000	*	\$ (1,176,000)	*	\$ 212,288
FY'2028 estimated	\$ 212,288	*	\$ 1,021,517	*	\$ 9,000	*	\$ (1,204,000)	*	\$ 38,805

*estimated/projected

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #13-a:

Temporary Assistance to Needy Families.

SUBJECT: Approval of the contract between the Oklahoma State Regents for Higher Education and Oklahoma Human Services relating to the Temporary Assistance to Needy Families (TANF) Program.

RECOMMENDATION:

It is recommended that the State Regents approve the attached contract in the amount of \$2,930,046.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between Oklahoma Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 15 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology (OSUIT) and OSU-Oklahoma City (OSU-OKC).

Starting July 1, 2023, nine community colleges with twelve sites, and one technical branch, OSUIT, with two sites, in McAlester and Atoka, became operational through funding provided through a contract between OKDHS and OSRHE. Murray State College and one technical branch, OSU-Oklahoma City (OSU-OKC) did not renew their programs.

Starting October 1, 2024, the Oklahoma State Regents for Higher Education (OSRHE) and Oklahoma Human Services (OKDHS) are entering into a contract with a new scope of work. The new TANF design was necessary to align with the request to modernize TANF. The rationale for the modernization includes the following:

- A shift in TANF team roles and population needs.
- The reduction in adults receiving TANF emergency assistance payments.
- The introduction of Work Ready Oklahoma (WRO).
- Supporting short-term training programs that lead to sustainable employment opportunities.

With the new design, one Education Navigator will be employed at each of nine institutions of higher education: Carl Albert State College (CASC), Connors State College (CSC), Northern Oklahoma College - Enid (NOC), Oklahoma City Community College (OCCC), Oklahoma State University Institute of Technology, (OSUIT), Seminole State College (SSC), Tulsa Community College (TCC), Western Oklahoma State College (WOSC), and the University of Science and Arts of Oklahoma (USAO).

The nine Education Navigators will provide statewide coverage for TANF and Work Ready Oklahoma clients, allowing qualified participants to enroll at a community college or university to complete short term college certificates or micro-credentials leading to employment.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

The contract (Attachment A) between the OSRHE and OKDHS in the sum of \$2,930,046 is to fund the TANF Education Navigators and the operating budgets at the nine participating institutions (Attachment B).

Attachments

Attachment A



Contract for Public Agencies

Purchase Order Number _____

This contract is hereby entered into between the Oklahoma Human Services (OKDHS) and _____ Oklahoma State Regents for Higher Education _____ agency name, hereto referred to as: _____ OSRHE _____, agency acronym.

PO BOX 108850 _____ Oklahoma City _____ OK _____ 73101
Billing address _____ City _____ State _____ ZIP code

611770436 _____
Vendor identification number (agency number)

1.0 Contract Period

The parties are in agreement that this contract shall be in effect for a period beginning 10/01/2024 and ending 06/30/2025. This contract may be renewed, at the sole option of OKDHS, under the same terms and conditions for four additional period(s) with a finite ending date of 06/30/2029.

2.0 Scope of Work

OSRHE hereby offers and agrees to perform services as described in Attachment A, entitled Scope of Work. When necessary, subsequent attachments shall be titled in succession, such as Attachment B, C, or D.

3.0 Compensation and Billing

In consideration of the performance of said services, OKDHS agrees to pay OSRHE :
\$2,930,046.00

Payment against this contract shall be fixed and OKDHS shall not pay nor be liable for any other additional costs including, but not limited to: taxes, attorney fees, and/or liquidated damages.

OSRHE will bill OKDHS on a monthly basis for services. Claims for reimbursement of services shall be submitted within 90-calendar days of the provision of services. OSRHE will provide documentation of such expenses to support requests for reimbursement which may include copies of invoices, evidence of payment by OSRHE, and other OKDHS requested documents. Supporting encumbrances may be canceled upon a lapse of six months from the actual provision of services. OKDHS will have 45-calendar days from presentation of a proper invoice to issue payment to OSRHE.

4.0 Modification

Any change in the total amount of the contract must be in writing and approved by both parties. Any change in services provided must be approved by the appropriate division director or designated program supervisor. When a budget is attached, it is agreed by both parties that all budget changes between line items exceeding 20 percent must be in writing and approved by OSRHE and OKDHS.

5.0 Termination for Convenience

Either party may terminate the contract in whole or in part for convenience when it is in the state's best interest. The terminating party shall terminate the contract by delivering to the other party a Notice of Termination for Convenience specifying the terms and effective date of contract termination. The contract termination date shall be a minimum of 30-calendar days from the date the terminating party issues the Notice of Termination for Convenience.

Notice of termination shall be in writing and electronic notification shall be sufficient.

When the contract is terminated, OKDHS shall be liable for costs, expenses, and non-cancellable commitments exclusive of profit, reasonably incurred prior to the date upon which the Notice of Termination for Convenience was received by OSRHE. Both parties shall make a good faith effort to reach mutual agreement on reasonable phase-out costs upon notice of termination.

6.0 Termination for Cause

OSRHE may terminate the contract for default or other just cause with a 30-calendar day written request and upon OKDHS written approval. OKDHS may terminate the contract for default or any other just cause upon written notification to OSRHE.

Notice of termination shall be in writing and electronic notification shall be sufficient.

OKDHS point of contact for cancellation: Jennifer Bielli

When the contract is terminated, OKDHS shall be liable only for payment of prior expenditures, non-cancellable commitments and any reasonable phase out costs.

7.0 Travel Expenses

Any travel expense incurred as a result of this contract shall be paid in accordance with the State Travel Act.

8.0 Unavailability of Funding

OKDHS cannot guarantee the continued availability of funding for this contract, notwithstanding the consideration stated herein. In the event funds to finance this contract become unavailable either in full or in part due to insufficient funding, OKDHS may terminate this contract or reduce this contract consideration, upon written notice to: OSRHE. The notice shall be delivered by certified mail, electronic notification, return receipt requested, or hand delivered with written proof of delivery. OKDHS shall be the final authority as to the availability of funds. The effective date of such contract termination or reduction in consideration shall be specified in the notice, provided the funding adjustments stated in this paragraph shall not apply to payments made for services satisfactorily completed, prior to the effective date of the termination or reduction. In the event of a reduction in contract consideration, OSRHE may work with OKDHS to reduce the Scope of Work proportionately or cancel this contract as of the effective date of the proposed reduction upon advance written notice to OKDHS. Both parties shall make a good faith effort to reach mutual agreement on reasonable phase-out costs upon notice of termination or reduction of contract.

9.0 Insurance

Each entity, under the terms of this agreement, shall maintain its statutory responsibility for insurance, per Section 4-85.58 of Title 74 of the Oklahoma Statutes (74 O.S. § 4:85.58). Each party hereto agrees to be responsible for its own negligent acts and omissions and those of its employees and agents as provided by the Oklahoma Governmental Tort Claims Act, 51 O.S. §§ 1991, and 151, et seq., as amended.

10.0 Limitation of Liability

Without waiving any defense or immunity and subject to the Oklahoma Governmental Tort Claims Act, OKDHS agrees to bear all expenses, fines, judgments, and costs that may arise from any acts or omission of its officials or employees in connection with this contract.

11.0 Grievance Procedure

When this contract involves services to OKDHS clients, OSRHE shall have a system for resolution of said grievances in place. The grievance system used by OSRHE shall be subject to prior OKDHS approval.

12.0 Access to and Retention of Records

OSRHE shall be required to maintain all relevant records for seven years after OKDHS makes final payment for that year's period of performance and all other pending matters are closed.

OSRHE shall permit access to all such records, procedures, and accounts at any reasonable time by authorized personnel of the U.S. Department of Health and Human Services or other appropriate federal agencies, and authorized personnel of OKDHS, the Oklahoma State Auditor and Inspector, and other appropriate state agencies.

13.0 Audit

OSRHE shall maintain adequate accounting and fiscal records and account for all funds provided by any source to pay the cost of the project, and permit audit of all such records, procedures, and accounts at any reasonable time by authorized personnel of the U.S. Department of Health and Human Services or other appropriate federal agencies, and authorized OKDHS personnel, the Oklahoma State Auditor and Inspector, and appropriate state agencies.

14.0 Severability

When any provision of this contract shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. When a court of competent jurisdiction finds that any provision of this contract is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

15.0 Ownership and Copyright

All curriculum, instructional materials, software, reports, and videos (intellectual property) developed for OKDHS and paid for through this contract shall be the property of OKDHS. Intellectual property created, paid for, or copyrighted by independent contractors or Universities outside of this contract shall be retained by same. OKDHS grants to universities a royalty free, non-exclusive, non-transferable, non-revocable, license to the intellectual property.

16.0 False Claims Act

OSRHE shall promptly notify OKDHS of any credible evidence that a principal, employee, agent, contractor, sub-grantee, sub-contractor, or other person submitted a false claim under the False Claims Act or committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity or similar misconduct related to this contract.

17.0 Resources

OSRHE affirms that it has, or shall have under its control, by the date services are delivered, the personnel services, labor and equipment, machinery, or other facilities to perform the required work pursuant to this contract.

18.0 DHS Logo Requirements

During the term of the contract, and subsequent renewal periods of the contract, OSRHE is authorized and shall include the OKDHS logo on its website and on all printed materials to indicate services are provided in coordination with OKDHS. A OKDHS logo may be obtained from the OKDHS website at: <http://www.okdhs.org/library/news/mk/docs/logos.htm> or by navigating to OKDHS website at www.okdhs.org, select *Newsroom* and select *Logos*. Logo size selection and placement on materials or website shall be appropriate as determined by OSRHE. Records of the use of the OKDHS logo should be maintained by OSRHE and available for review at the OKDHS's discretion.

OSRHE is not authorized to modify the OKDHS logo or to use it in an inappropriate fashion. OKDHS bears no costs associated with the contractor's placement or use of the OKDHS logo. Upon OKDHS's request or termination or expiration of the contract, OSRHE shall remove the OKDHS logo from its website and cease production of the OKDHS logo on printed materials. OKDHS solely reserves the right to determine enforceability of this clause.

19.0 Summation

OSRHE shall not be liable for any damages resulting from any delay in delivery or failure to give notice of delay which directly or indirectly results from extreme weather, acts of God, delays in transportation or delivery, by any cause beyond OSRHE reasonable control.

20.0 Summation

This contract constitutes the entire contract and understanding between the parties and supersedes all prior and/or contemporaneous discussions, representations, or contracts, whether written or verbal of the parties relating to the work to be performed.

IN WITNESS WHEREOF, the parties, or their authorized representatives, have executed this contract as set forth below. The parties hereto agree that they may conduct the transaction by electronic means and hereby state that an electronic signature shall have the same force and effect as an original signature.

Signature and Agreement

This contract includes by reference, attachments A through B .

Agency, as shown on page one: Oklahoma State Regents for Higher Education

Agency representative signature Agency representative name (print) Date

Authorized OKDHS rep signature Authorized OKDHS rep name (print) Date



Attachment B

Oklahoma State Regents for Higher Education

Allocations to Institutions of Higher Education	\$2,780,046
Administration	\$150,000
Total	\$2,930,046

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #13-b:

Temporary Assistance to Needy Families.

SUBJECT: Allocation of funds to Oklahoma institutions of higher education participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contract with Oklahoma Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the TANF allocations in the amounts set forth herein pursuant to the contract between Oklahoma Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between Oklahoma Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 15 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology (OSUIT) and OSU-Oklahoma City (OSU-OKC).

Starting July 1, 2023, nine community colleges with twelve sites, and one technical branch, OSUIT, with two sites, in McAlester and Atoka, became operational through funding provided through a contract between OKDHS and OSRHE. Murray State College and one technical branch, OSU-Oklahoma City (OSU-OKC) did not renew their programs.

Starting October 1, 2024, the Oklahoma State Regents for Higher Education and Oklahoma Human Services are entering into a contract with a new scope of work. The new TANF design was necessary to align with the request to modernize TANF. The rationale for the modernization includes the following:

- A shift in TANF team roles and population needs.
- The reduction in adults receiving TANF emergency assistance payments.
- The introduction of Work Ready Oklahoma (WRO).
- Supporting short-term training programs that lead to sustainable employment opportunities.

With the new design, one Education Navigator will be employed at each of nine institutions of higher education: Carl Albert State College (CASC), Connors State College (CSC), Northern Oklahoma College - Enid (NOC), Oklahoma City Community College (OCCC), Oklahoma State University Institute of Technology, (OSUIT), Seminole State College (SSC), Tulsa Community College (TCC), Western Oklahoma State College (WOSC), and the University of Science and Arts of Oklahoma (USAO).

The nine Education Navigators will provide statewide coverage for TANF and Work Ready Oklahoma clients, allowing qualified participants to enroll at a community college or university to complete short term college certificates or micro-credentials leading to employment.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

Nine institutions of higher education have agreed to employ an Education Navigator to support TANF and Work Ready Oklahoma participants. Each of the institutions will sign a memorandum of understanding for FY25 to receive the funding. State Regents' staff recommend the amounts listed:

INSTITUTIONAL ALLOCATIONS

Institution of Higher Education	Amount
Carl Albert State College	\$308,894
Connors State College	\$308,894
Northern Oklahoma College-Enid	\$308,894
Oklahoma City Community College	\$308,894
Oklahoma State University Institute of Technology– Okmulgee	\$308,894
Seminole State College	\$308,894
Tulsa Community College	\$308,894
Western Oklahoma State College	\$308,894
University of Science and Arts of Oklahoma	\$308,894
<hr/>	
Total Institutional Allocations	\$2,780,046

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #14:

Scholars for Excellence in Child Care.

SUBJECT: Ratification of a change to a contract between the Oklahoma Partnership for School Readiness and the Oklahoma State Regents for Higher Education that supports the Scholars for Excellence in Child Care program.

RECOMMENDATION:

It is recommended that the State Regents ratify a change to the format of the contract they approved at the May 31, 2024 meeting with the Oklahoma Partnership for School Readiness.

BACKGROUND:

Beginning May 1, 2024, the percentage of financial support for child care providers who are approved for the Scholars for Excellence in Child Care scholarship, and enrolled in a Certificate of Mastery at a participating community college, or in the Pathway to Your National Credential program at a participating technology center is being reduced from 100 percent to 90 percent for tuition and fees. The percentage of financial support for the scholarship recipients who are applying for the National CDA Credential is also being reduced. The Oklahoma Partnership for School Readiness agrees to pay the 10 percent gap funding for scholarship participants through December 30, 2024 with the opportunity to renew the contract for two additional grant cycles of December 31, 2024 – December 30, 2025 and December 31, 2025 through December 30, 2026. Through this partnership, the cost for education to increase child care credentials for the scholarship participants will be free.

The Scholars Program has achieved success since its inception. Through summer 2023, there have been approximately 444 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate (CDA), a nationally recognized credential. Additionally, approximately 4,530 have earned a certificate of mastery and 1,379 an associate degree through the Scholars program initiative. There have been 735 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program. Forty-five scholars have received a bachelor's degree through the bachelor's scholarship.

Since the inception of the Early Education Pathway to Your CDA curriculum in spring 2007, 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 2023, approximately 591 child care providers in the state have obtained a national CDA Credential.

The State Regents approved this contract in its present format at their May 31, 2024 meeting.

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:

At their May 31, 2024 meeting, the State Regents approved the contract in the amount of \$110,000 with the OPSR as a subrecipient subaward contract. Since that time, OPSR staff have contacted State Regents' staff indicating that they need to change the format of the contract to that of an independent contractor agreement. The change is to the contract's format only; all details, including parties, amount, and scope of work, remain the same.

Attachment

Attachment

**THE OKLAHOMA PARTNERSHIP FOR SCHOOL READINESS FOUNDATION, INC.
Independent Contractor Agreement**

ALN #93.434

With

“Oklahoma State Regent for Higher Education”

This CONTRACT FOR SERVICES (this “Agreement”), entered into this 1st day of May 2024 (“Effective Date”), is by and between The Oklahoma Partnership for School Readiness Foundation, Inc., an Oklahoma nonprofit corporation and its directors, officers, employees, volunteers, affiliates and agents, (collectively, the “Foundation”) and Oklahoma State Regents for Higher Education (referred to as “Contractor”). The Foundation and Contractor shall be referred to as a “Party” and collectively as the “Parties.”

WHEREAS, Foundation desires to retain Contractor to provide certain services upon the terms and conditions hereinafter set forth, and Contractor is willing to perform such services.

NOW THEREFORE, In consideration of the mutual covenants and agreements hereinafter set forth, the Parties agree as follows:

1. Services

1.1 The Foundation hereby engages Contractor, and Contractor hereby accepts such engagement, as an independent contractor to provide certain services to the Foundation on the terms and conditions set forth in this Agreement, Schedule A.

1.2 Contractor shall provide to the Foundation the services set forth on Schedule A (the “Services”).
For the Services:

- a. Amount of this contract, \$110,000
- b. Rate, N/A

1.3 The Foundation shall not control the manner or means by which Contractor or Contractor’s employees, or contractors perform the Services.

1.4 Unless otherwise set forth in Schedule A, Contractor shall furnish at Contractor’s own expense, the equipment, supplies, and other materials used to perform the Services.

1.5 While on the Foundation’s premises, using the Foundation’s equipment, or conducting business on behalf of the Foundation, Contractor shall comply with all applicable policies of the Foundation relating to business and office conduct, health and safety, and use of the Foundation’s facilities, supplies, information technology, equipment, networks, and other resources.

2. Term

The term of this contract shall commence as of May 1, 2024 through December 30, 2024 with the option to renew for an additional year, December 31, 2024 through December 30, 2025 as funds are available and agreement objectives are met. Any extension of the Term will be subject to mutual written agreement between the Parties.

3. Fees and Expenses

3.1 As full compensation for the Services and the rights granted to the Foundation in this Agreement, the Foundation shall pay Contractor pursuant to the terms of payment in Schedule A. In the event that such payment exceeds six hundred dollars (\$600.00), Contractor will receive an IRS Form 1099-MISC, if applicable, from the Foundation, and shall be solely responsible for all federal, state, and local taxes, as set forth in Section 4.

3.2 Unless stated otherwise in Schedule A, Contractor is solely responsible for any travel or other costs or expenses incurred by Contractor in connection with the performance of the Services, and in no event shall the Foundation reimburse Contractor for any such costs or expenses.

3.3 The Foundation shall pay all undisputed Fees within thirty (30) days after completion of the Services and the Foundation's receipt of an itemized invoice submitted by Contractor. The invoice must include a certification by signature that the invoice is true, accurate, and complete.

4. Relationship of the Parties

4.1 Contractor is an independent contractor of the Foundation, and this Agreement shall not be construed to create any association, partnership, joint venture, employee, or agency relationship between the Parties for any purpose. Contractor has no authority (and shall not hold itself out as having authority) to bind the Foundation and shall not make any agreements or representations on the Foundation's behalf without the Foundation's prior written consent.

4.2 Without limiting Section 4.1, Contractor will not be eligible to participate in any vacation, group medical or life insurance, disability, profit sharing or retirement benefits, or any other fringe benefits or benefit plans offered by the Foundation to its employees, and the Foundation will not be responsible for withholding or paying any income, payroll, Social Security, or other federal, state, or local taxes, making any insurance contributions, including for unemployment or disability, or obtaining workers' compensation insurance on Contractor's behalf. Contractor shall be responsible for all such taxes or contributions, including penalties and interest. Any persons employed or engaged by Contractor in connection with the performance of the Services shall be Contractor's employees or subcontractors and Contractor shall be fully responsible for them.

5. Confidentiality

5.1 Contractor's employees and subcontractors shall be notified of the importance of confidentiality and safety for Foundation clients and this provision requires Contractor's representatives to keep information confidential should they see someone they know at a Foundation or partner facility. If Foundation staff become aware of any Contractor or representatives who (1) breach Foundation confidentiality, or (2) are not permitted on Foundation property, Foundation staff shall not allow such Contractor or representative to access its property and Contractor or representative shall no longer come on to Foundation property and shall no longer have access to Foundation Confidential Information. Under such circumstances, Foundation staff shall not be obligated to inform the Contractor of the reason for termination of the relationship, other than that termination was due to breach of Foundation confidentiality.

5.2 Contractor may have access to information that is treated as confidential and proprietary by the Foundation including without limitation the existence and terms of this Agreement, trade secrets, technology, and information pertaining to business operations and strategies, customers, pricing, marketing, finances, sourcing, personnel, or operations of the Foundation, its affiliates, or their suppliers or customers, in each case whether spoken, written, printed, electronic, or in any other form

or medium (collectively, the “Confidential Information”). Any Confidential Information that Contractor develops in connection with the Services, including but not limited to any Work Product, shall be subject to the terms and conditions of this clause. Contractor agrees to treat all Confidential Information as strictly confidential, not to disclose Confidential Information or permit it to be disclosed, in whole or part, to any third party without the prior written consent of the Foundation in each instance, and not to use any Confidential Information for any purpose except as required in the performance of the services. Contractor shall notify the Foundation immediately in the event Contractor becomes aware of any loss or disclosure of any Confidential Information.

5.3 Confidential Information shall not include information that is or becomes generally available to the public other than through breach of this Agreement or is communicated to Contractor by a third party that had no confidentiality obligations with respect to such information.

5.4 Nothing herein shall be construed to prevent disclosure of Confidential Information as may be required by the Oklahoma Open Records Act, 51 O.S. § 24A.1 et seq. (“ORA”), other applicable law or regulation, or pursuant to the valid order of a court of competent jurisdiction or an authorized government agency, provided that the disclosure does not exceed the extent of disclosure required by such law, regulation, or order. Contractor agrees to provide written notice of any such order to an authorized officer of the Foundation immediately upon receiving such order, but in any event sufficiently in advance of making any disclosure to permit the Foundation to contest the order or seek confidentiality protections, as determined in the Foundation’s sole discretion.

5.5 Notice of Immunity Under the Defend Trade Secrets Act of 2016 (“DTSA”).

a) Contractor will not be held criminally or civilly liable under any federal or state trade secret law for any disclosure of a trade secret that is made: (i) (A) in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney; and (B) solely for the purpose of reporting or investigating a suspected violation of law; or (ii) is made in a complaint or other document that is filed under seal in a lawsuit or other proceeding.

b) If Contractor files a lawsuit for retaliation by the Foundation for reporting a suspected violation of law, Contractor may disclose the Foundation’s trade secrets to Contractor’s attorney and use the trade secret information in the court proceeding if Contractor (i) files any document containing the trade secret under seal; and (ii) does not disclose the trade secret, except pursuant to court order.

5.6 Contractor represents that it will respect and abide by all applicable law(s) pertaining to confidentiality and disclosure with regard to all Protected Health Information (“PHI”), health data, and medical records (together, “Information”) obtained and reviewed in the course of the Work. Contractor shall comply in all applicable respects with all applicable law(s) regarding the Privacy and Security of PHI (including its collection, use, storage, transmission, and disclosure), including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 and the regulations promulgated thereunder, as may be amended from time to time (“HIPAA”). Contractor and Foundation may use and share Information for purposes of the Research as allowed within the approved Informed Consent and HIPAA Authorization forms; and to the extent required to comply with law. Contractor will use all reasonable efforts to protect the privacy and security of Information and will require its employees and business partners to do so also, including but not limited to using only encrypted storage and transmission methods for Information.

6. Data Ownership and Intellectual Property

Foundation will retain the sole and full ownership of all respective data provided to Contractor and all proprietary data and records to which the Contractor otherwise gains access by operation of the Agreement.

All Work Product (defined in 7.1(e)) generated by Contractor using any or all of Foundation's proprietary data and records and any subsequent derivative works shall be the joint property of Foundation and Contractor. Upon termination or completion of the Agreement, Contractor shall promptly return to Foundation all data possessed by Contractor that it was granted access to or generated through the Agreement. To the extent permitted by the ORA, Contractor shall retain no copies or backup records of Foundation data after completion of the Agreement unless written permission is granted by Foundation or retention is required by the ORA. Contractor shall not use the data for other projects, publications, or additional research unless prior written permission is granted by Foundation. Foundation and Contractor shall share in joint ownership of all intellectual property created by the Contractor under the work of this Agreement.

7. Representations and Warranties

7.1 Contractor represents and warrants to the Foundation that:

- a) Contractor has the right to enter into this Agreement, to grant the rights granted herein, and to perform fully all of Contractor's obligations in this Agreement;
- b) Contractor's entering into this Agreement with the Foundation and performance of the Services do not and will not conflict with or result in any breach or default under any other agreement to which Contractor is subject;
- c) Contractor has the required skill, experience, and qualifications to perform the Services and shall perform the Services in a professional and workmanlike manner in accordance with best industry standards for similar services, and Contractor shall devote sufficient resources to ensure that the Services are performed in a timely and reliable manner;
- d) Contractor shall perform the Services in compliance with all applicable federal, state, and local laws and regulations;
- e) All Work Product is and shall be Contractor's original work (except for material in the public domain or provided by Foundation) and Contractor will not violate or infringe upon the intellectual property right or any other right whatsoever of any person, firm, corporation, or other entity.
- f) Contractor certifies that it is not debarred or suspended for award of contracts by any state or federal agency.

7.2 The Foundation hereby represents and warrants to Contractor that:

- a) It has the full right, power, and authority to enter into this Agreement and to perform its obligations hereunder; and
- b) The execution of this Agreement by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary corporate action.

8. Termination

8.1 Either Party may terminate this Agreement without cause upon thirty (30) days written notice to the other Party to this Agreement. In the event of termination pursuant to this clause, the Foundation shall pay Contractor on a pro-rata basis any Fees then due and payable for any Services completed up to and including the date of such termination.

8.2 Either Party may terminate this Agreement, effective immediately upon written notice to the other Party to this Agreement, if the other Party materially breaches this Agreement, and such breach is

incapable of cure, or with respect to a material breach capable of cure, the other Party does not cure such breach within ten (10) days after receipt of written notice of such breach.

8.3 Upon expiration or termination of this Agreement for any reason, or at any other time upon the Foundation's written request, Contractor shall promptly after such expiration or termination:

- a) Deliver to the Foundation all Deliverables (whether complete or incomplete) and all hardware, software, tools, equipment, or other materials provided for Contractor's use by the Foundation;
- b) Deliver to the Foundation all tangible documents and materials (and any copies) containing, reflecting, incorporating, or based on the Confidential Information;
- c) To the extent permitted by the ORA, permanently erase all of the Confidential Information from Contractor's computer systems; and
- d) Certify in writing to the Foundation that Contractor has complied with the requirements of this clause.

8.4 The terms and conditions of this clause shall survive the expiration or termination of this Agreement.

9. Assignment

Contractor shall not assign any rights, or delegate or subcontract any obligations, under this Agreement without the Foundation's prior written consent. Any assignment in violation of the foregoing shall be deemed null and void. The Foundation may freely assign its rights and obligations under this Agreement at any time. Subject to the limits on assignment stated above, this Agreement will inure to the benefit of, be binding on, and be enforceable against each of the Parties hereto and their respective successors and assigns.

10. Governing Law

This Agreement and all related documents including all schedules attached hereto, and all matters arising out of or relating to this Agreement, whether sounding in contract, tort, or statute are governed by, and construed in accordance with, the laws of the State of Oklahoma (including its statutes of limitations), without giving effect to the conflict of laws provisions thereof to the extent such principles or rules would require or permit the application of the laws of any jurisdiction other than those of the State of Oklahoma. Jurisdiction shall be in Oklahoma County, Oklahoma.

11. Miscellaneous

11.1 Contractor shall not export, directly or indirectly, any technical data acquired from the Foundation, or any products utilizing any such data, to any country in violation of any applicable export laws or regulations.

11.2 All notices, requests, consents, claims, demands, waivers, and other communications hereunder (each, a "Notice") shall be in writing and addressed to the Parties at the addresses set forth in Schedule A. All Notices shall be delivered by personal delivery, nationally recognized overnight courier (with all fees prepaid), facsimile or email (with confirmation of transmission), or certified or registered mail (in each case, return receipt requested, postage prepaid). Except as otherwise provided in this Agreement, a Notice is effective only if (a) the receiving Party has received the Notice and (b) the Party giving the Notice has complied with the requirements of this Section.

11.3 This Agreement, together with any other documents incorporated herein by reference and related exhibits and schedules, constitutes the sole and entire agreement of the Parties to this Agreement with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter.

11.4 This Agreement may only be amended, modified, or supplemented by an agreement in writing signed by each Party hereto, and any of the terms thereof may be waived, only by a written document signed by each Party to this Agreement or, in the case of waiver, by the Party or Parties waiving compliance.

11.5 If any term or provision of this Agreement is invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.

11.6 This Agreement may be executed in multiple counterparts and by facsimile signature, each of which shall be deemed an original and all of which together shall constitute one instrument.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the effective date first above written.

The Oklahoma Partnership for School Readiness Foundation, Inc.

Signature, Executive Director

Date

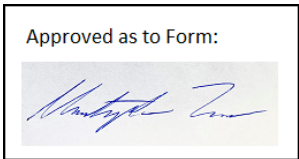
Printed Name, Executive Director

Independent Contractor

Signature

Date

Printed Name, Title



SCHEDULE A

Foundation

The Oklahoma Partnership for School Readiness Foundation, Inc.
C/O Carrie Williams
2915 N Classen Blvd., Ste. 400
Oklahoma City, OK 73016
cwilliams@okschoollreadiness.org

Contractor

Chancellor Allison D. Garrett
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Agarrett@osrhe.edu

12. A detailed description of the Services to be performed:

The Oklahoma Partnership for School Readiness Foundation (OPSRF) through Preschool Development Grant (PDG) will provide financial support for the Scholars for Excellence in Child Care (Scholars) program, administered by the Oklahoma State Regents for Higher Education (OSRHE).

Statement of Work

The Statement of Work covers three different areas—the Technology Center Scholarship, the Child Development Assessment Scholarship, and the Community College Scholarship. Responsibilities of OSRHE and OPSRF are defined separately under each area.

Technology Center Scholarship

OSRHE/Scholars for Excellence in Child Care Responsibilities:

- As per the established Scholars regulations, OSRHE will identify the students pursuing Pathway to Your National Credential coursework at participating technology centers.
- As per the established Scholars regulations, OSRHE will pay 90% (\$4.95) per clock hour of the total tuition for the students identified as enrolled in the Pathway to Your National Credential units at the participating technology centers for the fall, spring and summer semesters identified in this agreement.
- OSRHE will invoice the OPSRF for the fall, spring, and summer semesters identified in this agreement for 10% (\$0.55) per clock hour for students enrolled for the Pathway to Your National Credential coursework. Per student, this amount may total up to \$82.50. The total invoice per semester will be based on the total number of units enrolled per semester.
- Upon receipt of the OPSR funds, OSRHE agrees to pay the participating technology centers the 10% (\$0.55) per clock hour for the students participating in the Scholars program and enrolled in Pathway to Your National Credential coursework.

Oklahoma Partnership for School Readiness Responsibilities:

- Within 30 days of receipt of invoice from OSRHE for the 10% (\$0.55) per clock hour for students enrolled for the Pathway to Your National Credential coursework, per participating technology center, OPSRF agrees to pay OSRHE through EFT for the total invoiced amount, not to exceed \$82.50 per scholar.

Child Development Associate Assessment Scholarship

OSRHE/Scholars for Excellence in Child Care Responsibilities:

- As per the established Scholars regulations, OSRHE will identify the students pursuing the CDA credential coursework at participating institutions.
- Qualified Scholars participants will be working toward a National Child Development Associate (CDA) Credential.
- OSRHE will invoice OPSR for a total of \$45.00 per eligible CDA Candidate on a monthly basis for the time frame identified in this agreement.

Oklahoma Partnership for School Readiness Responsibilities:

- Within 30 days of receipt of invoice from OSRHE, OPSR agrees to pay OSRHE through EFT for the total invoiced amount, not to exceed \$45.00 per CDA Candidate.

Community College Scholarship

OSRHE/Scholars for Excellence in Child Care Responsibilities:

- As per the established Scholars regulations, OSRHE will identify the students enrolled in the Certificate of Mastery in Child Development 18-credit hour certificate coursework at 12 participating community colleges for the fall, spring and summer semesters identified in this agreement. After all financial aid awards are applied to participating student bursar balances, as per the established regulations, the OSRHE Scholars program will pay 90% of the students' remaining tuition and fees balances.
- The students' remaining amount of 10% will be paid to the 12 participating community colleges with the OPSR PDG federal funds for the fall, spring and summer semesters identified in this agreement.
- OSRHE agrees to invoice OPSR for each semester (fall, spring, summer) identified in this agreement for the 10% portion of the balance of the scholars' total tuition and fees that remains following the regular Scholars payment.
- Upon receipt of OPSR funds, OSRHE will pay the 12 participating community colleges the 10% balance for the students enrolled in Certificate of Mastery coursework.

Oklahoma Partnership for School Readiness Responsibilities:

- Within 30 days of receipt of invoice from OSRHE for the 10% total balance for tuition and fees for students enrolled in Certificate of Mastery coursework, OPSR agrees to pay OSRHE by EFT for the invoiced amount.

Scholarships

Technology Center Scholarship	33,000
CDA Assessment Scholarship	7,000
Community College- CoM	60,000
Total Scholarship Costs	100,000
<u>Indirect Costs (10%)</u>	<u>10,000</u>
TOTAL	\$110,000

13. The date upon which the Services will commence and end, including a timetable:

The term of this contract shall commence as of May 1, 2024 through December 30, 2024 with the option to renew for an additional year, December 31, 2024 through December 30, 2025 as funds are available and agreement objectives are met.

14. The fees to be paid to Contractor and the manner in which such fees will be paid:

Up to \$110,000 to be paid under this contract. Invoices can be submitted monthly to Foundation based on the progress of the services. All invoices shall be received by the Foundation by 2/15/2025. Any invoices received after this date will not be reimbursed.

15. Any other terms and conditions agreed upon by the Parties in connection with the Services to be performed:

None.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #15-a:

E&G Allocations.

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$714,302.23 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$714,302.23 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 \$1,428,604.46 This amount is sufficient for a transfer of \$714,302.23 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 \$112,884,194.90

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

5-Year History of Allocations	Amount to transferred out
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Total	\$4,589,909.61
FY 2025 Y-T-D	\$1,428,604.46

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #15-b:

E&G Allocations.

SUBJECT: Allocation of funding to support the Reach Higher Finish Line Scholarship program for FY25.

RECOMMENDATION:

It is recommended that the State Regents approve a one-time allocation of additional funding in the amount of \$158,137 for support of the Reach Higher Adult Degree Completion Finish Line Scholarship program.

BACKGROUND:

In action taken by the State Regents in their meeting on May 30, 2024, an allocation of funding to the Adult Degree Completion and Workforce Re-entry Finish Line Scholarship was approved in the amount of \$1,150,000. This base funding was allocated to the participating institutions for FY25 and allocated based upon a formula that includes metrics on the adult student population and the amount of Pell Grant recipients served at the twenty-two public institutions and three private institution offering Reach Higher programs on their campuses. Since May, two additional public universities have committed to join the program and offer scholarships on their campuses during the 2024-2025 academic year. These institutions include the University of Oklahoma and Southeastern Oklahoma State University.

POLICY ISSUES:

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

ANALYSIS:

This allocation is recommended as one-time, additional funding to add the two additional public universities to the program allotments for 2024-2025 academic year without having to implement reductions and reallocation funding to the original 25 institutions. This bridge funding of one-time support will fully-fund participation for 26 institutions until a formal budget need request for additional on-going funding can be added to our budget need request for FY2026.

It is anticipated that through the 2024-2025 academic year, approximately 1,680 adult learners will have benefited from these scholarships that encourage degree completion through our system.

Funding Source: FY2025 Capital/One-time Grant allocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #16:

Endowment.

SUBJECT: Approval of renaming and transfer of an endowment account as requested by Oklahoma State University.

RECOMMENDATION:

It is recommended that the State Regents approve the reallocation and renaming of accounts within the portfolio as requested by Oklahoma State University.

BACKGROUND:

The State Regents' Policy for Administering the Regents' Endowment Fund Program provides that:

Endowed chairs and distinguished professorships should be established in academic areas that will contribute to the enhancement of the overall cultural, business, scientific or economic development of Oklahoma.

Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.

An institution may apply for an endowed chair, professorship or other related project upon meeting the requirements for establishing an account. Matching funds must originate from monies contributed to the institution from sources specifically designated by the donor for the purpose specified in the endowment fund policy.

POLICY ISSUES:

This recommended action follows State Regents' policy.

ANALYSIS:

Transfer and Renaming of Existing Account:

Oklahoma State University has requested the following change to an existing, approved endowment account based upon discussions with and review of agreements with the Oklahoma State University Foundation. The OSU Institute for Technology has discontinued the Pedorthic Technology program and requested the transfer to another academic program established at the OSU Center for Health Sciences.

The modification will change the account name that was originally approved and will transfer the account from OSU Institute for Technology to the OSU Center for Health Sciences. The State Regents are asked to approve the changes as listed below. Market fluctuations will be included to achieve the requested transfer at the current valuation.

Institution	Name Change/Combination	Name of Account	Original OSRHE Match
OSU IT, OKM	Existing Account	Pedorthic Technology Lectureship	\$27,044
OSU CHS	New Account Name	Health Sciences Endowed Lectureship	\$27,044

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #17-a:

EPSCoR.

SUBJECT: Approval of NASA Matching Funds.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds that total \$90,000 to Oklahoma State University for NASA EPSCoR projects as listed below.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

The State Regents have committed \$200,000 in matching funds for a five-year NASA EPSCoR program for the proposal "*NASA Oklahoma EPSCoR Research Infrastructure Development*." In September 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 third year of this award.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #17-b:

EPSCoR.

SUBJECT: Acknowledge receipt of the 2024 Oklahoma EPSCoR Advisory Committee Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of 2024 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 2023–24, 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.

Attachment

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 2023-2024, 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.

In Year 4, NSF EPSCoR Researchers produced 198 publications including 64 journal articles, 3 Book Chapters, and 126 conference presentations. Team members submitted 84 proposals that represent \$88,487,103 in requested funding, including 23 proposals to NSF that represent \$47,958,276 in requested funding. The team received \$24,381,326 in new research funding during Year 4 of this award.

Education and Workforce Development

Oklahoma NSF EPSCoR outreach, education and workforce development programs served over 32,000 Oklahomans during the last year, including 8,090 underrepresented minorities and 11,849 women; more than 50 of the state's counties were reached. More than 26,500 K-12 students and teachers have benefited from Oklahoma EPSCoR STEM education, outreach and training programs. 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 over 780 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; iE; Jasmine Moran Children’s Museum; Langston University; Mid America Industrial Park; Noble Research Institute; Northern OK College; Northeastern State University; OCAST; OK CareerTech; OKC Innovations; Pontotoc Technology Center; OK4-H; OK Museum Network; OK State Regents for Higher Education; Oklahoma State University; Peoria Tribe; Redlands Community College; Rogers State University; Science Museum OK; Southwestern OSU; University of Central OK; Tulsa Community College; University of Oklahoma; University of Science & Arts of OK; and University of Tulsa.

OK NSF EPSCoR Success Stories



Eclipse Glasses were given to Girl Scout Troops, Science Museum Oklahoma, and various schools around the state. Oklahoma EPSCoR provided the Science Museum Oklahoma with over 350 pairs of glasses distributed to rural schools state-wide. Perkins Public Schools hosted an eclipse activity for over 350 students (51% female). Students were taught how to model the basics of a partial, annular, and total solar eclipse and afterward made paper and box viewers for the eclipse. Science Museum Oklahoma and Jasmine Moran Children’s Museum were also provided with supplies in Year 4 to view the April 2024 eclipse taking place in Year 5 of our award.



EPSCoR Researchers are working to address Eastern redcedar encroachment in the grasslands of Oklahoma. Increases in trees with a loss of grasses and wildflowers decrease forage for livestock, leading to a loss in production for Oklahoma ranchers. Suburban and rural residents are also feeling the impact, with a higher risk of wildfires. All Oklahomans may be faced with worsening drought effects on water availability due to greater

water use by the trees. EPSCoR Researchers have been working on intervention strategies to mitigate environmental repercussions, particularly concerning fire risk, water resource management, and potential loss of beneficial soil microorganisms. With the dissemination of their results, the public is increasingly aware of the potential consequences of redcedar encroachment, leading to greater support for state-funded programs.

The Mobile Maker Space project reinvents the Oklahoma Museum Network's Mobile Science Vehicle, which was originally developed as a discovery-based mobile museum for elementary-aged students through a 2008 EPSCoR RII-award. Through the current award, the vehicle was redesigned into a new Mobile Maker Space to meet society's ever-changing needs. Makerspaces are filled with a variety of tools and digital technology in an open learning environment that supports multi-generational learning and encourages people of all ages to connect and collaborate. The Mobile Maker Space brings science to the people, with 9 visits and over 540 individuals served, including a Tribal Nation and low-income areas of the state.

Program/Grant Name	Type / Institution	Award Period	Cong District	Amount
NSF EPSCoR Research Infrastructure PI: Kevin Wagner, Award #OIA-1946093	Track-1 / Oklahoma State University	2020 - 2025	OK-3	\$20 M
NSF EPSCoR Research Infrastructure PI: Ramanjulu Sunkar, Award #OIA-1826836	Track-2 / Oklahoma State University	2020 - 2023	OK-3	\$0.84 M
NSF EPSCoR Research Infrastructure PI: Steven Crossley, Award #OIA-2218070	Track-2 / University of Oklahoma	2022 - 2026	OK-4	\$4.00 M
NSF EPSCoR Research Infrastructure PI: Phillip Alderman, Award #OIA-1826820	Track-2 / Oklahoma State University	2018 - 2023	OK-3	\$2.28 M
NSF EPSCoR Research Infrastructure PI: Susan Little, Award #OIA-1920946	Track-2 / Oklahoma State University	2019 - 2023	OK-3	\$2.18 M
NSF EPSCoR Research Infrastructure PI: Han Yuan, Award #2132182	Track-4 / University of Oklahoma	2022 - 2024	OK-4	\$0.28 M
NSF EPSCoR Research Infrastructure PI: Qinggong Tang, Award #2132161	Track-4 / University of Oklahoma	2022 - 2024	OK-4	\$0.30 M
NSF EPSCoR Research Infrastructure PI: Jindal Shah, Award #1929163	Track-4 / Oklahoma State University	2019 - 2023	OK-3	\$0.27 M
NSF EPSCoR Research Infrastructure PI: James Manimala, Award #2033399	Track-4 / Oklahoma State University	2021 - 2023	OK-3	\$0.26 M
NSF EPSCoR Research Infrastructure 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

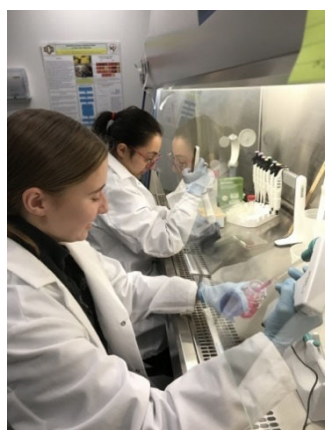
- Enhancing research at the Stephenson Cancer Center, achieving NCI Cancer Center Designation
- Clinical and translational research to improve health and healthcare for underserved and underrepresented populations and all citizens (OSCTR).

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. CoBRE supports the establishment and development of innovative, state-of-the-art biomedical and behavioral research centers to build capacity in an area of biomedical research through the establishment of a center of excellence that helps develop a critical mass of investigators who are able to compete effectively for independent research funding, improve infrastructure in the center’s research area, provides support for research cores, and sustains a collaborative, multidisciplinary research environment with pilot project programs, mentoring, and training components.

Oklahoma Shared Clinical and Translational Resources (IDeA-CTR Award) Improves Health for Underserved Populations

Oklahoma consistently ranks in the bottom 10% of the 50 states for the health of its population. We have a high prevalence of arthritis, diabetes, obesity, cardiovascular disease, and autoimmune disorders. We also have a high prevalence of pre-term pregnancies, preventable hospitalizations, and smoking. Contributing to this rank is that approximately 36% of our population lives in rural areas with limited access to routine health care and specialists. With this large percentage of rural and traditionally underserved Oklahomans, most of our population has not previously been involved in patient-oriented investigations, limiting access to novel therapies. The Oklahoma Shared Clinical and Translational Resource (OSCTR) was formed to serve as a catalyst to facilitate clinical and translational research; improve health for underserved and underrepresented populations living in rural areas; provide clinical and translational research training and infrastructure to junior investigators; expand opportunities for IDeA states and communities to participate in clinical and translational research; and improve the overall health of our citizens.

Oklahoma IDeA Awards

OSU	Oklahoma Center for Microbiome Research	2024-2029	\$11,608,005
OU	Oklahoma Center for Medical Imaging for Translational Cancer Research	2022-2026	\$10,656,446
OUHSC	Oklahoma Center for Microbial Pathogenesis and Immunity	2020-2025	\$10,922,688
OUHSC	Cellular and Molecular Geroscience COBRE	2019-2024	\$11,338,519
LIBR	Center for Neuroscience-based Mental Health Assessment	2017-2028	\$23,946,174
OSUCHS	CIRCA, The Center for Integrative Research on Childhood Adversity	2016-2027	\$20,861,564
OSU	OCRID, Oklahoma Center for Respiratory and Infectious Diseases	2013-2024	\$26,879,337

OMRF	Expanding Excellence in Developmental Biology in Oklahoma	2013-2024	\$22,429,909
OUHSC	Mentoring Translational Cancer Research in Oklahoma	2012-2024	\$21,328,888
OU	Oklahoma COBRE in Structural Biology	2021-2023	\$20,381,696
OUHSC	Mentoring Diabetes Research in Oklahoma	2007-2023	\$28,021,929
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
OUHSC	Oklahoma Shared Clinical and Translational Resources	2013-2028	\$68,643,148
OUHSC	Oklahoma IDeA Network of Biomedical Research Excellence	2001-2024	\$84,826,606

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 and Fellowships 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.

Updated funding details for 2023–2024 NASA EPSCoR programs were not available at the time of this report.

Other EPSCoR and DEPSCOR Programs

Oklahoma also receives funding through DOE EPSCoR and DEPSCOR (DoD) programs. The EPSCoR advisory board is currently working on setting up a procedure to track this funding and its impact on the state. It is expected that these details will be included in future annual reports.

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. As of August 5th, 2024, the House and Senate Appropriations Committees have released all of the FY2025 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. The Senate provided a generous \$25 million increase to the IDEA program while level funding DOE EPSCoR at \$35 million and the DEPSCoR program at \$20 million.

Agency	FY21 Enacted	FY22 Enacted	FY23 Enacted	FY24 Budget Enacted	FY25 House Appropriations Committee	FY25 Senate Appropriations Committee
NSF	\$200	\$215	\$245	\$250	\$250	\$258
NIH	\$397	\$410	\$426	\$431	\$446	\$456
DOE	\$25	\$25	\$35	\$35	\$35	\$35.0
USDA	\$65	\$67	\$68	15%	15%	15%
NASA	\$26	\$26	\$26	\$26	\$29	\$26
DOD	\$17	\$19	\$20	\$20	n/a	\$20
Total	\$729.6	\$761.75	\$820	\$762 + 15%USDA	\$ 780 + 15%USDA	\$ 795 + 15%USDA

Changes in the NSF RII Track 1 Program

In 2023 NSF announced major changes to the RII Track-1 program. The traditional Track-1 program was to be discontinued after the current fiscal year and replaced with new programs: EPSCoR Collaborations for Optimizing Research Ecosystems Research Infrastructure Improvement Program (E-CORE RII) and EPSCoR Research Incubators for STEM Excellence Research Infrastructure Improvement (E-RISE RII). In 2023–2024, several institutions in Oklahoma prepared for submission of E-RISE RII proposals. Meanwhile, a state-wide effort, coordinated by the EPSCoR Advisory Board has been undertaken for planning for an E-CORE proposal that will be submitted in 2025. 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #18-a:

Contracts and Purchases.

SUBJECT: Approval of contracts over \$100,000 for FY2025.

RECOMMENDATION:

It is recommended that the State Regents approve FY2025 purchases for amounts exceeding \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

OneNet

- 1) Dobson Technologies in the amount of \$445,000.00 for 100 Gigabit ethernet optical wave service delivery to Oklahoma Panhandle State University from Oklahoma City, which is required to connect campus researchers to the Oklahoma Friction Free Network (OFFN) for a 36-month period. Cost funded by the National Science Foundation (NSF) OFFN8 grant award. (Funded from 718 - OneNet)
- 2) Vendor to be determined in the amount of \$306,000.00 for replacement of the Tulsa research border router in support of upgrading OneNet's GPN/Internet2 connection from 100G to 400G. Cost recovered through OneNet user fees. (Funded from 718 - OneNet).
- 3) Coursera in the amount of \$342,300.00 for FY25 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 seven participating institutions for FY25. (Funded from 718-OneNet).

- 4) SHI in the amount of \$163,096.80 for FY25 institutional licenses for Lightcast Analyst labor market analytics software. By acquiring Lightcast Analyst licenses, institutions can apply labor market data analytics to the areas of program and credential development, enrollment marketing, workforce development, and career services. A total of 30 licenses will be purchased with 27 to be made available to state system institutions and 3 to OSRHE staff. (Funded from 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #18-b:

Contracts and Purchases.

SUBJECT: Approval of FY2025 Agreement with the Oklahoma Board of Career and Technology Education.

RECOMMENDATION:

It is recommended that the State Regents approve the agreement with the Oklahoma Department of Career and Technology Education for FY2025.

BACKGROUND:

For many years, the State Regents have entered into an annual agreement with the Oklahoma Department of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical educational nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, § 2264) provides for the Oklahoma Department of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the Oklahoma State Regents for Higher Education (OSRHE) for the administration of the amount of funds set aside for supplementing the funding of 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 Department of Career and Technology Education to the OSRHE and State System Institutions in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in- service/professional development for Career Tech teachers, and Adult Education and Family Literacy programs. Programs coordinated by the OSRHE include data/information sharing.

Attachment

**Agreement Between
THE OKLAHOMA STATE BOARD OF CAREER AND TECHNOLOGY EDUCATION
and
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
2024-2025 Programs and Services**

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as "State Board" and the Oklahoma State Regents for Higher Education, herein referred to as "State Regents" in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the First Session of the Thirty-Fourth Oklahoma Legislature (1973).

WITNESSETH:

WHEREAS, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

WHEREAS, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35 codified at 70 O.S. 2011, §§ 2251-2272; and

WHEREAS, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

WHEREAS, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1st day of July 2024 and will terminate no later than the 30th day of June 2025.

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

1. *Funds in the amount of \$2,204,843 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Career and Technical Education Act of 2006 (CFDA #84.048). Allocation of funds will be as follows:

	Basic Grant	Innovative Grant
Cameron University	\$ 87,759	
Connors State College	\$239,718	
Murray State College	\$129,969	
Northern Oklahoma College	\$141,497	
Oklahoma City Community College	\$363,207	

OSU-Oklahoma City	\$340,039	
OSU-Institute of Technology	\$175,714	
Redlands Community College	\$ 95,612	
Rogers State University	\$ 43,388	
Rose State College	\$305,487	
Tulsa Community College	\$232,453	\$50,000

2. *Funds in the amount of \$1,855,345.86 will be provided by the State Board for the purpose of Adult Education and Family Literacy programs pursuant to the regulations of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (CFDA #84.0020000). Allocation of funds will be as follows:

	Basic Grant	EL/Civics	Corrections
Northeastern Oklahoma A&M University	\$ 103,183.61		
Oklahoma City Community College	\$1,369,941.58	\$182,405.70	\$30,674.89
OSU-Institute of Technology	\$ 169,140.07		

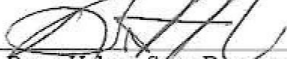
3. The State Board may contract with OSU to assist new and alternative certified agricultural education teachers for the FY25 school year. The amount is not to exceed \$5,000.
4. The State Board will pay the State Regents \$50,000 to furnish information services and to provide information needed to further 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.
5. 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.
6. 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.
7. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.
8. Any additional services that the State Board wishes to have provided by the State Regents during FY25 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

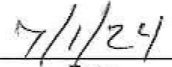
responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.

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



Date

Oklahoma State Regents for Higher Education:

Allison D. Garrett, Chancellor

Date

Approved as to Form:



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #18-c:

Contracts and Purchases.

SUBJECT: Authorization of the Paid Student Teaching Contract and acceptance of funds for allocation of a State Paid Student Teaching Program from the Oklahoma State Department of Education.

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to enter into the Paid Student Teaching Program Contract and accept funds in the amount of \$1,812,957 for FY25 as needed to fund the Paid Student Teaching Program.

BACKGROUND:

In the Fall of 2021, a partnership was established between the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma State Department of Education (OSDE) to support a Paid Student Teaching Program to compensate pre-service teachers for their work as student teachers in K-12 classrooms. Federal funding from the Elementary and Secondary School Emergency Relief (ESSER) Funds of the 2021 American Rescue Plan Act – Section 2001 (ARP ESSER/ESSER III), authorized the OSDE to utilize funds to meet the needs of Oklahoma school districts for the purposes of preventing, preparing for, and responding to COVID-19 challenges, including areas that negatively impact learning loss and effective instruction in schools. Federal funding for this program ended Spring 2024. However, the Oklahoma state legislature has appropriated state funding to the OSDE to continue the program for the 2024-2025 academic year.

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

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

POLICY ISSUES:

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

ANALYSIS:

The Paid Student Teaching Program began in academic year 2021-2022 and will continue to fund Oklahoma student teachers through 2024-2025. According to the contract (Attachment A), funds will be made available for up to \$3,250 per individual student teacher approved by an EPP. The award is divided into two parts and will be distributed as follows:

First Disbursement

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

Second Disbursement

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

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

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

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

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

ATTACHMENT A

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

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

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

4. TAX EXEMPTION

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

5. AUDIT AND RECORDS CLAUSE

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

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

6. AGREEMENTS OPEN TO PUBLIC DISCLOSURE

Unless otherwise specified in the Oklahoma Open Records Act, Central Purchasing Act, or other applicable law, documents and information Vendor submits as part of or in connection with this Agreement are public records and subject to disclosure. Vendors claiming any portion of this Agreement as proprietary or confidential must specifically identify what documents or portions of documents they consider confidential and identify applicable law supporting their claim of confidentiality. The Superintendent of OSDE shall make the final decision as to whether the documentation or information is confidential.

7. ENTIRE AGREEMENT

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

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

8. AGREEMENT MODIFICATION

Any change to the Agreement, including the addition of work or materials, the revision of payment terms, or the substitution of work or materials, directed by a person who is not specifically authorized by the OSDE in writing, or made unilaterally by the Vendor, is a breach of the Agreement. Unless otherwise specified by applicable law or rules, such changes, including

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

unauthorized written Agreement Modifications, shall be void and without effect, and the Vendor shall not be entitled to any claim under this Agreement based on those changes.

9. NON-APPROPRIATION CLAUSE

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

10. GOVERNING LAW

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

11. CHOICE OF VENUE

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

12. TERMINATION FOR CAUSE

The Vendor may terminate the Agreement for cause if OSDE fails to perform any material term or condition of this Agreement, and does not remedy the failure within thirty (30) days after receipt of written notice of such default given by Vendor. The OSDE may terminate the Agreement for default or any other just cause upon a 30-day written notification to the Vendor.

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

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

13. TERMINATION FOR CONVENIENCE

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

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

Page 3 of 8

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

14. COUNTING OF DAYS

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

15. SEVERABILITY

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

16. CAPTIONS

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

17. INSURANCE

The Vendor and its employees qualify for the liability limitations and immunity provisions included in the Oklahoma Governmental Tort Claims Act ("OGTCA"), 51 O.S. § 151 et seq. Vendor shall furnish, upon request, verification of its insurance. Vendor's insurance shall provide coverage that is no less than the liability limits included in the OGTCA and Vendor shall have no insurance obligations other than those in the OGTCA.

18. TRAVEL EXPENSES

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

19. EMPLOYMENT RELATIONSHIP

The Agreement does not create an employment relationship. Individuals performing services required by this Agreement are not employees of the OSDE. The Vendor's employees shall not be considered employees of the OSDE for any purpose, and accordingly shall not be eligible for rights or benefits accruing to state employees.

20. COMPLIANCE WITH THE OKLAHOMA TAXPAYER & CITIZEN PROTECTION ACT OF 2007

The Vendor certifies that they, and any proposed subcontractors, are in compliance with Title 25 O.S. § 1313 and participate in the Status Verification System. The Status Verification System is defined in Title 25 O.S. § 1312 and includes but is not limited to the free Employment Verification Program (E-Verify) available at www.dhs.gov/E-Verify.

21. CERTIFICATION REGARDING DEBARMENT, SUSPENSION & OTHER RESPONSIBLE MATTERS

The Vendor certifies to the best of their knowledge and belief, that they and their principals, and any subcontractors: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal, State or local department or agency; Have not within a three-year period preceding this Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) Agreement; or for violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses aforementioned in this section;

Page 4 of 8

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

and Have not within a three-year period preceding this Agreement had one or more public (Federal, State or local) Agreements terminated for cause or default.

If the Vendor is unable to certify to any of the statements in this certification, the Vendor must attach an explanation of such circumstances under separate cover with reference to this Agreement.

22. COMPLIANCE WITH APPLICABLE LAWS

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

23. UNAUTHORIZED OBLIGATIONS

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

24. ASSIGNMENT

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

25. EQUAL OPPORTUNITY AND DISCRIMINATION

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

26. LOBBYING

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

27. ENVIRONMENTAL PROTECTION

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

28. DRUG-FREE WORKPLACE

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

29. FORCE MAJEURE

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

If an event of Force Majeure occurs, the party injured by the other's inability to perform may elect one of the following remedies:

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

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

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

30. VENDOR AGREEMENT CERTIFICATION

Pursuant to Title 74 O.S. § 85.42, the Vendor named herein certifies that no person who has been involved in any manner in the development of this Agreement while employed by the State of Oklahoma shall be employed by the Vendor to fulfill any of the services provided for under said Agreement.

Pursuant to Title 74 O.S. § 85.41, if this Agreement is for professional services as defined in Title 74 O.S. § 85.2, and if the final product is a written proposal, report, or study, the Vendor named herein further certifies that they have not previously provided the state agency or any other state agency with a final product that is a substantial duplication of the final product of the proposed Agreement.

31. NON-COLLUSION CERTIFICATION

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

31.1. I certify:

31.1.1. I am the duly authorized agent of The Oklahoma State Regents for Higher Education, for the purpose of certifying facts pertaining to the existence of collusion among and between bidders and suppliers and state officials or employees, as well as facts pertaining to the giving or offering of things of value to government personnel in return for special consideration in connection with the prospective acquisition;

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

- 31.1.2.** I am fully aware of the facts and circumstances surrounding the acquisition or making of the bid to which this statement relates and have been personally and directly involved in events leading to the acquisition or submission of such bid; and
- 31.1.3.** Neither the business entity that I represent in this certification nor anyone subject to the business entity's direction or control has been a party:
- 31.1.3.1.** to any collusion among bidders or suppliers in restraint of freedom of competition by agreement to bid or contract at a fixed price or to refrain from bidding or contracting,
 - 31.1.3.2.** to any collusion with any state official or employee as to quantity, quality or price in the prospective contract, or as to any other terms of such prospective contract, nor
 - 31.1.3.3.** to any discussions between bidders or suppliers and any state official concerning exchange of money or other thing of value for special consideration in connection with the prospective contract.
- 31.2.** I certify, if awarded the contract, whether competitively bid or not, neither the business entity I represent nor anyone subject to the business entity's direction or control has paid, given or donated or agreed to pay, give or donate to any officer or employee of this state any money or other thing of value, either directly or indirectly, in procuring the contract to which this statement relates.

32. NON-BOYCOTT OF ISRAEL GOODS OR SERVICES CERTIFICATION

Pursuant to Title 74 O.S. § 582, the supplier also certifies is not currently engaged in a boycott of goods or services from Israel that constitutes an integral part of business conducted or sought to be conducted with the state.

33. EXECUTION BY COUNTERPARTS

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

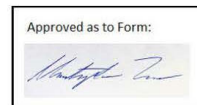
The counterparts of this Agreement and all ancillary documents may be executed and delivered by facsimile or other electronic signature by any of the parties to any other party and the receiving party may rely on the receipt of such document so executed and delivered by facsimile or other electronic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

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

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

The Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK. 73104-3603

Date: _____
Certified this date _____
Allison Garrett
Chancellor



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

Date: _____
Certified this date _____
Ryan Walters
State Superintendent of Public Instruction

OKLAHOMA STATE DEPARTMENT OF EDUCATION AGREEMENT

Appendix A - Timeline and Deliverables

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

Fall 2024	Vendor submits invoice	OSDE has 45 days to initiate payment
Spring 2025	Vendor submits invoice	OSDE has 45 days to initiate payment

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #18-d:

Contracts and Purchases.

SUBJECT: Acceptance of additional reverted Emergency Assistance to Non-public Schools (EANS) funds to support adult education related scholarships.

RECOMMENDATION:

It is recommended that the State Regents conditionally authorize the acceptance of additional Governor’s Emergency Education Relief (GEER) II funds in an amount not to exceed \$2,200,000 to support the enhancement of adult learning scholarships as proposed to the Governor and the United States Department of Education (ED).

BACKGROUND:

The State Department of Education (SDE) has indicated that additional reverted Emergency Assistance to Non-public Schools (EANS) funding in an amount expected to be in excess of \$2,000,000 to be obligated and expended under guidance established for the Governor’s Emergency Education Relief (GEER) II established by the United States Department of Education. The Governor’s Office is the recipient for the EANS program as awarded under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) and the American Rescue Plan Act of 2021 (ARPA).

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

The State Regents are currently administering GEER funds totaling \$11,348,455 pursuant to previous acceptance of funds and authorization for expenditure. Programs supported include micro-credentials for alternative and emergency certified teachers, accelerated teacher education programs, child care provider credentials and adult degree completion efforts focused on STEM and critical occupations. The proposed additional funding will be directed toward providing scholarships supporting adult degree completion, STEM and critical occupation programs.

The State Regents will coordinate with the Executive Office and SDE to best supplement the original funds consistent with the established guidelines for the obligating and expending of funds and for state and federal reporting requirements associated with the use of GEER funds. All funds must be obligated by September 30, 2024, and expended within 120 days after obligation.

The acceptance and expenditure of the additional funding under this authorization of the State Regents will be contingent on the execution of any new or amended interagency agreements with the Executive Office of the State of Oklahoma, the State Department of Education and the Oklahoma State Regents for Higher Education. It is recommended that the State Regents authorize the acceptance of the funding to be utilized for the purposes described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #19:

Investments.

SUBJECT: Approval of investment managers.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #20:

Employment Outcomes Report.

SUBJECT: Acknowledge receipt of the 2023 Employment Outcomes Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2023 Employment Outcomes Report.

BACKGROUND:

The State Regents prioritize public accountability for the financial investments Oklahoma taxpayers make in the state system of higher education. The State Regents' annual Employment Outcomes Report is designed to study the value of public higher education to the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-residents who graduate from state system colleges and universities remain in Oklahoma?
- How does level of education impact salary?
- What percentage of Oklahoma state-system graduates in academic programs aligned with critical occupations remain in Oklahoma?

POLICY ISSUES:

None.

ANALYSIS:

The 2023 Employment Outcomes report analyzes employment data for graduates of Oklahoma public colleges and universities one and five years after graduation, 2021-2022 and 2017-2018. Oklahoma state system degree recipients are identified using the State Regents' Unitized Data System (UDS). The last degree earned is selected for students who earn multiple degrees, which is most commonly the highest degree earned. Through a data exchange with the Oklahoma Employment Security Commission (OESC) and the Oklahoma Tax Commission (OTC), graduate records are matched and employment data is returned to the State Regents.

The report covers employment rates by degree level and field of study, median annual earnings one and five years after graduation, employment rates by degree level within critical occupations (STEM, engineering, nursing, and teaching) and employment outcomes of Oklahoma's Promise graduates. The 2023 study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state's public colleges and universities confirm that the higher the degree a student earns, the higher the salary they are likely to earn. Furthermore, the majority of Oklahoma's state system graduates, remain

in the state contributing to the state’s workforce and economic growth, even five years after graduation. Key takeaways from the report are listed below.

EMPLOYMENT RATES OF STATE SYSTEM UNDERGRADUATES

	1 Year Post-Graduation			5 Years Post-Graduation		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
All Fields	93.8%	61.3%	87.2%	85.5%	39.6%	75.1%
STEM Only	91.4%	64.1%	84.1%	80.4%	41.6%	68.5%
Critical Occupations	93.9%	59.7%	87.4%	86.0%	39.7%	76.0%

- In total, more than 87% of Oklahoma state-system undergraduates are working in the state one year after graduation and more than 75% remain in the state five years after graduation.
- Of STEM undergraduates from our state system colleges and universities, more than 84% are working in the state one year after graduation, and nearly 69% five years after graduation.
- Nearly 86% of teacher education graduates at all degree levels are employed in the state one year after graduation and more than 80% five years after graduation.
- More than 94% of Oklahoma’s Promise graduates earning an associate or bachelor’s degree are employed in the state one year after graduation, and over 86% are still employed five years later.

Supplement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #21-a:

Administrative Rules.

SUBJECT: Oklahoma Tuition Access Grant rulemaking. Adoption of proposed emergency rules, posting of proposed permanent rule revisions, 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 post proposed permanent rule revisions for the Oklahoma Tuition Aid Grant and approve initiation of the process for adoption of permanent rule revisions, as described below.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the least financial resources. During the 2024 legislative session, two bills were introduced that would expand the OTAG eligibility requirements to include additional populations of students. SB 1624 and SB 11 both passed with near unanimous votes in both the House and Senate.

The State Regents requested amendments to the OTAG statutes in SB 1624 to expand the eligibility criteria to include students with intellectual disabilities enrolled in comprehensive transition and postsecondary (CTP) programs approved by the U.S. Department of Education. SB 11 expands eligibility criteria to allow incarcerated students within five (5) years of being released to be eligible for OTAG. Both bills took effect on July 1, 2024, and these changes will be implemented for the 2024-2025 academic year.

The federal FAFSA Simplification Act (Title VII, Division FF of P.L. 116-260) makes significant changes to the underlying processes and methodologies for determining federal student aid eligibility. As originally enacted, the FAFSA Simplification Act (FSA) had a general effective date of July 1, 2023. In March 2022, the FAFSA Simplification Act Technical Corrections Act (FSATCA) was enacted as Division R of the Consolidated Appropriations Act, 2022 (P.L. 117-103). The law pushed the general effective date for the FSA back one year, to July 1, 2024, coinciding with the beginning of the 2024-2025 award year.

POLICY ISSUES:

The proposed OTAG changes are intended to support the State Regents' goal to increase the number of college graduates in Oklahoma and to comply with changes in law. These proposed emergency rules are necessary to comply with the changes to 70 O.S. § 626.6 made by SB 11 and changes to 70 O.S. § 626.7 made by SB 1624. Both bills became effective July 1, 2024. These rules also address the federal FSA requirements for the 2024-25 award year.

In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2025. 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 OTAG until Summer 2025 could create a “violation of federal law or regulation or other 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.

ANALYSIS:

The proposed permanent rule revisions address the following three issues: adjusting to match the new FAFSA reporting language for student income verification, expanding eligibility to incarcerated students to align with Senate Bill 11, and to expand eligibility to students with intellectual disabilities enrolled in a CTP approved by the United States Department of Education.

Language Alignment with the FAFSA Simplification Act

To align with FSA requirements for the 2024-25 award year, income will be verified using the Student Aid Index (SAI) instead of Expected Family Contribution (EFC). The SAI continues to use the same financial information from the FAFSA as the EFC did but calculates a different index number. The index was created to more accurately reflect a family’s financial situation and need for financial aid.

Expanding Eligibility to Incarcerated Students

In the 2024 legislative session Senate Bill 11 passed almost unanimously out of both the House and the Senate and was signed into law on May 23, 2024. The bill allows an incarcerated individual who is enrolled in a Prison Education Program (PEP) and is within five (5) years of being released to be eligible for OTAG. However, incarcerated individuals enrolled in virtual learning programs are ineligible.

Expanding Eligibility to Individuals with Intellectual Disabilities Enrolled in CTP Programs

In the 2024 legislative session Senate Bill 1624 passed almost unanimously out of both the House and the Senate and was signed into law on April 30, 2024. The bill allows a student with an intellectual disability who is enrolled in a CTP program approved by the United States Department of Education to be eligible for OTAG.

Attachment

ATTACHMENT

SUBCHAPTER 7. OKLAHOMA TUITION AID GRANT PROGRAM

610:25-7-6. Eligibility; amount of grant; application procedures and deadlines; disbursement of funds

(a) *A college tuition aid grant may be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency. Eligible programs of training shall include comprehensive transition and postsecondary programs approved by the United States Department of Education. College tuition aid grants shall be awarded in accordance with the following* [70 O.S. § 626.7]:

(1) Eligibility.

(A) Each full-time or part-time resident student's financial eligibility will be based on their ~~Expected Family Contribution (EFC)~~ Student Aid Index (SAI) calculated for federal Title IV student financial aid eligibility. A resident student is one who meets the current Policy on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education.

(B) *The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants.* [70 O.S. § 626.7] An otherwise eligible undergraduate student can continue to receive awards as long as they are eligible for funding from the federal Pell grant program. Graduate students can receive a maximum of eight full-time disbursements.

(C) *No student shall be eligible for grants unless ~~he~~ the student maintains ~~such~~ minimum standards of academic performance as are required by the institution in which the student is enrolled.* [70 O.S. § 626.7] The minimum standards of academic performance shall be those required by the institution for federal Title IV financial aid recipients.

(D) Students who are incarcerated in a state, federal, or private correctional facility and enrolled in a Prison Education Program (PEP) structured primarily for virtual learning are not eligible to receive tuition aid grants. However, students who are incarcerated that are enrolled in programs with primarily traditional learning environments may be eligible if the individual is within five (5) years from being released from incarceration. Incarceration will be defined in accordance with the current definition for federal Pell grant eligibility.

(E) Students must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs.

(F) Students must meet all general eligibility requirements for recipients of federal Title IV student financial aid. The school of attendance will report each student's completed application status through a reporting system provided by the Oklahoma State Regents for Higher Education.

(G) *In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid.* [70 O.S. § 626.7]

(2) Amount of grant.

(A) *The amount of tuition aid grant to any student under ~~this act~~ [70 O.S. § 626.1 et seq.] the Oklahoma Higher Education Tuition Aid Act for any semester shall represent a percentage not greater than seventy-five percent (75%) of the tuition and enrollment fees normally charged to residents of ~~the State of Oklahoma~~ this state by the institution of attendance.* [70 O.S. § 626.7]

(B) *The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations.* [70 O.S. § 626.7]

~~(C)~~(B) *The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award based on an annual assessment of funds availability. [70 O.S. § 626.7]*

~~(D)~~(C) The minimum amount of grant to be awarded is \$200 per academic year or \$100 per semester or other enrollment period.

~~(E)~~(D) The award must be included in the student's financial aid package managed by the institution. If the inclusion of the tuition aid grant award results in the student receiving more financial assistance than is needed to meet their cost of education as determined by the institution, the institution will resolve the over-award in accordance with federal Title IV student financial aid regulations. The institution may reduce or revoke the award if necessary to resolve the over-award.

(E) The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations.

(3) *Application procedures and deadlines. The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such additional expenditures as may be necessary or appropriate for effectuating the provisions of this act. [70 O.S. § ~~626.7~~ 626.8]*

(A) Students will apply for tuition aid grant award consideration by completing the federal student financial aid application. A separate application may be provided for students eligible for state financial aid under 70 O.S. § 3242. The Oklahoma State Regents for Higher Education will receive application data from the federal Title IV student financial aid application system for those students who indicate their legal state of residence is Oklahoma. Applications with at least one eligible Oklahoma institution selected by the student will be processed for tuition aid grant award consideration.

(B) If necessary, the application receipt deadline will be reflected in the application document provided annually by the federal Title IV student financial aid application system.

(4) Disbursement of funds.

(A) Funds will be disbursed to students after the institution confirms enrollment status and eligibility in each semester or other enrollment period.

(B) Funds for eligible students will be delivered to the institution for disbursement to students in accordance with the institution's student financial aid disbursement policies.

(b) The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program based on factors including, but not limited to, full-time or part-time enrollment status, undergraduate or graduate enrollment status, unmet financial need, continuous enrollment, nearness to completion of a degree or certificate, state employment needs, eligibility for other state or institutional student financial aid and available state funding. [70 O.S. § 626.8]

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #21-b:

Administrative Rules.

SUBJECT: Oklahoma's Promise rulemaking. Adoption of proposed emergency rules, posting of proposed permanent rule revisions, 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 for Oklahoma's Promise pursuant to 70 O.S. §§ 2603 and 2605, and the necessity for clarified submission requirements; and, further, that the State Regents post proposed permanent rule revisions and approve initiation of the permanent rulemaking process, as described below.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, 10th or 11th grade. The program requires students to complete a college preparatory curriculum, achieve at least a 2.50 GPA in the required curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 9th or 10th grade. In 1999, the family income limit was increased to \$32,000 and the application period was expanded into the 8th grade. One year later, in 2000, the income limit was further increased to \$50,000. The income limit remained at \$50,000 until 2017 when the Legislature increased the limit to \$55,000 beginning with the 2017-2018 school year. The 2017 legislation also included a further increase of the income limit to \$60,000 beginning in 2021-2022. In 2021, the Legislature acted to further expand the application period to the 11th grade, effective beginning in 2021-2022. The 2022 Legislature again modified the income limit by establishing three income eligibility levels based on the number of dependent children in the family that became effective in the 2022-2023 school year.

- \$60,000 per year for parents who have one or two dependent children;
- \$70,000 per year for parents who have three or four dependent children; or
- \$80,000 per year for parents who have five or more dependent children.

From 2012-2013 to 2017-2018, Oklahoma's Promise college students were subject to a second income limit of \$100,000 checked once at the time the student started college. Beginning in 2018-2019, the second income limit is checked each year the student is enrolled in college.

POLICY ISSUES:

The proposed Oklahoma's Promise changes are intended to support the State Regents' goal to increase the number of college graduates in Oklahoma and to comply with changes in law. These proposed emergency

and permanent rules are necessary to comply with the changes to 70 O.S. §§ 2603 and 2605 made by Senate Bills 1302 and 1328. Both bills became effective July 1, 2024.

In the absence of emergency rules, the earliest the permanent rule process could be complete is Summer 2025. 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 Oklahoma’s Promise until Summer 2025 could create a “violation of federal law or regulation or other 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.

ANALYSIS:

The proposed emergency and permanent rule revisions address the following issues: changing the high school curriculum requirements, expanding the application window for students placed in the Department of Human Services (DHS) custody, adding a Core Diploma track for Career Technology students and clarifying application submission requirements. Additionally, outdated language was removed.

Changing High School Curriculum Requirements

In the 2024 legislative session Senate Bill 1302 passed unanimously from the House and almost unanimously out of the Senate and was signed into law on May 3, 2024. The bill changes the Oklahoma’s Promise high school curriculum requirements to align with the OSRHE high school courses that satisfy the college admission requirements. The curricular college admission requirements are outlined in Chapter 3 of the OSRHE Policy and Procedures Manual. This change will remove the requirements that an Oklahoma’s Promise student must take two years of non-English language or computer science to be eligible, reduce the total number of required units for eligibility from 17 total units to 15, and expand additional unit options.

Former 17-Unit Curriculum		New 15-Unit Curriculum	
<u>Subject</u>	<u>Units</u>	<u>Subject</u>	<u>Units</u>
English	4	Language Arts	4
Math	3	Math	3
Lab Science	3	Lab Science	3
History & Citizenship Skills	3	History & Citizenship Skills	3
World Language/Computer Technology	2	World Language/Computer Technology	0
Fine Arts/Speech	1	Fine Arts/Speech	0
Additional Units ¹	1	Additional Units ²	2
Total Required Units	17	Total Required Units	15

¹ Additional unit can come from any of the subjects listed above or psychology, sociology, or any concurrent liberal arts and science course at a State System institution.

² Additional unit can come from any of the subjects listed above, computer science, foreign language, any Advanced Placement course, psychology, sociology, or any liberal arts and sciences course taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.

Expanding Application Window for Students Placed in DHS Custody

Senate Bill 1302 also expanded the application window for students placed in the custody of DHS at any time during the eighth, ninth, tenth, or eleventh grades. These students can apply for Oklahoma's Promise until the official date of their high school graduation. All other students must apply for the program in their eighth, ninth, tenth, or eleventh-grade years.

Adding a Core Diploma Track for Career Technology Students

In the 2024 legislative session Senate Bill 1328 passed unanimously from the House and almost unanimously out of the Senate and was signed into law on June 14, 2024. This bill creates a second academic eligibility track for students to use their Oklahoma's Promise scholarship only at Oklahoma Career Technology Education approved technology centers. These students must complete the requirements for the Oklahoma State Department of Education's Core Diploma. They must still meet all other eligibility requirements, including financial eligibility, to qualify for Oklahoma's Promise.

Submission Requirements

Updates to OSRHE's online system for submission of Oklahoma's Promise applications requires clearer language surrounding application and supporting document submission. These changes will prevent serious prejudice to the public interest by providing notice to students of what submission entails and which documents can be submitted after the June 30 deadline.

SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth, tenth, or eleventh grade at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. Students educated by other means who are between the ages of thirteen (13) and sixteen (16) are eligible to apply to become a program participant. A student who was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades may be eligible to enroll in the program until no later than the student's official date of high school graduation. Eligibility requirements to participate in the program include the following:

(1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and

(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A) Beginning in the 2022-2023 school year, the federal adjusted gross income of the student's parent(s) shall not exceed the following amounts at the time the student applies for participation in the program:

- (i) \$60,000 per year for parents who have one or two dependent children,
- (ii) \$70,000 per year for parents who have three or four dependent children, or
- (iii) \$80,000 per year for parents who have five or more dependent children.

(B) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

(C) A student who was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades who enrolls in the program no later than the student's official date of high school graduation shall not be found to be in financial need for purposes of the Oklahoma Higher Learning Access Program if the federal adjusted gross income of the student exceeds Sixty Thousand Dollars (\$60,000.00) per year at the time the student applies for participation in the program.

~~(D)~~ Parents of students making application to the program must use one of the following options to establish financial need eligibility:

- (i) Documentation of their most recent calendar (tax) year income. Parents of eleventh-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the eleventh grade if the application is submitted by the required deadline; or
- (ii) Documentation of current yearly income from an officially approved application for free or reduced-price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.
- (iii) The Oklahoma State Regents for Higher Education shall review the determination of financial need eligibility of the student as set forth in section (2)(A) above if the income from taxable and nontaxable sources of the student's parent(s) includes income received from nontaxable military benefits or income received from the federal Social Security Administration due to the death or disability of the student's parent(s). If the income of the student's parent(s), excluding income received from nontaxable military benefits or income received

from the federal Social Security Administration due to the death or disability of the student's parent(s), does not exceed the limitations set forth in section (2)(A) above, the student shall be determined to have met the financial need eligibility [70 O.S. § 2605(D)(7)]

~~(D)~~(E) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

610:25-23-3. Applications

(a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or guardian(s). The application will be treated as an incomplete application per section (h) below until the student's legal custody is determined.

(b) The application shall include either:

- (1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program's requirements. The agreement form shall be retained in the student's permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or
- (2) an agreement form submitted directly to the OSRHE by the student and their parent(s), custodial parent(s), or guardian(s), which shall be processed and verified by the OSRHE.

(c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes.

(d) Any falsified or incomplete information on the application forms may result in the student's disqualification from the program.

(e) Applications will be accepted throughout the school year.

(f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.

(g) Persons applying directly to the OSRHE must complete all fields of the application, submit sign virtual or physical agreement forms, and submit the finished application to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE.

(h) Applicants ~~submitting incomplete applications~~ shall be provided an opportunity to provide the required supporting and verifying income documentation to complete their application. Applicants must submit this the required documentation no later than December 31 immediately prior to the student's graduation from high school. Exceptions to the December 31 submission date may be approved by the Chancellor for extraordinary circumstances. An application that remains incomplete after the student's official date of high school graduation will not be accepted.

610:25-23-4. Program requirements

(a) Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:

- (1) Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;
- (2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
- (3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;

- (4) Have school work and school records reviewed by mentors designated pursuant to the program;
- (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
- (6) Participate in program activities. [70 O.S. § 2605]
- (b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:
- (1) Assist the student in achieving compliance with the agreements;
 - (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
 - (3) Provide information requested by the OSRHE or the State Board of Education; and
 - (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
- (c) Students must complete the curricular requirements for admission to an institution within The Oklahoma State System of Higher Education, herein referred to as the "college admissions curriculum", following 17 unit core curriculum with and attained a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale in that this curriculum, by the time they graduate from high school. The courses required for college admission shall be provided for in the Oklahoma State Regents for Higher Education Policy and Procedures Manual. Any change by the OSRHE to the college admissions curriculum shall also apply to the Oklahoma's Promise curricular requirements. For the purpose of calculating the required ~~core curriculum~~ college admissions curriculum GPA, ~~core~~ courses in English, lab science, mathematics, and history and citizenship skills, ~~foreign or non-English language, computer technology, or "additional" subject areas~~ must be transcribed with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. ~~If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.~~ The Chancellor may approve exceptions to the grading policy for pass/fail courses for extraordinary circumstances.
- (1) ~~Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);~~
 - (2) ~~Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);~~
 - (3) ~~Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);~~
 - (4) ~~Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);~~
 - (5) ~~Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);~~
 - (6) ~~One additional unit, or year, of subjects listed above, or any Advanced Placement course, psychology, sociology, or any concurrent liberal arts and sciences course at a State System institution that is not being used to fulfill any curricular requirement previously listed.;~~
 - (7) ~~One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.~~
- (d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular

~~requirements.~~ Students seeking admission to a technology center school overseen by the State Board of Career and Technology Education located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes must complete either:

(1) the college admissions curriculum; or

(2) all requirements of the high school "core curriculum" adopted by the State Board of Education. However, if the core curriculum does not fulfill the requirements of the college admissions curriculum, then the scholarship shall not be transferable to an institution within The Oklahoma State System of Higher Education.

~~(e)~~ Advanced students who complete ~~core~~ courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program. Such courses must be awarded high school credit and appear on the high school transcript.

~~(f)~~ Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).

~~(g)~~(f) Exceptions to the Oklahoma's Promise required ~~core~~ high school curriculum will be considered according to the following:

(1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core Oklahoma's Promise required high school curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A) ~~Core Curriculum~~ requirements which are also required for ~~regular college~~ admission to an institution within The Oklahoma State System of Higher Education (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B) Any other ~~core~~ Oklahoma's Promise high school curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

~~(2)~~ Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

~~(3)~~(2) Any other requests for exceptions to the college admissions ~~core~~ curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any college admissions ~~core~~ curriculum requirements omitted in high school or other educational program.

~~(h)~~(g) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.

~~(i)~~(h) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT scores reported by ACT for tests administered prior to the student's high school graduation will be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered except under extraordinary circumstances as determined and approved by the Chancellor. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-5. Securing Program benefits

(a) To qualify for the program benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:

(1) Be a resident of this state both at the time of application to the program and at the time the student graduates from high school, or have been enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(2) Have graduated within the previous three (3) calendar years from a high school or other educational program if homeschooled. The Oklahoma State Regents for Higher Education (OSRHE) may award benefits for a student's first semester or other academic unit of postsecondary enrollment taken more than three (3) calendar years after the student graduates from high school, or other educational program if homeschooled, if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll prior to the end of the three-year period. Such three-year period shall be extended by the length of the term of duty.

(3) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be determined by the OSRHE. A copy of the student's final high school transcript shall be submitted by the local contact person with the student's verification form.

(4) Have satisfied admission standards as established by the OSRHE for first-time-entering students for the appropriate type of institution (OSRHE policy on Institutional Admission and Retention) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in the program shall be admitted into an institution of higher education by special admission standards.

(5) Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.

(6) Be a United States citizen or lawfully present in the United States. ~~This provision shall not apply to any student that was enrolled in the program prior to the end of 2006-2007 school year.~~

~~(b) For students receiving the program benefit award for the first time in 2012-2013 through 2017-2018, at the time the student begins postsecondary education and prior to receiving any program benefit award, the federal adjusted gross income of the student's parent(s) shall not exceed \$100,000 per year.~~

Beginning with the 2018-2019 academic year, prior to receiving any Oklahoma Higher Learning Access Program benefit award for any year during which the student is enrolled in an eligible institution, the federal adjusted gross income of the student's parent(s) shall not exceed \$100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student, not the income of the parent(s), if the student:

(1) is determined to be independent of the student's parents for federal financial aid purposes,

(2) was in the permanent custody of the Department of Human Services at the time the student enrolled in the program, ~~or~~

(3) was placed in the custody of the Department of Human Services at any time during the eighth, ninth, tenth, or eleventh grades and enrolled in the program no later than the student's official date of high school graduation, or

(4) was in the court-ordered custody of a federally-recognized Indian tribe, as defined by the federal Indian Child Welfare Act, at the time the student enrolled in the program.

(c) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualification at the time the student begins postsecondary education and prior to receiving any program benefit award:

(1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$150,000 per year.

- (2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$200,000 per year.
- (3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).

(d) Award recipients shall apply for financial aid at the institution in which they enroll.

(e) Beginning in 2018-2019 and thereafter, all students eligible to receive the program benefit award must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) each year the student is enrolled in postsecondary education. Students not eligible to complete the FAFSA may be provided an alternate method by the OSRHE. Income information submitted through the FAFSA shall be used to determine compliance with the income limits described in sections (b) and (c) above. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's disqualification from the program.

(f) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #21-c:

Administrative Rules.

SUBJECT: Oklahoma Access and Achievement Program rulemaking. Adoption of proposed emergency rules, posting of proposed permanent rule revisions, 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 for the Oklahoma Access and Achievement Program pursuant to 70 O.S. § 2501; and, further, that the State Regents post proposed permanent rule revisions and approve initiation of the permanent rulemaking process, as described below.

BACKGROUND:

During the 2024 session, the Oklahoma Legislature approved HB 3792 (now 70 O.S. § 2501) creating the Oklahoma Access and Achievement Program (a copy of HB 3792 is attached). The bill authorizes educational benefits to Oklahoma residents with intellectual disabilities enrolled in comprehensive transition and postsecondary (CTP) programs approved by the U.S. Department of Education in the amount equivalent to resident tuition at institutions in the Oklahoma State System of Higher Education and Oklahoma Career Technology Education institutions. Funding for the program will come from the Oklahoma Higher Learning Access Trust Fund funds.

HB 3792 also outlines eligibility requirements for the program which include family income limits for students applying to the program, creating levels of income eligibility based on whether the student was adopted while in permanent custody of Oklahoma Human Services (OKDHS), court-ordered custody of a licensed private child-placing agency, or federally recognized Indian tribe and based on the age of the student if adopted. Students are eligible for the scholarship if they are within six (6) years of high school graduation, are enrolled in a state-system or career technology CTP program, and the student's parent(s) federal adjusted gross income does not exceed:

- \$100,000 per year for parents who did not adopt;
- \$150,000 per year for parents who adopted the student between the ages of birth and twelve (12) years old while in the permanent custody of OKDHS, court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe.
- \$200,000 per year for parents who adopted the student between the ages of thirteen (13) and seventeen (17) years old while in the permanent custody of OKDHS, court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe.

To maintain eligibility in the program students must maintain satisfactory academic progress and they have five (5) years of eligibility beginning their first semester at a postsecondary institution.

POLICY ISSUES:

The goal of the Oklahoma Access and Achievement Program is to increase the recruitment and retention of Oklahoma students with intellectual disabilities to postsecondary opportunities.

ANALYSIS:

The following table shows the 2024-2025 estimated average annual costs of undergraduate resident tuition by type of institution within the State System of Higher Education. CTP program design includes a combination of both credit-bearing and non-credit-bearing courses as part of their curriculum. The amount of credit hours per program may vary, the figures below reflect one of the three CTP programs in the state that require the most credit hours annually.

The total estimated benefit for 25 semester credit hours of tuition is:

- Research Universities - \$4,493.33
- Regional Universities – \$5,721.77
- Community Colleges – \$3,290.60
- Technical Branches – \$4,776.58
- Career Technology Centers – \$3.93 per program clock hour, no CTP programs in the state currently.

The proposed emergency rules are necessary to comply with HB 3792 (now 70 O.S. § 2501). In the absence of emergency rules, the earliest the permanent rule process could be complete is September 2025. 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.

Section 2501 states that “The State Regents shall promulgate relating to the establishment and maintenance of eligibility under the scholarship program.” Therefore, Section 2501 requires OSRHE to establish this program. Allowing a delay in establishing this program until September 2025 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.

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 43. OKLAHOMA ACCESS AND ACHIEVEMENT PROGRAM

610:25-43-1. Purpose

The Oklahoma Access and Achievement Program, created by the Oklahoma Access and Achievement Act passed in 2024 (70 O.S. § 2501 et seq.), is designed to provide an award to eligible students with intellectual disabilities who are pursuing studies in Oklahoma at a comprehensive transition and postsecondary (CTP) program.

610:25-43-2. Definitions

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

"CTP program" means a degree, certificate, or nondegree program that:

(A) is offered by an institution of higher education or a technology center school;

(B) is delivered to students physically attending the institution of higher education or technology center school;

(C) is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education or technology center school to prepare for gainful employment;

(D) includes an advising and curriculum structure;

(E) requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution of higher education or technology center school, with participation focusing on academic components and occurring through one or more of the following activities:

(1) regular enrollment in credit-bearing courses with nondisabled students offered by the institution of higher education or technology center school,

(2) auditing or participating in courses with nondisabled students offered by the institution of higher education or technology center school for which the student does not receive regular academic credit,

(3) enrollment in noncredit-bearing, nondegree courses with nondisabled students, or

(4) participation in internships or work-based training in settings with nondisabled persons;

(F) requires students with intellectual disabilities to be socially and academically integrated with nondisabled students to the maximum extent possible; and

(G) is approved by the United States Department of Education pursuant to Public Law 110-315, the Higher Education Opportunity Act, as amended.

"Eligible student" means a student with an intellectual disability who is eligible for the scholarship program.

"FAFSA" means Free Application for Federal Student Aid.

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

"SAP" means satisfactory academic progress.

"State educational institution" means an institution of higher education or technology center school in Oklahoma supported wholly or in part by direct legislative appropriations that provides a CTP program.

"Student with an intellectual disability" means a student:

(A) with a cognitive impairment, characterized by significant limitations in intellectual and cognitive functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills, and

(B) who is currently or was formerly eligible for a free appropriate public education under the Individuals with Disabilities Education Act (IDEA), including a student who was determined eligible for special education or related services under IDEA but attended a private school or was educated pursuant to the other means of education exception provided for in 70 O.S. § 10-105(A).

610:25-43-3. Eligibility requirements

(a) A student with an intellectual disability shall be eligible to participate in the Oklahoma Access and Achievement Program if the student:

(1) Is a resident of the State of Oklahoma or enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in 70 O.S. § 5-117.1;

(2) Is a United States citizen or lawfully present in the United States;

(3) Has graduated within the previous six (6) years from a public high school accredited by the State Board of Education or a private school, or has satisfactorily completed, within the previous six (6) years, an educational program that was provided through means other than a public or private school;

(4) Has secured admission to and enrolled in a CTP program at a state educational institution that meets the requirements to be eligible for federal student financial aid; and

(5) Has established financial need according to 610:25-43-4.

(b) A student with an intellectual disability and the student's parent(s), custodial parent(s), or guardian(s) shall:

(1) Provide information requested by OSRHE and the institution in which the student is enrolled; and

(2) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships.

610:25-43-4. Financial need

(a) Prior to receiving any Oklahoma Access and Achievement Program benefit award for any year during which the student with an intellectual disability is enrolled in a state educational institution, the federal adjusted gross income of the student's parent(s) or legal guardian(s) shall not exceed \$100,000 per year. The determination of financial qualification as set forth in this subsection shall be based on the income of the student, not the income of the parent(s) or legal

guardian(s), if the student is determined to be independent of the student's parent(s) or legal guardian(s) for federal financial aid purposes.

(b) A student with an intellectual disability who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualifications prior to receiving any program benefit award:

(1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$150,000 per year;

(2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$200,000 per year; or

(3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).

(c) Eligible students shall apply for financial aid at the state educational institution in which they enroll.

(d) Eligible students must complete the FAFSA each year the student is enrolled in postsecondary education. Eligible students not eligible to complete the FAFSA may be provided an alternate method by OSRHE. Income information submitted through the FAFSA shall be used to determine compliance with the income limits described in this section. Any falsified or incomplete information submitted by the student or parent(s) may result in the student's disqualification from the program;

610:25-43-5. Criteria for Continued Eligibility

To retain eligibility in the Oklahoma Access and Achievement Program, the student with an intellectual disability shall:

(1) Meet the requirements for retention and completion as established by the state educational institution where the student is enrolled;

(2) Meet SAP standards as required by the CTP program criteria. This requirement will apply to all Oklahoma Access and Achievement Program participants whether or not they are receiving federal student financial aid. Any Oklahoma Access and Achievement Program participant that is ineligible to receive federal financial aid due to failure to meet SAP standards will also be ineligible to receive the Oklahoma Access and Achievement Program award; and

(3) Refrain from conduct that leads to expulsion or suspension of more than one semester from a state educational institution. A student who violates the provisions of this paragraph shall permanently lose eligibility for scholarship program benefits.

610:25-43-6. Payment of awards; policies and limitations

(a) Subject to the availability of funds, eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident

nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund.

(b) Subject to the availability of funds, eligible students enrolled in a technology center school CTP program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education shall have an award equivalent to tuition paid, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund.

(c) Funds shall be transferred by OSRHE from the Oklahoma Higher Learning Access Trust Fund to the state educational institution in which the eligible student is enrolled. No funds shall be paid directly to the student.

(d) Payment will not be allowed for courses or other postsecondary units taken more than five (5) years after the eligible student's first semester of postsecondary enrollment.

(e) Students will be eligible for the benefits outlined in this policy for five (5) years after the eligible student's first semester of postsecondary enrollment. OSRHE may award the Oklahoma Access and Achievement Program benefits for courses or other postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Access and Achievement Program participant may receive benefits beyond a cumulative time period of five (5) years. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions.

(f) There will be no limit to the number of awards in any year other than the amount of funds available for the scholarship program and the number of eligible student applicants. If sufficient funds are not available to provide awards for all eligible applicants, OSRHE shall make awards on the basis of need. Provided, OSRHE may take into consideration other grants and scholarships received by an eligible student applicant when making awards.

(g) Students who have previously received Oklahoma Access and Achievement Program awards and who have continued at all times to fulfill the requirements for eligibility to receive such awards shall have priority for continued financial support by this program over students applying for an initial award.

610:25-43-7. Applications

(a) Students and their parent(s), custodial parent(s), or legal guardian(s) must complete fully an application form provided by the state educational institution in which they plan to enroll. If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or legal guardian(s).

(b) State educational institutions shall develop, maintain, and provide an Oklahoma Access and Achievement Program application for eligible students and submit information for new students each semester. The institution's application process must minimally determine the student's financial eligibility, including indication of adoption status, as determined pursuant to 610:25-43-4.

(c) Any falsified or incomplete information on the application forms may result in the student's disqualification from the Oklahoma Access and Achievement Program.

(d) Applications may be accepted throughout the year.

610:25-43-8. Authorized institutional representative and administrative responsibilities

(a) Each state educational institution's financial aid officer will work with the program administrator to certify the eligibility of Oklahoma Access and Achievement Program applicants, verify enrollment, receive and disburse funds, and perform such other duties as may be necessary for the proper administration of Oklahoma Access and Achievement Program scholarships.

(b) OSRHE shall:

(1) work with the state educational institution's representatives to coordinate tracking of program records for students participating in the program;

(2) coordinate and develop policies and procedures to implement the Oklahoma Access and Achievement Act; and

(3) administer the Oklahoma Higher Learning Access Trust Fund.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #21-d:

Administrative Rules.

SUBJECT: HB 1775 and Prohibition of Race and Sex Discrimination rulemaking. Posting of proposed permanent rule revisions and approval to initiate permanent rulemaking process.

RECOMMENDATION:

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

BACKGROUND:

The Oklahoma Legislature passed HB 1775 during the 2021 legislative session and the bill was signed into law by Governor Kevin Stitt on May 7, 2021. HB 1775 created a new section of law, codified at 70 O.S. § 24-157(A)(1), and that provides the following: “No enrolled student of an institution of higher education within The Oklahoma State System of Higher Education shall be required to engage in any form of mandatory gender or sexual diversity training or counseling; provided, voluntary counseling shall not be prohibited. Any orientation or requirement that presents any form of race or sex stereotyping or a bias on the basis of race or sex shall be prohibited.”

In Black Emergency Response Team, et al. v. Drummond, et al., students, educators and others challenged 70 O.S. § 24-157 and its restrictions on training, counseling, orientation and requirements concerning race and gender at institutions of higher education among other restrictions on primary and secondary schools. Plaintiffs sought preliminary and permanent injunctive relief from enforcement of HB 1775.

On June 14, 2024, an Order of Preliminary Injunction was granted in part and denied in part and a Motion to Dismiss was granted in part and denied as moot in part. The case is still pending judgment on the merits.

Under 70 O.S. § 24-157, the Oklahoma State Regents for Higher Education are required to promulgate rules, subject to approval by the Governor and the Legislature, to implement the provisions of 70 O.S. § 24-157(A)(1). *See* 70 O.S. § 24-157(A)(2) (“Pursuant to the provisions of the Administrative Procedures Act, the Oklahoma State Regents for Higher Education shall promulgate rules, subject to approval by the Legislature, to implement the provisions of this subsection.”).

POLICY:

State agencies can make rules to implement laws under procedures set out in the Administrative Procedures Act (75 O.S. § 250 et. seq.). Administrative rules have the effect of law.

Before becoming effective, permanent rules are subject to a comprehensive rulemaking process that includes review and approval by the Governor and the Oklahoma Legislature. State agencies are required to draft and publish necessary documents, accept public comment about proposed rules and may also hold hearings on proposed rules.

Oklahoma's official rules, rulemaking notices, and executive orders are compiled in *The Oklahoma Register* and the *Oklahoma Administrative Code* by the Office of Administrative Rules.

ANALYSIS:

The proposed permanent rule is necessary to comply with 70 O.S. § 24-157(A). The permanent rules will provide guidance to institutions and enrolled students.

The proposed permanent rule required by 70 O.S. § 24-157(A) is listed below:

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 1. ADMINISTRATIVE OPERATIONS
SUBCHAPTER 1. THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION**

610:1-1-6. Prohibition of Race and Sex Discrimination [NEW]

(a) Purpose. It is the policy of the Oklahoma State Regents for Higher Education and the institutions comprising the Oklahoma State System of Higher Education to prohibit any discrimination based on race or sex.

(b) Definitions.

- (1) "Institution"** means an institution of higher education within the Oklahoma State System of Higher Education as provided in 70 O.S. § 3201 and includes constituent agencies as outlined under 610:1-1-3 of the Oklahoma Administrative Code.
- (2) "Mandatory"** means required as a condition of attendance at an institution of higher education within the Oklahoma State System of Higher Education.

(c) Application. As expressly provided in 70 O.S. § 24-157(A)(1), this rule shall apply to all institutions and to any student enrolled at an institution of higher education within the Oklahoma State System of Higher Education. It applies only to mandatory training/counseling/orientation requirements of the institution itself and does not apply to the content of individual classroom instruction, lectures or discussions offered or facilitated by an institution.

(d) General Prohibition. No institution within the Oklahoma State System of Higher Education shall require its enrolled students to participate in any form of mandatory gender or sexual diversity training or counseling.

(e) Exceptions to General Prohibition. The following shall not be prohibited:

- (1) Training or counseling pertaining to sexual harassment or assault prevention as required by state or federal law or regulation, or by other applicable regulatory authority.**
- (2) Training or counseling imposed as part of the disciplinary process for an enrolled student found responsible under the institution's student conduct code for sexual misconduct or other conduct constituting discrimination or harassment based on sex or race.**
- (3) Training or counseling required to establish or maintain eligibility for any federal grant or program if ineligibility would result in a deprivation or loss of federal funds to the institution.**
- (4) Training or counseling required for obtaining or retaining institutional or discipline-specific accreditation.**

(f) Compliance. Each institution within the Oklahoma State System of Higher Education will provide a process, or amend existing process, to allow for an enrolled student at their respective institution to file a complaint with the institution's administration or governing board alleging a violation of the provisions of 70 O.S. § 24-157(A)(1) or this rule. Only students who are currently enrolled and personally subject to a requirement alleged to be in violation of 70 O.S. § 24-157(A)(1) or this rule shall have standing to file complaints pursuant to this subsection.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #21-e:

Administrative Rules.

SUBJECT: OneNet. Approval and adoption of proposed permanent rule revisions for OneNet.

RECOMMENDATION:

It is recommended that the State Regents approve and adopt the proposed permanent rule revisions for OneNet as described below.

BACKGROUND:

OneNet is the comprehensive digital communications initiative of the Oklahoma State Regents for Higher Education and Oklahoma's research and education network. In 1992, OneNet was created with \$14 million from a \$350 million statewide capital bond issue approved by voters. OneNet was developed as a division of the Oklahoma State Regents for Higher Education (OSRHE) and became fully operational in 1996.

OneNet leverages local, national, public and private partnerships to provide world-class broadband connectivity to institutions that sustain communities and enrich lives. OneNet's high-performance optical network meets Oklahoma's education, research, health care, and state and local government needs.

OneNet serves higher education institutions, career technology centers, K-12 schools, libraries, research organizations, health care providers, and federal, state, local and tribal government agencies. OneNet does not serve private businesses or private residences.

OneNet partners with other research and education networks across the country to connect Oklahoma to research programs throughout the nation and around the globe. Meeting the diverse set of research and education needs of Oklahoma, OneNet has developed a statewide fiber backbone with a 100Gbps infrastructure serving Oklahoma's largest research institutions. OneNet operates one of the two Great Plains Network 100Gbps on-ramps to Internet2, and also directly connects to other statewide research networks through Internet2.

POLICY ISSUES:

The proposed rules (Attachment A) will provide OneNet and the State Regents with better clarification on the use of OneNet's services, update outdated technology language and clarify the types of organizations OneNet serves. The changes will ensure that the administrative rules align with how OneNet operates in 2024.

The administrative rules will provide community leaders, partners and other constituents an accurate description of the organizations that can utilize OneNet's internet, technology, towers and facilities services.

ANALYSIS:

The permanent rules will address the types of services OneNet provides, the organizations who can utilize

these services, and the accurate technology terminology for 2024.

The proposed rules address the following items:

- Updating technology terminology
- Updating the types of organizations that OneNet can serve
- Identifying OneNet as the comprehensive digital communications entity operated by OSRHE
- Updating the reference to infrastructure engineering staff
- Removing references to OneNet as a telecommunications network

The proposed revisions were posted, and the permanent rulemaking process initiated, at the State Regents' meeting on October 19, 2023. Notice of Rulemaking Intent was published in the Oklahoma Register on November 15, 2023. No public comments or requests for hearing were received.

Attachment

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 15. EDUCATIONAL OUTREACH
SUBCHAPTER 1. USE OF TOWERS, FACILITIES AND COMMUNICATIONS SERVICES

610:15-1-1. Purpose

~~The Oklahoma State Regents for Higher Education will make available the use of towers and facilities of OneNet, the State of Oklahoma's official telecommunications and information network, to educational entities, governmental agencies, and commercial businesses; provided, however, the proposed use does not interfere with the normal maintenance and operations of OneNet. Each request to utilize the internet and technology services or towers and facilities standard industry engineering requirements and state and federal laws and regulations. OneNet is the comprehensive digital communications entity operated by the Oklahoma State Regents for Higher Education. The purpose of OneNet is to meet the mission critical technology needs of Oklahoma's education, research, healthcare and government institutions.~~

610:15-1-2. Towers and facilities use

- (a) All proposed tower and facility installations shall be in accordance with ~~good engineering practices~~ state and federal laws and regulations and shall be subject to the approval of the OneNet engineering staff. Requests for installation of microwave antennas on the OneNet towers shall be approved only after a tower wind load study is performed by an approved and qualified registered professional engineer. Costs of the study are to be paid for by the proposed user. Any structural modifications required to the tower resulting from the proposed antenna installation will be at the expense of the proposer. Generally, 2-way radio antenna installations will not require a tower analysis to be performed; however, it shall be at the discretion of the ETN infrastructure engineering staff as to whether or not an analysis is required.
- (b) The Oklahoma State Regents for Higher Education will develop a schedule of monthly rates for the use of OneNet's towers and facilities.
- (c) The Chancellor or the Chancellor's designee may waive any or all monthly rates specified in the rate schedule if use of OneNet's towers and facilities is determined to be in the best interest of the State.
- (d) The State Regents reserve the right to change the rates or cancel service with a 90-day advance notice to the user.

610:15-1-3. ~~Communications~~ Internet and technology services use

- (a) The Oklahoma State Regents for Higher Education ~~will~~ shall make OneNet's ~~voice, data and video communications and~~ internet and technology services and infrastructure available to ~~educational entities, governmental agencies, and commercial businesses~~ research and educational entities, governmental and tribal agencies, political subdivisions, eligible healthcare providers, and telecommunications providers consistent with the policies and procedures established by OneNet; ~~provided, however, that the~~ The proposed use ~~does~~ shall not interfere with the normal maintenance and operation of OneNet. Each request to utilize the ~~voice, data and/or video communications~~ internet and technology services of OneNet will be reviewed on an individual basis to ensure it is consistent with state and federal laws and regulations. The State Regents will develop a schedule of rates to be utilized for the services provided and shall have the ability to offer discounted rates on a case-by-case basis if it is determined to be in the best interest of the State.
- (b) For the purposes of this section, "eligible healthcare providers" include, but are not limited to: (1) post-secondary educational institutions offering health care instruction, teaching hospitals, and medical schools; (2) community health centers or health centers providing health care to migrants; (3) local health departments or agencies; (4) community mental health centers; (5) not-for-profit hospitals; (6) rural health

clinics; and (7) consortia of health care providers consisting of one or more entities falling into the first six categories.

~~(b)(c)~~ The State Regents reserve the right to change the rates or cancel service with a 90- day advance notice to the user.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #22:

State Regents' Meetings.

SUBJECT: Approval of the proposed 2025 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 2025 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, February 5, 2025	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, February 6, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, March 19, 2025	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, March 20, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, April 23, 2025	10:30 a.m.	Northeastern State University – Tahlequah 600 N. Grand Avenue Tahlequah, Oklahoma
Thursday, April 24, 2025	9 a.m.	Northeastern State University – Broken Arrow 3100 New Orleans Street Broken Arrow, Oklahoma
Thursday, April 24, 2025	9:30 a.m.	Northeastern State University – Broken Arrow 3100 New Orleans Street Broken Arrow, Oklahoma

Thursday, May 29, 2025	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Friday, May 30, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, June 25, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 26, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, September 3, 2025	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 4, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 22, 2025	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 23, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, November 6, 2025	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 3, 2025	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 4, 2025	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #23:

Commendations.

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

RECOMMENDATION:

It is recommended that the State Regents 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, was honored with the “Ted Gillispie Advocacy Award” from the Oklahoma Association of Colleges for Teacher Education. Dr. Brevetti’s work includes directing professional development events with over a 900% increase in participation and overseeing grant awards. She also chairs the International Key Women Educators scholarship committee, which awarded \$2,000 to an Oklahoma early childhood educator to complete her master’s degree as a reading specialist this year. Dr. Brevetti was also selected to be a panel member for “Online Proctoring” with the Council for Online Learning Excellence. This series of workshops included discussions on hybrid and online effective practices. Presenters and participants were awarded micro-credential digital badges.

Jess Tucker, coordinator for teacher education scholarship and incentive programs, was honored with the “Ted Gillispie Advocacy Award” from the Oklahoma Association of Colleges for Teacher Education (OACTE). OACTE comprises deans and faculty from 23 public and private universities across Oklahoma. Her work involved having over 4,500 participants enrolled in the “Inspired to Teach” Scholarship and Employment Incentive. She will share her work at the National Educators Rising Conference in Washington, D.C., this month.

Dr. Melissa Brevetti, coordinator for teacher education programs; **Dr. Goldie Thompson**, associate vice chancellor for teacher preparation and special programs; and **Jess Tucker**, coordinator for teacher scholarship and incentive programs, presented “Inspired to Teach 2.0” at the American Association of Colleges for Teacher Education in Denver, Colorado. This year’s theme was “Ascending New Heights: Propelling the Profession into the Future.” Their presentation featured trailblazing professional practices, policies, and collaborations in work with Educator Preparation Programs (EPPs) across the state and beyond.

Sara Lorenzen, outreach specialist III for OCAP's Oklahoma Money Matters Financial Literacy initiative, recently presented at the Higher Education Financial Wellness Alliance's Annual Summit, at the University of Pittsburgh. HEFWA is a national network of campus professionals and higher education institutions driven to advance student success through financial wellness.

Rebecca Richardson, digital communication and web content manager, and the OSRHE Communications department received an award from the Oklahoma College Public Relations Association (OCPRA) for the recent redesign of the agency's primary website, okhighered.org, which won the Honorable Mention in the Before and After category. In addition to Angela Caddell, associate vice chancellor for Communications; Emelia Ross, communications coordinator II; and Erin Stelter, graphic design specialist II, Erik Welch, web development and systems manager, consistently contributed to the delivery of the new website.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #24-a:

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 public, private non-profit, and private for-profit degree-granting institutions may participate in SARA.

The State Regents approved Oklahoma's first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board's S-SARA Regional Steering Committee approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 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 is posted on the NC-SARA website. According to this source, in Fall 2022, Oklahoma public and private institutions enrolled a total of 7,764 (up from 7,298 the previous year) out-of-state students in distance education programs, nearly

four times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

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

POLICY ISSUES:

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

ANALYSIS:

Prior to September 5, 2024, State Regents' staff received a SARA renewal application from the institutions listed below:

- Carl Albert State College;
- Tulsa Community College;
- Northeastern Oklahoma A&M College; and
- Randall University.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #24-b:

Operations.

SUBJECT: Ratification of purchases exceeding \$25,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts exceeding \$25,000 but less than \$100,000 between June 27, 2024 and July 30, 2024.

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases exceeding \$25,000.

ANALYSIS:

For the time period between June 27, 2024 and July 30, 2024, there were 41 purchases exceeding \$25,000 but less than \$100,000.

Core

- 1) Mythics in the amount of \$76,929.12 for maintenance to provide telephone support and upgrades for Oracle Internet Application Enterprise Edition software. This maintenance supports OEIS Oracle databases for the System Analysis and Reporting division. (Funded from 210-Core).
- 2) ISG Technology LLC in the amount of \$50,783.75 for maintenance to provide support and upgrades to the Varonis software. Varonis is used by IT to compile data used for forensic information, allowing IT to monitor how staff are using shared drives as well as providing users access to data they need to conduct business. This maintenance also helps IT with migrating data from file servers more efficiently. (Funded from 210-Core).
- 3) Zoom Video Communications, Inc. in the amount of \$36,200.00 for Zoom subscriptions for Zoom numbers to initiate cloud-based Zoom services transition for OSRHE phone services. (Funded from 210-Core).
- 4) Xerox Corporation in the amount of \$61,890.24 for FY25 black and white and color copiers for Central Services. (Funded from 210-Core).
- 5) Quadrient Leasing USA, Inc. in the amount of \$64,700.00 for annual postage for the postage meter and annual postage supplies. (Funded from 210-Core).

- 6) Softchoice Corporation in the amount of \$31,950.00 for professional services for Phase II of the e-mail cloud migration to Microsoft 365. (Funded from 210-Core).
- 7) The Office of the Attorney General of Oklahoma in the amount of \$78,083.96 for legal services of an Assistant Attorney General for higher education institutions from July 1, 2024 through June 30, 2025. (Funded from 210-Core).
- 8) Softchoice Corporation in the amount of \$36,000.00 for Microsoft-based AI tool to be used within the Microsoft 365 cloud products. (Funded from 210-Core).

OneNet

- 9) ISG Technology LLC in the amount of \$45,792.00 for various OneNet security services, including content filtering for SDE hotspots, emergency cybersecurity services, management of the OFFN Network, and virtual private networks. (Funded from 718-OneNet.).
- 10) AT&T in the amount of \$31,520.00 for wireless redundant services for the Department of Mental Health and Substance Abuses Services and digital paging services for OneNet staff to be alerted in the event of system changes or failures. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 11) Cable One, Inc. in the amount of \$77,300.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 12) Cherokee Telephone Company in the amount of \$25,300.00 for circuits to provide services to OneNet Customers. Costs recovered through OneNet user fees. (718-OneNet).
- 13) Comdata, Inc. in the amount of \$75,000.00 for fuel for OneNet ETN fleet and minor maintenance. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 14) Hurricane Electric LLC in the amount of \$38,400.00 to allow OneNet to maintain a Point of Presence at Rack59 in Oklahoma City, expanding our current network and creating a more secure redundant network, which provides critical efficiencies for OneNet and OneNet's customer. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 15) Oklahoma Gas and Electric in the amount of \$29,056.00 for electric services used to power ETN and the tower facilities. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 16) Oklatel Communications, Inc. in the amount of \$54,000.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 17) University of Oklahoma Health Sciences Center in the amount of \$26,400.00 for hosting space in the OneNet Data Center. Tulsa County uses OneNet's colocation services. OneNet utilizes OUHSC rack space to facilitate the request. Costs are reimbursed by Tulsa County. (Funded from 718-OneNet).
- 18) Cequel Communications in the amount of \$54,450.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).

- 19) Presidio Holdings, Inc. in the amount of \$61,267.32 for OpenDNS content filtering services for K-12 schools and libraries to filter inappropriate content required to receive federal funding. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 20) Trace Fiber Networks LLC in the amount of \$53,200.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 21) Consolidated Communications, Inc. in the amount of \$49,640.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 22) Indian Nations Fiber Optics in the amount of \$26,552.40 for annual maintenance for the dark fiber lease agreement between Newcastle and Norman. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 23) Salesforce Communications, Inc. in the amount of \$43,796.71 for licenses that enable OneNet to streamline the workflow process from new leads through long-term retention by automating the E-rate and OUSF bidding request data, systematically reaching out to multiple last mile providers for quotes and electronically pulling in bidding request results. Salesforce provides a user-friendly grab and drop ability to maintain and customize reporting needs. Costs recovered through OneNet user fees. (Funded from 718 OneNet).
- 24) Cross Telephone in the amount of \$30,736.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 25) Cogent Communications, Inc. in the amount of \$54,600.00 for a dedicated internet access service interface located in Tulsa, Oklahoma. Costs recovered through OneNet user fees. (Funded from 718 OneNet).
- 26) Skyrider Communication, Inc. in the amount of \$72,500.00 for circuits to provide services to OneNet customers. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 27) Copper River Information Tech in the amount of \$99,805.97 for optical transport equipment used to connect the Midcon hub to the Oklahoma City and Tulsa hubs to support 100 Gigabit ethernet transport for Oklahoma Panhandle State University Dobson wave service for Oklahoma Friction Free Network (OFFN7) connectivity. Funded by the OFFN 7 Grant. (Funded from 718-OneNet).
- 28) CDW LLC in the amount of \$25,654.54 for maintenance renewal for the In-Row cooling units and PDU's to provide cooling and power distribution for the Hot-Isle Containment System. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 29) TierPoint Oklahoma LLC in the amount of \$47,423.04 for rack space and power to place optical and network equipment to provide services to OneNet customers located in Data Center locations. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 30) University of Oklahoma in the amount of \$51,200.00 for dark fiber circuits and special fiber construction to serve the National Oceanic Atmosphere Administration and other OneNet points of presence on University of Oklahoma campus. (Funded from 718-OneNet).
- 31) Kentik Technology, Inc. in the amount of \$62,336.72 for real time processing of summarized network data flow. The data is used historically by OneNet and select subscribers to analyze traffic

patterns and make decisions on networks configuration and for capacity planning. Costs recovered through OneNet user fees. (Funded from 718-OneNet).

- 32) MidCon Recovery Solutions LLC in the amount of \$75,888.00 for the leasing of rack and power space located at the MidCon data center at 13431 Broadway Extension #500, Oklahoma City to access and employ fiber. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 33) AT&T Corporation in the amount of \$51,447.00 for AT&T's Alien Vault Managed Threat Detection & Response service, which protects organizations with 24/7 security monitoring from AT&T Cybersecurity powered Universal Storage Media and AT&T Alien Labs threat intelligence. (Funded from 718-OneNet).
- 34) ISG Technology LLC in the amount of \$50,807.00 for Fortinet maintenance and Fortinet firewall protection services. Costs recovered through OneNet user fees. (Funded from 718-OneNet).
- 35) Presidio Network Solutions LLC in the amount of \$45,493.32 for OneNet's managed router service for the subscribers over the 3Gbps bandwidth. Costs recovered through OneNet user fees. (Funded from 718-OneNet).

GEAR UP

- 36) Impact Asset Corporation in the amount of \$82,000.00 for Fall 2024 District Testing Program by the Impact Asset Corporation (formerly ACT) to provide the ACT test to all 11th grade students in the ten school districts under the GEAR UP 2017 Grant IV services. (Funded from 730-GEARUP).

Multiple Funds

- 37) Finley & Cook PLLC in the amount of \$55,000.00 for the statutory requirement for a Fiscal Year 2024 General Purpose Financial Audit and a Financial & Compliance Audit for the Oklahoma State Regents for Higher Education and the Oklahoma College Assistance Program. (Funded from 210-Core and 701-OCAP).
- 38) Oklahoma University Health Science Center in the amount of \$72,661.00 for FY25 Oklahoma State Regents for Higher Education employee parking. (Funded from 210-Core, 701-OCAP and 718-OneNet).
- 39) SHI International in the amount of \$26,757.18 for security software that provides management of system and security vulnerabilities. Costs are recovered through OneNet user fees. (Funded from 701-ITOCAP and 718-OneNet).
- 40) Alias Forensics Inc. in the amount of \$25,744.00 for the annual external, internal and wireless penetration testing and phone social engineering testing. Costs are recovered through OneNet user fees. (Funded from 701-ITOCAP and 718-OneNet).
- 41) Softchoice Corporation in the amount of \$41,077.76 for Software Assurance that provides upgrades for the licensed Microsoft products. (Funded from 210-Core and 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #24-c:

Resolution.

SUBJECT: Approval of a resolution honoring retiring staff.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #25-a:

Programs.

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

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of 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 <https://app.smartsheet.com/b/publish?EQBCT=25d78996ed8748139000df892989a4d9>.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #25-b (1):

Annual Reports.

SUBJECT: Acknowledge receipt of the Report on Low Producing Programs.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2024 Low Productivity Programs Report.

BACKGROUND:

By Oklahoma State Regents for Higher Education (OSRHE) policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	Minimum Majors Enrolled
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. OSRHE staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. **New Programs.** Programs that are provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.
2. **Liberal Arts and Sciences Programs.** These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.

3. Offline Programs. Programs scheduled for deletion or suspension.
4. Restructured Programs. These programs are expected to meet minimum productivity within a given time period.
5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women’s Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).
6. Data Discrepancies. This includes other factual issues that can be verified.
7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In June 2024, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 1 percent of institutional programs did not meet the minimum productivity standards.

Institutions review low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs listed above, and recommend appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

This action is consistent with the OSRHE’s Academic Program Review policy.

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered (as of June 30, 2024)	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)						
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7
OU	365	8	2%			8				3	1	1	6
OUHSC	64	0	0%										
OU-LAW	18	0	0%										
OSU	379	9	2%	1		8		2		1		3	3
OSU-OKC	50	2	4%			2				1			1
OSUIT	40	1	3%			1				1			
OSU Vet Med	1	0	0%										
OSU-CHS	13	0	0%										
ECU	58	2	4%			2		1			1		
NSU	152	3	2%			3		2			1		
NWOSU	59	3	5%			3		1					2
RSU	38	0	0%										
SEOSU	59	0	0%										
SWOSU	82	0	0%										
UCO	148	0	0%										
CU	55	1	2%			1				1			
LU	40	3	8%			3	1			1	1		
OPSU	35	2	6%			2		1			1		
USAO	25	0	0%										
CASC	33	1	3%			1		1					
CSC	39	0	0%										
EOSC	37	0	0%										
MSC	46	0	0%										
NEOAMC	36	1	3%			1						1	
NOC	31	0	0%										
OCCC	62	0	0%										
RCC	27	0	0%										
RSC	73	0	0%										
SSC	22	0	0%										
TCC	90	0	0%										
WOSC	24	0	0%										
Totals	2,201	36	1%	1	0	35	1	8	0	8	5	5	12

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** One of the low producing programs (3 percent) has been deleted or are scheduled for deletion.
2. **Suspended programs.** None of the low producing programs have been suspended or are scheduled for suspension.
3. **Restructured or justified programs.** 35 (97 percent of the 36 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the OSHRE's Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-producing programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #25-b (2):

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 747 program requests and notifications from July 1, 2023 to June 30, 2024. Twenty-seven requests or notifications were carried over from 2022-2023. The following schedules summarize requests and notifications and State Regents' actions in 2023-2024. The detailed report is available as a supplement.

POLICY ISSUES:

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

ANALYSIS:

The Annual Report on Program Requests and Notifications contains the 2023-2024 Degree Program Inventory and the following schedules:

1. Letter of Intent Submissions
2. New Program Requests Under Review
3. Approved New Program Requests
4. Approved Program Deletion Requests
5. Approved New Certificates Requests
6. Processed Program Modification Notifications
 - a. Program Suspensions
 - b. Electronic Delivery of Existing Programs
 - c. Option Additions
 - d. Option Deletions
 - e. Program Name Changes
 - f. Option Name Changes
 - g. Degree Designation Changes
 - h. Program Requirement Changes
 - i. Program Reinstatements
7. Net Reduction Table

2023-2024 Submissions and Actions. In the 2023-2024 year, institutions made the following requests and the State Regents took the following actions:

Requested Item Category	2022-2023 Carry-over	2023-2024 Submissions	2023-2024 Actions	Percentage of Requests Approved
New Programs	10	56	37	66%
Program Deletions	2	17	15	88%
Total	12	73	52	71%

In the 2023-2024 year, institutions notified OSRHE staff of the following actions and the State Regents Staff took the following actions:

Requested Item Category	2022-2023 Carry-over	2023-2024 Submissions	2023-2024 Actions	Percentage of Requests Processed
New Certificates	11	73	69	95%
Processed Program Modifications				
Program Suspensions	0	8	8	100%
Electronic Delivery	2	55	54	98%
Option Additions	0	22	21	96%
Option Deletions	0	18	15	83%
Program Name Changes	2	26	25	96%
Option Name Changes	0	10	9	90%
Degree Designation Changes	0	0	0	0%
Program Requirement Changes	0	461	445	97%
Program Reinstatements	0	1	1	100%
Total	15	674	647	96%

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #25-b (3):

Annual Reports.

SUBJECT: Acknowledge receipt of the Tuition and Fees Rate Book, FY2025.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Tuition and Fees Rate Book, FY2025.

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the 2024-2025 academic year at their meeting on June 27, 2024. 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 \$329.55 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 \$217.81 per credit hour, or approximately \$6,534.20 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 \$355.55 at the University of Oklahoma to a low of \$252.06 at Langston University.
- All tuition and mandatory fees are within the legislatively prescribed limits.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #25-b (4):

Annual Reports.

SUBJECT: Acknowledge receipt of the Student Cost Survey, FY2025.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Student Cost Survey, FY2025.

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 2024 and spring 2025 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are reported for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a roommate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average and estimated student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

<i>FY2024-2025 Average Cost of Attendance</i>				
<i>Full-Time Undergraduate Resident and Nonresident Students</i>				
Resident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	\$5,318	\$6,237	\$3,536	\$4,236
Mandatory Fees	\$4,247	\$1,708	\$1,278	\$1,051
Average Academic Service Fees	4,513	690	427	713
Books & Supplies	1,050	1,098	1,360	1,500
Average Costs for Commuter	\$15,128	\$9,733	\$6,601	\$7,499
Room & Board	11,271	7,492	5,200	6,636
Average for on Campus Student	\$26,399	\$17,225	\$11,801	\$14,135
Nonresident Students	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	\$21,869	\$14,334	\$8,815	\$10,657
Mandatory Fees	\$4,247	\$1,708	\$1,278	\$1,051
Average Academic Service Fees	4,513	690	427	713
Books & Supplies	1,050	1,098	1,360	1,500
Average Costs for Commuter	\$31,678	\$17,830	\$11,881	\$13,920
Room & Board	11,271	7,492	5,200	6,636
Average for on Campus Student	\$42,949	\$25,322	\$17,080	\$20,556

ANALYSIS:

Undergraduate Resident Commuter Students:

- The average cost for a commuter student at the research universities is \$15,128, an increase of \$38 or 0.3 percent more than the previous year.
- The average cost for a commuter student at the regional universities is \$9,733, an increase of \$167 or 1.7 percent more than the previous year.
- The average cost for a commuter student at the community colleges is \$6,601, an increase of \$151 or 2.3 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is \$7,499, a decrease of \$9 or 0.1 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 \$26,399, an increase of \$509 or 2.0 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$17,225, an increase of \$518 or 3.1 percent more than the previous year.

- The average cost for a student living on campus at a community college is \$11,801, an increase of \$246 or 2.1 percent more than the previous year.
- The average cost for a student living on campus at the technical colleges is \$14,135, an increase of \$307 or 2.2 percent more than the previous year.

<i>FY2024-2025 Average Cost of Attendance</i>					
<i>Full-Time Graduate Resident and Nonresident Students</i>					
Resident Students	Research	Regional	OSU - Center		
	Universities	Universities	OSU - Tulsa	for Health Sciences	OU Health Science Center
Tuition	\$7,393	\$6,154	\$5,611	\$5,611	\$5,431
Mandatory Fees	1,620	1,341	3,061	920	2,016
Average Academic Service Fees	8,091	745	2,756	855	982
Books & Supplies	823	937	1,200	2,250	1,979
Average Costs for Commuter	\$17,926	\$9,178	\$12,628	\$9,636	\$10,408
Room & Board	11,271	7,816	0	0	0
Average for on Campus Student	\$29,197	\$16,994	N/A	N/A	N/A
Nonresident Students	Research	Regional	OSU - Center		
	Universities	Universities	OSU - Tulsa	for Health Sciences	OU Health Science Center
Tuition	\$23,520	\$13,373	\$21,114	\$21,114	\$20,983
Mandatory Fees	1,620	1,341	3,061	920	2,016
Average Academic Service Fees	8,091	745	2,756	855	982
Books & Supplies	823	937	1,200	2,250	1,979
Average Costs for Commuter	\$34,054	\$16,396	\$28,131	\$25,139	\$25,960
Room & Board	11,271	7,816	0	0	0
Average for on Campus Student	\$45,325	\$24,212	N/A	N/A	N/A

Graduate Resident Graduate Commuter Students:

- The average cost for a commuter student at the research universities is \$17,926 a decrease of \$246 or 1.4 percent less than the previous year.
- The average cost for a commuter student at the regional universities is \$9,178, an increase of \$81 or 0.9 percent less than the previous year.
- The average cost for a commuter student at OSU Tulsa is \$12,628, the same as the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is \$9,639, a decrease of \$839 or 8.0 percent less than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is \$10,408, an increase of \$196 or 1.9 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 \$29,197, an increase of \$225 or 0.8 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is \$16,994, an increase of \$805 or 5.0 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.

***Average Cost of Attendance for Full-Time Professional
Resident and Nonresident Students - FY2025***

Professional Programs - Residents	Resident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	17,505	\$4,474	\$1,260	\$1,584	\$24,823
University of Oklahoma Health Sciences Center					
Doctor of Medicine	28,626	3,263	994	6,645	39,527
Doctor of Dental Science	31,064	3,005	10,828	3,557	48,454
Physician's Associate	15,087	3,005	1,714	3,427	23,232
Doctor of Pharmacy	17,049	2,757	3,515	3,553	26,874
Exec Master Health Admin-Pending	9,680	670	-	2,655	13,005
Doctor of Physical Therapy	12,261	30,243	1,822	935	45,261
Doctor of Audiology	10,323	2,016	2,035	1,802	16,176
Public Health Professional	7,339	1,645	609	2,655	12,247
Doctor of Nursing Practice	10,842	1,645	957	3,528	16,972
Master of Science in Nursing	6,294	1,645	3,636	3,528	15,103
Master of Science in Nursing A/M Online	10,216	670	810	3,528	15,223
Doctor of Occupational Therapy	12,261	2,634	2,014	4,604	21,513
Master of Public Health - Online	9,680	670	-	2,655	13,005
Oklahoma State University					
Doctor of Veterinary Medicine	20,430	3,249	580	1,820	26,079
Doctor of Osteopathic Medicine	25,797	2,582	295	2,150	30,824
Masters in Physician Assistant Studies	13,500	2,744	292	2,770	19,306
Northeastern State University					
Doctor of Optometry	21,550	830	668	3,819	26,867
Northwestern Oklahoma State University					
Doctor of Nursing Practice	9,600	-	-	1,400	11,000
Southwestern Oklahoma State University					
Doctor of Pharmacy	22,547	1,126	-	1,200	24,873
Master of Science in Nursing	8,980	89	-	1,000	10,069
Langston University					
Doctor of Physical Therapy	11,086	2,952	16	410	14,464

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 \$24,843, an increase of \$431 or 1.8 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 \$12,247 for the new Master of Public Health - Professional to \$48,454 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 \$26,079.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences, Doctor of Osteopathic Medicine is \$30,824 a decrease of \$158 or 0.5 percent less than the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University Doctor of Optometry is \$26,687, an increase of \$405 or 1.5 percent over the previous year.

- The average cost of attendance for a student enrolled at Northwestern Oklahoma State University Doctor of Nursing Practice is \$11,000, an increase of \$276 or 2.6 percent over previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is \$24,873, an increase of \$607 or 2.5 percent over previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Master of Science in Nursing is \$10,069, an increase of \$220 or 2.2 percent.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is \$14,464, a decrease of \$90 or 0.6 percent.

Professional Programs - Nonresidents	Nonresident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
Juris Doctor of Law	\$31,770	\$4,474	\$1,260	\$1,584	\$39,088
University of Oklahoma Health Sciences Center					
Doctor of Medicine	63,922	3,263	994	6,645	74,823
Doctor of Dental Science	73,732	3,005	10,828	3,557	91,122
Physician's Associate	33,298	3,005	1,714	3,427	41,443
Doctor of Pharmacy	37,436	2,757	3,515	3,553	47,261
Exec Master Health Admin-Pending	9,680	670	-	2,655	13,005
Doctor of Physical Therapy	30,243	30,243	1,822	935	63,243
Doctor of Audiology	26,189	2,016	2,035	1,802	32,042
Public Health Professional	19,841	1,645	609	2,655	24,750
Doctor of Nursing Practice	25,476	1,645	957	3,528	31,606
Master of Science in Nursing	19,781	1,645	3,636	3,528	28,590
Doctor of Occupational Therapy	30,243	2,634	2,014	4,604	39,495
Master of Public Health - Online	9,680	670	-	2,124	12,474
Oklahoma State University					
Doctor of Veterinary Medicine	46,795	3,249	580	1,820	52,444
Doctor of Osteopathic Medicine	53,299	2,582	295	2,150	58,326
Masters of Physicians Asst. Studies	29,500	2,744	292	2,770	35,306
Northeastern State University					
Doctor of Optometry	41,900	830	668	3,819	47,217
Northwestern Oklahoma State University					
Doctor of Nursing Practice	15,696	-	-	1,400	17,096
Southwestern Oklahoma State University					
Doctor of Pharmacy	22,579	1,126	-	1,200	24,905
Master of Science in Nursing	9,004	89	-	1,000	10,093
Langston University					
Doctor of Physical Therapy	27,383	2,952	16	410	30,762

Full-time student costs are based upon the requisite number of credit hours as determined by each program's curriculum.

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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #25-b (5):

Annual Reports.

SUBJECT: Acknowledge receipt of the Cash Reserve Report for FY2025.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Cash Reserve Report for FY2025.

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 FY2025, on a system-wide average 71.8 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of (1/12th) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th. Each institution may have additional reasons for maintaining a higher reserve balance, which include Higher Learning Commission and governing board policy requirements.

The system-wide projected reserve for July 1, 2024, was 15.27 percent and the projected system-wide reserve at June 30, 2025, is budgeted for 13.65 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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 5, 2024

AGENDA ITEM #25-b (6):

Annual Reports.

SUBJECT: Acknowledge receipt of the Faculty Salary Report FY2024.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Faculty Salary Report FY2024.

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 \$83,127 for the year 2023-2024. This is an increase of \$4,881 or 6.2 percent above 2022-2023. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2023-2024 is 4,931 a decrease of 69 from 2022-2023.

The 2023-2024 salaries range from a low of \$8,000 to a high of \$328,508 on a 9-10 month basis and from \$40,000 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 5.7 percent for 9-10 month faculty and increased by 7.2 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is \$27,787 and \$37,757 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 77.9 percent of the national average in 2023-2024, compared to 75.8 percent of the national average in 2022-2023.

Salaries by Tier		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	% Inc
Research Universities:	National	93,819	95,955	92,222	88,490	101,312	104,560	105,321	107,008	111,502	115,274	22.9%
	Oklahoma	84,746	85,410	85,497	85,823	87,088	90,754	92,000	92,600	97,998	100,771	18.9%
	OK % of Nat'l	90.3%	89.0%	92.7%	97.0%	89.6%	86.8%	87.4%	86.5%	87.9%	87.4%	
Four-Year Universities:	National	71,423	74,561	74,123	74,313	73,826	77,555	78,126	79,346	82,030	85,992	20.4%
	Oklahoma	60,296	59,225	59,581	59,772	60,907	63,189	63,537	64,507	64,087	70,568	17.0%
	OK % of Nat'l	84.4%	79.4%	80.4%	80.4%	79.6%	81.5%	81.3%	81.3%	78.1%	82.1%	
Two Year Colleges:	National*	61,976	66,216	67,417	66,627	72,824	73,578	74,784	74,841	79,858	79,725	28.6%
	Oklahoma	49,503	49,285	48,988	49,620	50,351	53,712	53,606	53,944	55,487	63,515	28.3%
	OK % of Nat'l	79.9%	74.4%	72.7%	74.5%	73.8%	73.0%	71.7%	72.1%	69.5%	79.7%	
All Institutions:	National	83,939	78,762	79,134	77,190	93,366	96,063	97,141	98,745	103,190	106,726	27.1%
	Oklahoma	67,482	67,819	68,464	68,948	69,738	73,263	74,251	75,082	78,246	83,127	23.2%
	OK % of Nat'l	80.4%	86.1%	86.5%	89.3%	78.5%	76.3%	76.4%	76.0%	75.8%	77.9%	

SOURCES: Average Faculty Salaries, American Association of University Professors, Faculty Compensation Survey 2023-24; Faculty Salaries in the Oklahoma State System of Higher Education, 14-24

*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 5, 2024

AGENDA ITEM #25-b (7):

Annual Reports.

SUBJECT: Acknowledge receipt of the Concurrent Enrollment Annual Report, 2022-23.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Concurrent Enrollment Annual Report for the 2022-23 academic year.

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 2022 –2023 the report provides the following key performance indicators:

- 15,992 students were enrolled with concurrent status. This represented an increase of 1,697 students, or 11.1% over the 2021-22 academic year.
- Tuition waiver reimbursements totaled \$21,939,592.
- 26,989 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 5, 2024

AGENDA ITEM #27:

Proposed Executive Session.

Possible discussion and vote to enter into executive session:

- 1) Pursuant to 25 O.S. § 307(B)(1) to discuss: (1) the resignation of Allison Garrett from the position of Chancellor and (2) specific applicants for the position of Chancellor.
- 2) Pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) 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; (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma), 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-Ninth Meeting



June 27, 2024

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

Minutes of the Eight Hundred and Thirty-Ninth Meeting
June 27, 2024

CONTENTS

Announcement of Filing of Meeting and Posting of the Agenda	20202
Call to Order	20202
Minutes of the Previous Meeting	20202
Comments from the Chair	20202
Comments from the Chancellor	20203
E&G Budget.....	20203
Tuition.....	20204
Endowment	20208
EPSCoR	20208
Capital.....	20208
Contracts and Purchases	20209
Investments	20209
New Program	20209
Program Deletions	20210
Policy	20211
Grant Fund	20211
ACT	20212
Temporary Assistance To Needy Families	20212
Scholars for Excellence in Childcare	20212
State Authorization	20213
Commendations	20213
Consent Docket.....	20214
Reports	20214
Report of Committees	20215
Proposed Executive Session	20215
Officers	20215
Recognition	20215
New Business.....	20216
Announcement of Next Regular Meeting	20216
Adjournment	20216

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**Minutes of the Eight Hundred and Thirty-Ninth Meeting
of the
Oklahoma State Regents for Higher Education**

June 27, 2024

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a regular meeting at 9:00 a.m. on Thursday, June 27, 2024, at the State Regents Office in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, September 12, 2023. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Jack Sherry called the meeting to order at 9:12 a.m. and presided. Present for the meeting were State Regents Jack Sherry, Dennis Casey, Steven W. Taylor, Dustin J. Hilliary, Phillip Mitchell “Mitch” Adwon, Ken Levit and Courtney Warmington. Regent Jeffrey W. Hickman entered the meeting at 9:15 a.m. Regent Michael C. Turpen was absent.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Adwon, to approve the minutes of the State Regents’ meetings in May 2024. Voting for the motion were Regents Sherry, Casey, Taylor, Hilliary, Adwon, Levit and Warmington. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Sherry expressed gratitude to his fellow regents, the Chancellor, and the staff for their efforts and support over the past year. He acknowledged the accomplishments, including the goals achieved through Blueprint 2030 and the successful collaboration with the Legislature to secure essential funding for educational priorities.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Garrett discussed her participation in a conference in Dallas, Texas, where the Georgetown Center for Workforce and Education presented a report on the workforce in America. The report indicates that 72 percent of jobs will require postsecondary education and emphasizes the importance of "3-H" jobs—those that are high demand, high skilled, and high wage. She also highlighted the ongoing progress of Blueprint 2030, with a new report that shows that 89 percent of higher education students are studying in STEM or critical occupations fields.

6. **E&G BUDGET.**
 - a. Regent Hilliary moved, seconded by Regent Adwon, to approve the final allocations and Educational and General Budgets of institutions, constituent agencies, higher education centers, special programs and other operations. Vice Chancellor for Budget and Finance Mark Tygret gave a brief overview of the institutional budgets from a system perspective. Voting for the motion were Regents Casey, Taylor, Hilliary, Adwon, Hickman, Levit, Warmington and Sherry. Voting against the motion were none.

 - b. Regent Hilliary moved, seconded by Regent Taylor, to approve the allocations of \$3,579,545 to each of the 11 regional universities and \$1,205,357 to each of the 14 two-year colleges from revenue collected through the Higher Education Facilities Revolving Fund. Projects funded in this program are defined as deferred maintenance and may include various improvements to existing facilities, replacement of mechanical equipment, preventive maintenance, safety and security measures, system upgrades and corrective repairs to ensure infrastructure stability. Repair, restoration, rehabilitation, or demolition of assets will be the focus of projects that our institutions will select based upon their individual, unique priorities within the guidelines established by the State Regents. Voting for the motion were Regents Taylor, Hilliary, Adwon, Hickman, Levit, Warmington, Sherry and Casey. Voting against the motion were none.

- c. Regent Hilliary moved, seconded by Regent Hickman, to approve allocations of \$1,138,260.58 to Oklahoma State University Center for Health Sciences and \$1,138,260.58 to the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. The current accumulated allocation to each institution, including this allocation, totals to \$112,169,892.67. Voting for the motion were Regents Hilliary, Adwon, Hickman, Levit, Warmington, Sherry, Casey and Taylor. Voting against the motion were none.

- d. Regent Hilliary moved, seconded by Regent Casey, to approve a grant allocation in the amount of \$40,000 for year five 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 Adwon, Hickman, Levit, Warmington, Sherry, Casey, Taylor and Hilliary. Voting against the motion were none.

7. **TUITION.**

- a. Regent Hilliary moved, seconded by Regent Taylor, to approve all institutional requests for changes to academic services fees for Fiscal Year 2025. Of the twenty-five public institutions in the State System, 17 requested changes in academic services fees for Fiscal Year 2025 and 8 had no requests for changes in these fees. Voting for the motion were Regents Hickman, Levit, Warmington, Sherry, Casey, Taylor, Hilliary and Adwon. Voting against the motion were none.

- b. Approval of FY25 Tuition and Mandatory Fees.
 - (1) Regent Hilliary moved, seconded by Regent Taylor, to approve the following institutional requests regarding tuition and mandatory fees: non-resident tuition and mandatory fees for all institutions; graduate, professional and special program tuition and fees for all institutions, and 2024-25 undergraduate resident tuition and mandatory fees for the 11 institutions not requesting a tuition increase. These include: Oklahoma State

University, Northwestern Oklahoma State University, University of Science and Arts of Oklahoma, Eastern Oklahoma State College, Murray State College, Northern Oklahoma College, Oklahoma City Community College, Redlands Community College, Rose State College, Seminole State College, and Tulsa Community College. Voting for the motion were Regents Levit, Warmington, Sherry, Casey, Taylor, Hilliary, Adwon and Hickman. Voting against the motion were none. The motion passed.

- (2) Regent Taylor moved, seconded by Regent Levit, to approve the University of Oklahoma's request to increase undergraduate resident tuition and mandatory fees 3.0%, or \$9.72 per credit hour. Voting for the motion were Regents Hilliary, Adwon, Levit, Taylor and Sherry. Voting against the motion were Regents Warmington, Casey, and Hickman. The motion passed.
- (3) Regent Taylor moved, seconded by Regent Hickman, to approve the University of Central Oklahoma's request to increase undergraduate resident tuition and mandatory fees 3.5%, or \$9.85 per credit hour. Voting for the motion were Regents Warmington, Adwon, Levit, Casey, Hickman, and Taylor. Voting against the motion were Regents Hilliary and Sherry. The motion passed.
- (4) Regent Taylor moved, seconded by Regent Levit, to approve East Central University's request to increase undergraduate resident tuition and mandatory fees 3.4%, or \$9.00 per credit hour. Voting for the motion were Regents Levit, Casey, Hickman, and Taylor. Voting against the motion were Regents Hilliary, Warmington, Adwon, and Sherry. The motion failed.
- (5) Regent Casey moved, seconded by Regent Warmington, to approve Northeastern State University's request to increase undergraduate resident tuition and mandatory fees 4.0%, or \$9.90 per credit hour. Voting for the motion were Regents Warmington, Adwon, Levit, Casey, Hickman, and

Taylor. Voting against the motion were Regents Hilliary and Sherry. The motion passed.

- (6) Regent Taylor moved, seconded by Regent Hickman, to approve Rogers State University's request to increase undergraduate resident tuition and mandatory fees 1.9%, or \$5.00 per credit hour. Voting for the motion were Regents Levit, Hickman, and Taylor. Voting against the motion were Regents Hilliary, Warmington, Adwon, Casey, and Sherry. The motion failed
- (7) Regent Taylor moved, seconded by Regent Hickman, to approve Southeastern Oklahoma State University's request to increase undergraduate resident tuition and mandatory fees 4.6%, or \$11.00 per credit hour. Voting for the motion were Regents Warmington, Adwon, Levit, Casey, Hickman, Taylor and Sherry. Voting against the motion was Regent Hilliary. The motion passed.
- (8) Regent Taylor moved, seconded by Regent Casey, to approve Southwestern Oklahoma State University's request to increase undergraduate resident tuition and mandatory fees 2.2%, or \$5.81 per credit hour. Voting for the motion were Regents Hilliary, Warmington, Adwon, Levit, Casey, Taylor and Sherry. Voting against the motion was Regent Hickman. The motion passed.
- (9) Regent Taylor moved, seconded by Regent Casey, to approve Cameron University's request to increase undergraduate resident tuition and mandatory fees 2.8%, or \$6.50 per credit hour. Voting for the motion were Regents Hilliary, Warmington, Adwon, Levit, Casey, Taylor, Hickman and Sherry. Voting against the motion were none. The motion passed.
- (10) Regent Taylor moved, seconded by Regent Casey, to approve Langston University's request to increase undergraduate resident tuition and mandatory fees 3.0%, or \$6.73 per credit hour. Voting for the motion were

Regents Adwon, Levit, Casey, and Taylor. Voting against the motion were Regents Hilliary, Warmington, Hickman, and Sherry. The motion failed.

- (11) Regent Taylor moved, seconded by Regent Casey, to approve Oklahoma Panhandle State University's request to increase undergraduate resident tuition and mandatory fees 2.5%, or \$7.00 per credit hour. Voting for the motion were Regents Hilliary, Warmington, Adwon, Levit, Casey, Taylor, Hickman and Sherry. Voting against the motion were none. The motion passed.
- (12) Regent Taylor moved, seconded by Regent Casey, to approve Carl Albert State College's request to increase undergraduate resident tuition and mandatory fees 3.5%, or \$5.00 per credit hour. Voting for the motion were Regents Hilliary, Warmington, Adwon, Levit, Casey, Taylor, and Sherry. Voting against the motion was Regent Hickman. The motion passed.
- (13) Regent Taylor moved, seconded by Regent Casey, to approve Connors State College's request to increase undergraduate resident tuition and mandatory fees 3.2%, or \$5.00 per credit hour. Voting for the motion were Regents Hilliary, Warmington, Adwon, Levit, Casey, Taylor, and Sherry. Voting against the motion was Regent Hickman. The motion passed.
- (14) Regent Taylor moved, seconded by Regent Casey, to approve Northeastern Oklahoma A&M College's request to increase undergraduate resident tuition and mandatory fees 5.5%, or \$9.00 per credit hour. Voting for the motion were Regents Hilliary, Warmington, Adwon, Levit, Casey, Taylor, Hickman, and Sherry. Voting against the motion were none. The motion passed.
- (15) Regent Taylor moved, seconded by Regent Casey, to approve Western Oklahoma State College's request to increase undergraduate resident tuition and mandatory fees 3.3%, or \$5.00 per credit hour. Voting for the motion were Regents Hilliary, Warmington, Adwon, Levit, Casey, Taylor,

Hickman and Sherry. Voting against the motion were none. The motion passed.

- (16) Regent Hickman moved, seconded by Regent Taylor, to reconsider and approve Langston University's request to increase resident undergraduate tuition only 3.0% (not fee request). Voting for the motion were Regents Adwon, Levit, Casey, Taylor, Hickman and Sherry. Voting against the motion was Regents Hilliary and Warmington. The motion passed.

8. **ENDOWMENT.** Regent Hilliary moved, seconded by Regent Taylor, to approve the reallocation and renaming of accounts within the portfolio as requested by Oklahoma State University. 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 Warmington, Sherry, Casey, Taylor, Hilliary, Adwon and Hickman. Regent Levit abstained. Voting against the motion were none.

9. **EPSCoR.**

- a. Regent Hilliary moved, seconded by Regent Casey, to approve EPSCoR matching funds in the amount of \$50,000 to participating institutions for NASA EPSCoR projects. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Hilliary, Adwon, Hickman and Levit. Voting against the motion were none.
- b. Regent Hilliary moved, seconded by Regent Casey, to approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of \$800,000 for this program for FY 2025. Voting for the motion were Regents Sherry, Casey, Taylor, Hilliary, Adwon, Hickman, Levit and Warmington. Voting against the motion were none.

10. **CAPITAL.** Regent Hilliary moved, seconded by Regent Casey, to authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2026-2033 to the State of Oklahoma Long-Range Capital Planning Commission. A total of 738 capital

projects were identified by State System institutions for submission to the Commission. These projects total approximately \$5.021 billion for the eight-year period. Voting for the motion were Regents Casey, Taylor, Hilliary, Adwon, Hickman, Levit, Warmington and Sherry. Voting against the motion were none.

11. **CONTRACTS AND PURCHASES.**

a. Regent Casey moved, seconded by Regent Taylor, to approve contracts exceeding \$100,000 for FY24. Voting for the motion were Regents Taylor, Adwon, Hickman, Levit, Warmington, Sherry and Casey. Regent Hilliary abstained. Voting against the motion were none.

b. Regent Casey moved, seconded by Regent Taylor, to approve contracts exceeding \$100,000 for FY25. Voting for the motion were Regents Adwon, Hickman, Levit, Warmington, Sherry, Casey and Taylor. Regent Hilliary abstained. Voting against the motion were none.

12. **INVESTMENTS.** Regent Taylor announced that the Investment Committee met with consultants from Mercer but had no action items to bring forward.

13. **NEW PROGRAM.**

a. East Central University.

(1) Regent Casey moved, seconded by Warmington, to approve the request from the East Central University to offer the Master of Science in Biological Sciences, with options in Water Science and Biological Health Science. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Hilliary, Hickman, Levit, Warmington, Sherry, Casey, Taylor and Adwon. Voting against the motion were none.

(2) Regent Casey moved, seconded by Regent Hickman, to approve the request from the East Central University to offer the Master of Business Administration in Business Administration. No institution protested the

proposal within the 45-day protest period. Voting for the motion were Regents Hickman, Levit, Warmington, Sherry, Casey, Taylor, Adwon and Hilliary. Voting against the motion were none.

- b. Regent Casey moved, seconded by Regent Hilliary, to approve the request from Rogers State University to offer the Master of Science in Cybersecurity Policy, Governance. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Levit, Warmington, Sherry, Casey, Taylor, Adwon, Hilliary and Hickman. Voting against the motion were none.

- c. Southwestern Oklahoma State University.
 - (1) Regent Casey moved, seconded by Regent Warmington, to approve the request from Southwestern Oklahoma State University to offer the Bachelor of Science in Learning and Instruction. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Adwon, Hilliary, Hickman and Levit. Voting against the motion were none.

 - (2) Regent Casey moved, seconded by Regent Hickman, to approve the request from Southwestern Oklahoma State University to offer the Associate in Science in Emergency Management. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Sherry, Casey, Taylor, Adwon, Hilliary, Hickman, Levit and Warmington. Voting against the motion were none.

- d. Regent Casey moved, seconded by Regent Hilliary, to approve the request from the University of Science and Arts of Oklahoma to offer the Bachelor of Science in Computer Science. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Casey, Taylor, Adwon, Hilliary, Hickman, Levit, Warmington and Sherry. Voting against the motion were none.

14. **PROGRAM DELETIONS.** Regent Casey moved, seconded by Regent Hilliary, to
20210

approve requests from Redlands Community College to delete the Certificate in Documentary Film Making and from Rose State College to delete the Certificate in Digital Forensics. Voting for the motion were Regents Taylor, Adwon, Hilliary, Hickman, Levit, Warmington, Sherry and Casey. Voting against the motion were none.

15. **POLICY.**

- a. Item #15-a is the posting of revisions to the Distance Education and Traditional Off-Campus Courses and Programs policy. These revisions are proposed to keep OSRHE SARA policy consistent with the SARA Policy Manual. This is for posting only.
- b. Item #15-b is the posting of revisions to the Functions of Public Institutions policy. These revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. This is for posting only.
- c. Item #15-c is the posting of revisions to the Program Approval policy. These revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. This is for posting only.
- d. Item #15-d is the posting of revisions to the Granting of Degrees policy. These revisions are the result of the annual policy review process to ensure accuracy, clarity of language, and relevancy to institutions. Following the internal review by OSRHE staff, the policy was distributed to the Council of Presidents and Council on Instruction for review. This is for posting only.

16. **GRANT FUNDS.** Regent Casey moved, seconded by Regent Taylor, to approve the acceptance of \$38,000 from the Mathematical Inquiry Project (MIP) for the Cross-campus Collaboration Project, which aims to expand the pool of qualified mathematics instructors by enabling high school mathematics teachers with advanced certifications to teach

college-level courses under the mentorship of college faculty. The MIP is a federally funded project administered through Oklahoma State University and has offered to support the C3 pilot program. MIP has allocated a stipend of \$38,000 to cover any OSRHE expenses related to the project. Voting for the motion were Regents Adwon, Hilliary, Hickman, Levit, Warmington, Sherry, Casey and Taylor. Voting against the motion were none.

17. **ACT.** Regent Casey moved, seconded by Regent Taylor, to approve the 2024-2025 ACT Agreement. For the 2024-2025 academic year, it is expected that over 40,000 tenth grade students in both public and private secondary schools will have the opportunity to take the Pre-ACT assessment at a cost not to exceed \$500,000. The cost of this program has been steady for the past 8 years. Voting for the motion were Regents Hilliary, Hickman, Levit, Warmington, Sherry, Casey, Taylor and Adwon. Voting against the motion were none.

18. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES.**

a. Regent Casey moved, seconded by Regent Taylor, to approve the contract modification between the Oklahoma State Regents for Higher Education and Oklahoma Human Services relating to the TANF Program in the amount of \$3,636,767, which includes a 90-day budget extension in the amount of \$751,225.82. Voting for the motion were Regents Hickman, Levit, Warmington, Sherry, Casey, Taylor, Adwon and Hilliary. Voting against the motion were none.

b. Regent Casey moved, seconded by Regent Taylor, to approve the allocation of funds to Oklahoma community colleges participating in the TANF Program pursuant to the contracts with Oklahoma Human Services. A 90-day contract extension for FY24 was granted through September 30, 2024 for the community college TANF programs. Voting for the motion were Regents Levit, Warmington, Sherry, Casey, Taylor, Adwon, Hilliary and Hickman. Voting against the motion were none.

19. **SCHOLARS FOR EXCELLENCE IN CHILDCARE.**

a. Regent Casey moved, seconded by Regent Adwon, to approve the allocation

\$4,753,919 for the Scholars for Excellence in Child Care program pursuant to the contract with Oklahoma Human Services and approval of execution of the contract, pending receipt of the contract and the Chancellor's signature. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Adwon, Hilliary, Hickman and Levit. Voting against the motion were none.

- b. Regent Casey moved, seconded by Regent Adwon, to approve the FY25 Scholars for Excellence in Child Care Program allocations to participating community colleges and approval of execution of the contract with Oklahoma Human Services, pending receipt of the contract and the Chancellor's signature. Voting for the motion were Regents Sherry, Casey, Taylor, Adwon, Hilliary, Hickman, Levit and Warmington. Voting against the motion were none.

20. **STATE AUTHORIZATION.**

- a. Regent Casey moved, seconded by Regent Taylor, to approve a request from Chamberlain University (Illinois) to be authorized to operate in Oklahoma. After reviewing the applications and required documentation, State Regents' staff determined that this institution meets authorization requirements under policy for the 2024-25 academic year. Voting for the motion were Regents Casey, Taylor, Adwon, Hilliary, Hickman, Levit, Warmington and Sherry. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Hickman, to approve a request from Tulsa Welding School and Wichita State University for re-authorization to operate as degree-granting institutions in Oklahoma. After reviewing the applications and required documentation, State Regents' staff determined that these institutions meet authorization requirements under policy for the 2024-25 academic year. Voting for the motion were Regents Taylor, Adwon, Hilliary, Hickman, Levit, Warmington, Sherry and Casey. Voting against the motion were none.
- c. **COMMENDATIONS.** Regent Taylor moved, seconded by Regent Adwon, to

recognize State Regents' staff for service and recognition on state and national projects. Voting for the motion were Regents Adwon, Hilliary, Hickman, Levit, Warmington, Sherry, Casey and Taylor. Voting against the motion were none.

21. **CONSENT DOCKET.** Regent Taylor moved, seconded by Regent Levit, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:
- a. Chancellor Glen D. Johnson Scholarship in Leadership and Public Service. Ratification of recipients of the Chancellor Glen D. Johnson Scholarship in Leadership and Public Service for the 2024-25 academic year
 - b. Operations.
 - (1) Ratification of purchases exceeding \$25,000.
 - (2) Contract with Attorney General for legal services.
 - c. Resolution. Resolution honoring retiring staff.

Voting for the motion were Regents Hickman, Levit, Warmington, Sherry, Casey, Taylor and Adwon. Voting against the motion were none. Regent Hilliary abstained from Item #22-b (1). Voting against the motion were none.

22. **REPORTS.** Regent Hickman moved, seconded by Regent Adwon, to acknowledge receipt of the Reports.
- a. Programs. Acknowledge receipt of the Current Status Report on program requests.
 - b. Annual Reports.

- (1) Acknowledge receipt of the Inspired to Teach 2023-2024 Year-End Report. (Supplement)
- (2) Acknowledge receipt of the Teacher Education Annual Report on Systemwide Review. (Supplement)

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

23. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Student Services Committee. The Academic Affairs and Student Services Committee had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning 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.

24. **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.

25. **OFFICERS.** Regent Adwon submitted the following slate of State Regents' officers for the next fiscal year:

Chair:	Dennis Casey
Vice Chair:	Courtney Warmington
Secretary:	Steven Taylor
Assistant Secretary:	Dustin Hilliary

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

26. **RECOGNITION.** Regent Dennis Casey took this opportunity to recognize and thank Regent Sherry for his service as chair over the past year. Chancellor Garrett presented Regent Sherry with a token of appreciation.
27. **NEW BUSINESS.** There was no new business to address.
28. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Sherry announced that the next regular meetings are scheduled to be held on Wednesday, September 4, 2024 at 10:30 a.m. and Thursday, September 5, 2024 at 9 a.m. at the State Regents Office in Oklahoma City, Oklahoma.
29. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Jack Sherry, Chair

Steven Taylor, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
830 East Main Street in Ada, Oklahoma

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**
Wednesday, June 26, 2024

1. **ANNOUNCEMENT FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a regular meeting at 10:30 a.m. on Wednesday, June 26, 2024 at the State Regents Office in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, September 12, 2023. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Jack Sherry called the meeting to order at 10:30 a.m. and presided. Present for the meeting were State Regents Jack Sherry, Dennis Casey, Steven W. Taylor, Michael C. Turpen, Ken Levit, Dustin J. Hilliary and Courtney Warmington. Regent Jeffrey W. Hickman entered the meeting at 11:05. Regent Phillip Mitchell “Mitch” Adwon was absent.
3. **CHIEF EDUCATION ADVISOR.** Governor Stitt’s Chief Education Advisor Nellie Sanders spoke about the opportunity to reimagine the future of education in light of what is being referred to as the “Human Potential Crisis.” She highlighted that a child born today will retire in 2090 and questioned whether the current education model is truly preparing students for such a future. Sanders emphasized that these children will need to develop a different set of skills to succeed and urged the State Regents to advocate for the students of tomorrow.
4. **TUITION.**
 - a. **Tuition and Mandatory Fees Review.** Review of 2024-25 institutional tuition and mandatory fee requests. Vice Chancellor for Budget and Finance Mark Tygret, briefly reviewed the requests being brought forth for consideration by state system presidents. Twelve of our institutions are recommending no increases and fourteen are requesting an increase in either tuition or fees. The system-wide average increase is 2.0% for resident undergraduate tuition and mandatory fees.
 - b. **Presidents’ Presentations.** College and University Presidents present tuition and mandatory fee requests. The following Presidents provided brief presentations regarding tuition/fee increase requests and answered questions from the Regents.

University of Oklahoma	President Joe Harroz
University of Central Oklahoma	President Todd Lamb
Southwestern Oklahoma State University	President Diana Lovell
East Central University	President Wendell Godwin
Northeastern State University	President Rodney Hanley
Southeastern Oklahoma State University	President Thomas Newsom
Langston University	President Ruth Ray Jackson
Northeastern Oklahoma A&M College	President Kyle Stafford
Oklahoma Panhandle State University	President Julie Dinger

Connors State College
Western Oklahoma State College
Carl Albert State College
Cameron University
Rogers State University

President Ron Ramming
President Chad Wiginton
CFO Brian Roberts
President John McArthur
President Larry Rice

The Regents took a brief recess at 12:15 p.m. for lunch. The State Regents meeting reconvened at 12:45 p.m., and Chair Jack Sherry called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Jeffrey W. Hickman, Steven W. Taylor, Michael C. Turpen, Dennis Casey, Ken Levit, Dustin J. Hilliary and Courtney Warmington. Regent Turpen exited the meeting at 1:05 p.m.

5. **BUDGET REPORT AND REVENUE UPDATE.** Mark Tygret, Vice Chancellor for Budget and Finance, presented the Regents with a brief budget and revenue update.
6. **LEGISLATIVE UPDATE.** Dr. Jarrett Jobe, Vice Chancellor for Government Relations, briefed the Regents on the conclusion of the legislative session and upcoming preparations for the fall. He also informed them that Senate leadership is scheduled to meet on July 15 to discuss the appointment of the new OSU Regent. Senate Education Committee Chair Adam Pugh provided brief comments and a brief legislative update.

The Regents took a brief recess at 2:55 p.m. The State Regents meeting reconvened at 3:05 p.m., and Chair Jack Sherry called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Steven W. Taylor, Dennis Casey and Regent Warmington. Regent Hickman re-entered the meeting at 3:17 p.m.

7. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was needed at this time pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; and (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma), 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. Regent Hickman moved, seconded by Regent Taylor to enter into executive session. Voting for the motion were Regents Sherry, Taylor, Hilliary, Casey, Levit, Hickman, and Warmington. Voting against the motion were none. Following the executive session, Regent Warmington moved, seconded by Regent Taylor, to return to the regular meeting. Voting for the motion were Regents Casey, Taylor, Levit, Hickman, Warmington, and Sherry. Voting against the motion were none. Regent Hilliary exited the meeting 3:17 p.m.
8. **“BEST OF HIGHER EDUCATION.”** Regents received the update on institutional activities via e-mail on June 25, 2024.
9. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.

10. **ADJOURN.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Jack Sherry, Chair

Steven W. Taylor, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

MINUTES

Eight Hundred and Fortieth Meeting



July 24, 2024

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

Minutes of the Eight Hundred and Fortieth Meeting
July 24, 2024

CONTENTS

Announcement of Filing of Meeting and Posting of the Agenda	20217
Call to Order	20217
Tuition and Fees.....	20217
Proposed Executive Session	20218
Chancellor Search	20218
Vice Chancellor for Academic and Student Affairs Search.....	20219
Adjournment	20219

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

Minutes of the Eight Hundred and Fortieth Meeting

of the

Oklahoma State Regents for Higher Education

July 24, 2024

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 special meeting at 10:00 a.m. on Wednesday, July 24, 2024, at the State Regents Office in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Tuesday, July 9, 2024. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chair Dennis Casey called the meeting to order at 10 a.m. and presided. Present for the meeting were State Regents Jack Sherry, Dennis Casey, Steven W. Taylor, Dustin J. Hilliary, Phillip Mitchell “Mitch” Adwon, Michael C. Turpen, Ken Levit and Courtney Warmington. Regent Jeffrey W. Hickman entered the meeting at 10:10 a.m.

3. **TUITION AND FEES.** Discussion and possible action on FY25 undergraduate resident tuition at Rogers State University and FY25 undergraduate resident mandatory fees at Langston University.
 - c. Rogers State University. Following a presentation from Interim President Mark Rasor, Chair Casey clarified that Rogers State University is requesting a tuition increase of \$5 per credit hour, which equates to an overall increase of 1.9% in tuition and mandatory fees for resident, undergraduate students for the 2024-25 academic year. Regent Hickman moved, seconded by Regent Taylor, to approve the increase request from Rogers State University. Voting for the motion were

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

d. Langston University. Following a presentation from Chris Kuwitzky, Vice President for Fiscal and Administrative Affairs at Langston University, Chair Casey clarified that Langston is seeking approval for increases to mandatory fees for resident, undergraduate students as listed in the agenda item. The total impact for a student enrolled in 30 credit hours is \$66.32 for the academic year. Regent Hickman commented that he had hoped Langston would have moved this cost to tuition rather than fees given that Oklahoma's Promise only covers tuition. Regent Turpen moved, seconded by Regent Warmington, to approve the requested increase in mandatory fees from Langston University. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Hilliary, Adwon, Turpen and Levit. Voting against the motion was Regent Hickman. The motion passed.

4. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was needed at this time pursuant to 25 O.S. § 307(B)(1) to discuss the proposed resignation of Allison Garrett from the position of Chancellor for the Oklahoma State Regents for Higher Education. Regent Taylor moved, seconded by Regent Sherry, to enter executive session. Voting for the motion were Regents Sherry, Casey, Taylor, Hilliary Adwon, Turpen, Levit, Hickman, and Warmington. Voting against the motion were none. Following the executive session, Regent Warmington moved, seconded by Regent Taylor, to return to the regular meeting. Voting for the motion were Regents Casey, Taylor, Hilliary, Adwon, Turpen, Levit, Hickman, Warmington, and Sherry. Voting against the motion were none. Regent Warmington moved, seconded by Regent Taylor, to accept the resignation of Chancellor Garrett with the final date of employment to be determined but not to exceed January 2, 2025. Voting for the motion were Regents Taylor, Hilliary, Adwon, Turpen, Levit, Hickman, Warmington, Sherry, and Casey. Voting against the motion were none.

5. **CHANCELLOR SEARCH.** Discussion and possible action to establish the search

process for the next Chancellor, including but not limited to appointment of search committee, approval of position description, dates for application period, and interview process. Chair Casey announced his appointment of a search committee of Regents to assist us with the process. The search committee consists of Regents Warmington, Taylor, Hickman and Regent Casey. Dr. Kylie Smith, Vice Chancellor for Administration, discussed the search process and timeline. Regent Warmington moved, seconded by Regent Hilliary, to approve the position profile as it has been presented and to empower the search committee to initiate and lead the search process, with the understanding that final selection of the next Chancellor rests with the full board. Voting for the motion were Regents Warmington, Sherry, Casey, Taylor, Hilliary, Hickman, Adwon, Hickman, Turpen and Levit. Voting against the motion were none.

6. **VICE CHANCELLOR FOR ACADEMIC AND STUDENT AFFAIRS SEARCH.**

Discussion regarding postponement of search for Vice Chancellor for Academic and Student Affairs and vote to ratify compensation modification for Interim Vice Chancellor for Academic and Student Affairs. Regent Taylor moved, seconded by Regent Warmington, to postpone the search for the permanent Vice Chancellor for Academic and Student Affairs to allow the next Chancellor to make that selection for his or her senior leadership team as well as to adjust the stipend for the Interim Vice Chancellor for performing the additional duties during this time period, as listed in the agenda item. Voting for the motion were Regents Sherry, Casey, Taylor, Hilliary, Hickman, Adwon, Hickman, Turpen, Levit and Warmington. Voting against the motion were none.

7. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Dennis Casey, Chair

Steven Taylor, Secretary