AGENDA

Regular Meeting of the OSU/A&M Board of Regents

October 24, 2025 – 10:00 a.m.

Connors State College
Regents Room, A.D. Stone Student Union
Warner, Oklahoma

Notice of this meeting was filed with the Secretary of State on November 7, 2024. Detailed information for all agenda items is provided in the attached documentation.

I. BOARD OF REGENTS' BUSINESS

A. Approval of Order of Business

B. Consideration and possible approval of the minutes of the Special Board Meeting: Study Session held August 22, 2025, and of the Regular Board Meeting held September 12, 2025 (due to their large volume, draft minutes for these meetings are available for viewing on the Board website at the following urls: https://regents.okstate.edu/site-files/docs/meetings/2025/2025-08-22_draft_sp_bd_mtg_study_session_minutes.pdf -and- https://regents.okstate.edu/site-files/docs/meetings/2025/2025-09-12_draft_reg_bd_mtg_minutes.pdf)

C. Consideration and possible approval of Calendar Year 2026 Regular Board Meeting Schedule

D. Announcement of next Regular Board Meeting to be held on December 5, 2025 in the Council Room, 412 Student Union, Oklahoma State University, Stillwater, Oklahoma.

II. NORTHEASTERN OKLAHOMA A&M COLLEGE

A. General Information/Reports Requiring No Action by the Board
   1. Remarks by President Kyle Stafford
   2. NEO Update

B. Resolutions
   None

C. Policy and Operational Procedures
   None

D. Personnel Actions in compliance with Board Policies 3.01, 3.02, and 3.03
   1. Request approval of personnel actions; items not requiring Board action are included for informational purposes only
      a. Two personnel actions for approval
      b. 13 reappointments, separations, changes in salary, changes in title, and personnel leaves provided for informational purposes

E. Instructional Programs
   None

F. Budgetary Actions (adoption of a new budget or revision of a budget, etc.)
   None

G. Other Business and Financial Matters
   None

H. Contractual Agreements (other than construction and renovation)
   None

I. New Construction or Renovation of Facilities
   None

J. Purchase Requests in compliance with Board Policy 2.07
   1. Request approval to solicit competitive bids or use state contracted suppliers to award contracts and purchase equipment for various projects on campus

K. Student Services/Activities
   None

L. New Business Unforeseen at Time Agenda was Posted

M. Other Informational Matters Not Requiring Action of the Board
   1. Out-of-state travel summaries for August and September 2025
   2. Oklahoma State Regents for Higher Education FTE Report for fiscal quarter ending September 2025

III. OKLAHOMA PANHANDLE STATE UNIVERSITY

A. General Information/Reports Requiring No Action by the Board
   1. Remarks by President Julie Dinger
   2. Panhandle Magazine

B. Resolutions
   None

C. Policy and Operational Procedures
   1. Request approval of revisions to the OPSU Emergency Operations Policy

D. Personnel Actions in compliance with Board Policies 3.01, 3.02, and 3.03
   1. Request approval of personnel actions; items not requiring Board action are included for informational purposes only

a. Three new appointments
b. Four items for informational purposes only

E. Instructional Programs
1. Request approval to enter into a Memorandum of Understanding with Guymon Public Schools to provide concurrent enrollment opportunities through the Panhandle Tech initiative

F. Budgetary Actions (adoption of a new budget or revision of a budget, etc.)
None

G. Other Business and Financial Matters
None

H. Contractual Agreements (other than construction and renovation)
None

I. New Construction or Renovation of Facilities
1. Request approval to select Studio Architecture as the architect to design plans and provide general architectural oversight of roof replacement of the Oscar Williams Fieldhouse Weight Room
2. Request approval to select a contractor(s) for the purchase of labor, materials, equipment and services for roof replacement of the Oscar Williams Fieldhouse Weight Room

J. Purchase Requests in compliance with Board Policy 2.07
None

K. Student Services/Activities
None

L. New Business Unforeseen at Time Agenda was Posted

M. Other Informational Matters Not Requiring Action of the Board
1. 2025 Out of state travel
2. FTE Report
3. Academic Calendar

IV. LANGSTON UNIVERSITY

A. General Information/Reports Requiring No Action by the Board
1. Remarks by President Ruth Ray Jackson
a. Overview of 'E Roar Digital Publication

B. Resolutions
None

C. Policy and Operational Procedures
None

D. Personnel Actions in compliance with Board Policies 3.01, 3.02, and 3.03

1. Request approval of personnel actions; items not requiring Board action are included for informational purposes only
   a. Six personnel actions
   b. Two items for informational purposes only

E. Instructional Programs

None

F. Budgetary Actions (adoption of a new budget or revision of a budget, etc.)

1. Request approval to initiate a draw-down from the LU endowment in the maximum distribution amount allowable by the Oklahoma State Regents for Higher Education

G. Other Business and Financial Matters

1. Request approval of one peace officer action

H. Contractual Agreements (other than construction and renovation)

None

I. New Construction or Renovation of Facilities

1. Request approval to engage with Belfor for the replacement and installation of new broadcasting equipment at the LU-OKC Campus and for spending authority up to $3,837,226
2. Request approval to engage with Telco Supply for the comprehensive information technology (IT) data recabling of the LU-OKC Campus

J. Purchase Requests in compliance with Board Policy 2.07

1. Request approval to engage with Quality Fence Company, Inc. for the replacement, repair, and installation of fencing systems in various agricultural areas
2. Request approval to engage with Overhead Door Company of Stillwater for the replacement, repair, and installation of overhead doors in various agricultural areas

K. Student Services/Activities

None

L. New Business Unforeseen at Time Agenda was Posted

M. Other Informational Matters Not Requiring Action of the Board

None

V. OKLAHOMA STATE UNIVERSITY

A. General Information/Reports Requiring No Action by the Board

1. Remarks by President Jim Hess

B. Resolutions

1. Request adoption of Memorial Resolutions for Kenneth Graham, Ulrich Karl Melcher, and Rupinder Sandhu

C. Policy and Operational Procedures

1. Request approval of posthumous degree

2. Request approval of OSU-CHS Policy and Procedures 4-70125, "Complaints of Research Misconduct" (OSU-CHS)

D. Personnel Actions in compliance with Board Policies 3.01, 3.02, and 3.03

1. Request approval of personnel actions; items not requiring Board action are included for informational purposes only
   a. One new appointment
   b. Two changes in appointment
   c. Five retirements or separations for information only

E. Instructional Programs

1. Request acceptance of Academic Review Report
2. Summary of planned curricular actions for informational purposes only (OSU-System)
3. Request approval of curricular changes
   a. OSU-Stillwater
      i. Three new certificates
      ii. Eight curricular modifications
   b. OSUIT
      i. Two new programs
      ii. Two program discontinuations
      iii. Six new certificates
      iv. Three program modifications
   c. OSU-OKC
      i. Four new programs
      ii. Two program discontinuations
      iii. Six new certificates
      iv. Eight program modifications

F. Budgetary Actions (adoption of a new budget or revision of a budget, etc.)

None

G. Other Business and Financial Matters

1. Request approval of a peace officer action
2. Request approval to execute a certificate of completion and acceptance for the James Mountain Inhofe VA Medical Center (OSU-CHS)

H. Contractual Agreements (other than construction and renovation)

1. Request approval to execute a contract to receive restricted funding from the State of Oklahoma to support projects at OSU Veterinary Medicine
2. Request approval of Police Service Memorandums of Understanding between OSU, Payne County Sheriff's Office, Stillwater Police Department, and Noble County Sheriff's Office

I. New Construction or Renovation of Facilities

1. Request approval to proceed with the on-call construction management firm, Centennial Contractors, to replace the vet cooler and railing system in the Oklahoma Animal Disease Diagnostic Laboratory

J. Purchase Requests in compliance with Board Policy 2.07
1. Request approval of four purchasing items

K. Student Services/Activities
None

L. New Business Unforeseen at Time Agenda was Posted

M. Other Informational Matters Not Requiring Action of the Board
None

VI. CONNORS STATE COLLEGE

A. General Information/Reports Requiring No Action by the Board
1. Remarks by President Ron Ramming
a. Connection
b. Title III Grant update

B. Resolutions
1. Request adoption of Memorial Resolution honoring Mrs. Sherry Todd

C. Policy and Operational Procedures
1. Request approval of the Work Study Handbook

D. Personnel Actions in compliance with Board Policies 3.01, 3.02, and 3.03
1. Request approval of personnel actions; items not requiring Board action are included for informational purposes only
a. One change in appointment
b. One item for informational purposes only

E. Instructional Programs
1. Request approval for off-campus delivery of courses for the Fall 2025 semester

F. Budgetary Actions (adoption of a new budget or revision of a budget, etc.)
None

G. Other Business and Financial Matters
None

H. Contractual Agreements (other than construction and renovation)
None

I. New Construction or Renovation of Facilities
None

J. Purchase Requests in compliance with Board Policy 2.07
None

K. Student Services/Activities
None

L. New Business Unforeseen at Time Agenda was Posted

M. Other Informational Matters Not Requiring Action of the Board
1. Out-of-State Travel Report for September 2025
2. FTE Employee Report for August 2025

VII. PUBLIC COMMENTS

In accordance with Board Policy 1.17, time will be provided for individuals to appear before the Board in order to provide comments on issues directly affecting institutions governed by the Board.

None registered to comment.

VIII. COMMITTEE REPORTS

Consider other possible actions based upon reports or recommendations by various Committees of the Board of Regents.

A. Academic Affairs, Policy and Personnel Committee
1. Possible recommendation regarding proposed revisions to four Board policies
a. Board Policy 2.07, "Uniform and Integrated Purchasing"
b. Board Policy 3.01, "Board Review of Personnel Actions for OSU Constituent Budget Agencies"
c. Board Policy 3.02, "Board Review of Personnel Actions for CSC, LU, NEO, and OPSU"
d. Board Policy 3.08, "Leave of the Presidents"

B. Audit, Risk Management and Compliance Review Committee
No report.

C. Facilities Committee
No Report. All recommendations made by this Committee were presented during the business of Langston University, Oklahoma Panhandle State University, and Oklahoma State University.

D. Finance Committee
No Report. All recommendations made by this Committee were presented during the business of Langston University and Oklahoma State University.

IX. OTHER BOARD OF REGENTS' BUSINESS

A. General Information/Reports Requiring No Action by the Board
None

B. Resolutions
None

C. Policy and Operational Procedures
None

D. Personnel Actions in compliance with Board Policies 3.01, 3.02, and 3.03

1. One personnel item is provided for informational purposes only

E. Purchase Requests in compliance with Board Policy 2.07

None

F. Other Business Matters Requiring Action of the Board

None

G. Reports/Comments/Recommendations by Chief Executive Officer

1. Update on the Connors State College Presidential Search process

H. Reports/Comments/Recommendations by General Counsel

I. Reports/Comments/Recommendations by Chief Audit Executive

1. Request approval for extending the current engagement for advisory services with Deloitte & Touche LLP. The engagement initially specified 920 hours for Oklahoma State University's sponsored programs. The approval of additional hours is needed to enable the completion of their ongoing consulting services. This request is for up to an additional 50 hours. Any additional hours beyond this would require prior written approval from both the Chairman of the Audit, Risk Management and Compliance Review Committee and the Board's Chief Audit Executive.

J. New Business Unforeseen at Time Agenda was Posted

K. Other Informational Matters Not Requiring Action of the Board

None

L. Meeting adjournment

ORDER OF BUSINESS
OSU/A&M Board of Regents
Regular Board Meeting

October 24, 2025

Connors State College
Regents Room, A.D. Stone Student Union
Warner, Oklahoma

A Secretary of State notice for this meeting was filed on November 7, 2024.

BOARD BUSINESS:

1. Order of Business
2. Minutes of the August 22, 2025, Special Board Meeting, and of the September 12, 2025, Regular Board Meeting
3. Approval of the Calendar Year 2026 Regular Board Meeting Schedule
4. Announcement of next regular meeting:
   December 5, 2025 -- Oklahoma State University
   Council Room, 412 Student Union
   Stillwater, Oklahoma

BUSINESS WITH COLLEGES AND UNIVERSITIES:

1. Northeastern Oklahoma A&M College
2. Oklahoma Panhandle State University
3. Langston University
4. Oklahoma State University
5. Connors State College

PUBLIC COMMENTS

None registered to comment

COMMITTEE REPORTS:

1. Academic Affairs, Policy and Personnel Committee
2. Audit, Risk Management and Compliance Review Committee
3. Facilities Committee
4. Finance Committee

OTHER BOARD BUSINESS:

1. Reports or recommendations by the Interim Chief Executive Officer
   a. General Business
   b. General Counsel
   c. Chief Audit Executive

OSU/A&M BOARD OF REGENTS
2026 SCHEDULE OF REGULAR MEETINGS

Date	Time	Meeting Location
January 30, 2026	10:00 a.m.	OSU-Center for Health Sciences A.R. and Marylouise Tandy Building Tandy Conference Room, 4th Floor 1111 W. 17th Street Tulsa, Oklahoma
March 6, 2026	10:00 a.m.	Oklahoma State University Council Room, 412 Student Union Stillwater, Oklahoma
April 24, 2026	10:00 a.m.	Northeastern Oklahoma A&M College Calcagno Family Ballroom, Student Union Miami, Oklahoma
June 12, 2026	10:00 a.m.	Hamm Institute for American Energy at OSU 300 NE 9th Street Oklahoma City, Oklahoma
September 11, 2026	10:00 a.m.	Oklahoma State University Council Room, 412 Student Union Stillwater, Oklahoma
October 23, 2026	10:00 a.m.	Oklahoma State University Institute of Technology State Room, Hospitality Services Building Okmulgee, Oklahoma
December 4, 2026	10:00 a.m.	Oklahoma State University Council Room, 412 Student Union Stillwater, Oklahoma

DRAFT

NORTHEASTERN OKLAHOMA A&M COLLEGE

Miami, Oklahoma

Agenda for the Regular Meeting of the Board of Regents for OSU and the A&M Colleges

October 24, 2025

Dear Board Members:

Subject to budgetary limitations and availability of funds, the following expenditures are submitted for Board approval with purchases to be coordinated through the Chief Procurement Officer, Oklahoma State University. We recommend the following business for your consideration and approval.

A - GENERAL INFORMATION/REPORTS REQUIRING NO ACTION BY THE BOARD

1. Remarks by President Kyle Stafford
2. NEO Update *(Reference Document A-2)*

B – RESOLUTIONS – None

C - POLICY AND OPERATIONAL PROCEDURES – None

D - PERSONNEL ACTIONS in compliance with Board Policies 3.01, 3.02, and 3.03

1. Request approval of personnel actions. Personnel items not requiring Board action are provided for informational purposes only *(Reference Document D-1).*
    a. Two personnel actions for approval
    b. Thirteen reappointments, separations, changes in salary, changes in title, and personnel leaves

E - INSTRUCTIONAL PROGRAMS- None

F - BUDGETARY ACTIONS – None

G - OTHER BUSINESS AND FINANCIAL MATTERS- None

H - CONTRACTUAL AGREEMENTS (other than construction and renovation) - None

I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES – None

J - PURCHASE REQUESTS in compliance with Board Policy 2.07

1. Board authorization is requested to solicit competitive bids or use state contracted suppliers to award contracts and purchase equipment for various projects on campus (*Reference Document J-1).*

K - STUDENT SERVICES/ACTIVITIES – None

L - NEW BUSINESS UNFORESEEN AT TIME AGENDA WAS POSTED – None

M - OTHER INFORMATIONAL MATTERS NOT REQUIRING ACTION OF THE BOARD

1. Out-of-state travel summaries for August and September 2025 *(Reference Document M-1).*
2. Oklahoma State Regents Higher Education FTE report for fiscal quarter ending September 2025 *(Reference Document M-2).*

NORTHEASTERN OKLAHOMA A&M COLLEGE

UPDATE

MAGAZINE

OCTOBER 2025 ISSUE



IT'S FALL YALL

NEO students kick off fall season with festive campus celebration

ATHLETICS HOF

NEO Athletics welcomes class of 2025 inductees into Hall of Fame

24/7 SUPPORT

NEO expands student wellness resources through virtual health partnership



CHECK OUT THE NEO EVENT CALENDAR FOR MORE!

NEO.EDU/EVENTS

A LOOK *AHEAD...*

TOP TEN FRESHMEN CEREMONY | **OCTOBER 21**

TURN THE FOUNTAIN BLUE | **OCTOBER 23**

CHUCK BOWMAN LOCKER ROOM DEDICATION | **OCTOBER 24**

OUTSTANDING ALUMNI BANQUET | **OCTOBER 24**

PARTY ON THE LAWN | **OCTOBER 25**

HOMECOMING FOOTBALL GAME | **OCTOBER 25**

GOLDEN GALA FUNDRAISER | **NOVEMBER 6**

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NEO STUDENT ACTIVITIES HOSTS "IT'S FALL Y'ALL" CELEBRATION







NEO Student Activities kicked off the fall season with its annual "It's Fall Y'all" event in the NEO Amphitheatre.

Students enjoyed an afternoon filled with electric bull rides, food, games, and giveaways, creating plenty of laughter and friendly competition. The event provided a great opportunity for students to relax, connect, and celebrate the start of fall on campus.

From the high-energy fun to the festive atmosphere, it was clear that at NEO, fun was had by all!







VIEW MORE PHOTOS: @NEOAMCOLLEGE ON flickr





BLOOM AND GROW, NEO!

Thanks to the support of our Ag Department's mum fundraiser, the Plant & Soils class planted mums in front of the Campus Tribal Monument. This project showcases our students' hard work while adding beauty and pride to campus.

NEO HOSTS BUSINESS AND TECHNOLOGY LEADERSHIP DAY FOR AREA HIGH SCHOOL STUDENTS



Northeastern Oklahoma A&M College (NEO) welcomed high school students from across the region on Wednesday, September 17, for Business and Technology Leadership Day, a dynamic event designed to inspire and develop the next generation of leaders.

The day featured business- and leadership-driven conversations, interactive team-building activities, and engaging presentations led in part by members of NEO's Future Business Leaders of America (FBLA). Students participated in group games and challenges that tested their creativity, communication, and problem-solving skills.

"It's always a pleasure to welcome the next generation of young leaders to the NEO campus," said Calvin Becker, NEO Business and Technology Department Chair and Instructor. "We designed a day full of engaging, hands-on activities to help these high school students strengthen their teamwork, communication, and leadership skills. Their creativity shone through interactive teambuilding games or during the business plan challenge, where they developed innovative ideas for a pet shop. We're inspired by their energy and excited to see where their leadership journeys take them."

The event provided students with a unique opportunity to experience NEO's campus while gaining practical leadership experience and exposure to business and technology.

NEO CELEBRATES CONSTITUTION DAY WITH INTERACTIVE STUDENT-LED DISCUSSION

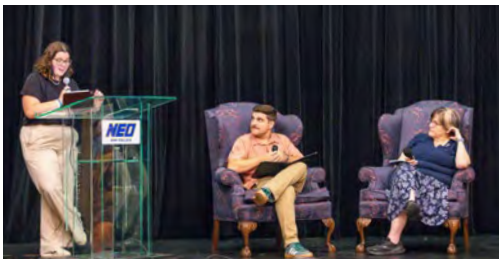
Northeastern Oklahoma A&M College (NEO) celebrated Constitution Day on Wednesday, September 17, with a campus-wide event to help students, faculty, and staff explore the U.S. Constitution. Public institutions nationwide are required to recognize Constitution Day, and this year's programming at NEO focused on answering student-submitted questions about the nation's founding document.

Social science instructors Jordan Adams and Anna Lenardson led the discussion, with Katelyn Long, a PTK and SGA officer, serving as moderator. The event encouraged participants to reflect on the questions "What is the Constitution for?" and "Why do we have nine justices on the Supreme Court?" Attendees also had the opportunity to visit a "find your Congressperson" and letter-writing station, hosted in partnership with the Mu Chapter of Phi Theta Kappa (PTK).

Students, faculty, and staff from across campus participated in the program, sparking meaningful conversation about what the Constitution says, what it doesn't, and why it continues to be relevant today.

"It was wonderful partnering with Mrs. Lenardson to discuss the Constitution," said Adams. "The student-submitted questions were insightful and gave us a chance to dive deep into how much of our political process comes from the text of the Constitution and how much is chalked up to tradition. Each year, we get to explore a new aspect of the document, and it just shows how unique the American experiment with representative democracy is. The Constitution is a charge and a challenge to strive for a more perfect Union."

The annual event underscores NEO's commitment to civic engagement and encourages students to think critically about the principles that shape the United States.





NEO HOSTS OKCDA WORKSHOP FOR JUNIOR HIGH STUDENTS



Northeastern Oklahoma A&M College (NEO) recently welcomed junior high students from across the region for an Oklahoma Choral Directors Association (OkCDA) workshop designed to prepare them for upcoming all-district and all-state auditions.

Forty-four students from four participating schools attended the event, focusing on learning and refining their audition music selections: The World of Our Dreams by Jeffrey L. Ames, Your Voices Tune by G.F. Handel, and Cantata Canticum Novum by Dan Forrest.

Students participated in targeted sectionals, full ensemble rehearsals, vocal technique coaching, and audition preparation sessions throughout the day. These opportunities allowed singers to strengthen their musicianship and gain confidence before their auditions.

"Because rehearsal time is often limited, this workshop may be the only opportunity some students have to focus closely on their audition music, giving them a stronger chance of success in making these select choirs," said NEO Director of Choirs and Vocal Music Dr. Tatiana Taylor. "It also allows our NEO students to gain valuable teaching experience by working directly with younger singers. Through this process, they strengthen their own musicianship but also help inspire the next generation to remain engaged in the choral arts."

Dr. Taylor added, "This workshop gives students the focused rehearsal time they need to feel confident going into their auditions, which can make all the difference in their success. It is also incredibly rewarding to see our NEO students step into teaching roles, guiding younger singers while building meaningful connections across generations of musicians."

Through events like this, NEO continues providing opportunities for local students to grow their skills while fostering leadership and mentorship among its college musicians.



NEW 24/7 MENTAL HEALTH & WELLNESS SUPPORT AVAILABLE FOR NEO STUDENTS

Northeastern Oklahoma A&M College is expanding student wellness resources through a new partnership with TimelyCare, the most trusted virtual health and well-being provider in higher education.

This service gives all NEO students free, 24/7 access to health and wellness support from their phone, tablet, or computer – anytime, anywhere.

With TimelyCare, students can:

- Connect with licensed doctors and counselors on-demand or by appointment
- Access 24/7 mental health and emotional support (TalkNow)
- Schedule up to six counseling sessions each academic year
- Get health coaching, basic needs assistance, care navigation, and more
- Join a peer support community and explore digital self-care tools

These services are free to students and do not require traditional insurance.

"At NEO, we are committed to supporting the whole student—mind, body, and spirit," said NEO Vice President of Student Affairs, Amy Ishmael. "Our partnership with TimelyCare allows us to extend that commitment by providing 24/7 access to high-quality health and well-being services. Students can now connect with care when and where they need it most, helping them thrive academically and personally."

The partnership with TimelyCare allows Northeastern Oklahoma A&M College to deliver a hybrid model of care in collaboration with on-campus resources to enhance student well-being, engagement, and retention.

NEO FACULTY, STAFF, AND ALUMNI SHINE AT 2025 OACC ANNUAL CONFERENCE



Northeastern Oklahoma A&M College faculty, staff, and alumni represented the institution at the 2025 Oklahoma Association of Community Colleges (OACC) Annual Conference, held on Friday, October 3. The statewide event brought together educators, administrators, and professionals across Oklahoma to share ideas, celebrate achievements, and advance collaboration within the community college system.

The conference began with an inspiring keynote address from Vice Admiral Jeffrey E. Trussler, United States Navy (Ret.) and proud NEO alumnus. Vice Admiral Trussler reflected on his decision to attend Northeastern Oklahoma A&M College following high school and how that experience helped him transition smoothly to Oklahoma State University. He credited his time at NEO for laying the foundation for his success, both academically and professionally.

Drawing from his distinguished 39-year career in the U.S. Navy, Trussler shared insights on leadership, perseverance, and the power of education. His address highlighted observations from working with Sailors from diverse educational backgrounds — including those who began their degrees later in life or completed them while serving — underscoring the lifelong value of learning.

Following the keynote, attendees participated in breakout sessions covering topics on assessment, campus safety, workforce readiness, and student success. Two of the sessions were led by NEO faculty and staff:

- **S.L.A.N.G.: Simplifying Language for Assessment with Nervous Groups** – *Presented by Jordan Adams, Social Sciences Instructor.* Adams discussed practical strategies to increase faculty engagement in institutional assessment by simplifying complex terminology and connecting academic practice with assessment goals.
- **Campus Safety Training** – *Presented by Buddy Lambert, Public Safety Director and Police Chief (retired Oklahoma Highway Patrol).* Lambert shared NEO's approach to campus safety education, detailing initiatives to enhance staff preparedness, student awareness, and the college's overall emergency response readiness.

In addition to the professional development sessions, the conference celebrated the 2025 class of the OACC Hall of Fame, recognizing outstanding individuals who have made lasting contributions to Oklahoma's community colleges. Among the inductees were two individuals with deep ties to NEO:

- **Tom Poole**, former Vice President for Fiscal Affairs at NEO, was honored for his decades of service in higher education. During his 26 years at NEO, Poole played a pivotal leadership role in rebuilding the campus following the 2007 flood and was instrumental in bringing Oklahoma Boys State to the college. His vision and dedication left a legacy on the NEO campus and the community.
- **Dr. Jeanie Webb**, a 2020 NEO Outstanding Alumni recipient, was also inducted into the OACC Hall of Fame. She served as the seventh and first female President of Rose State College. Over her 40-year career in higher education, Dr. Webb championed academic excellence, student success, and workforce innovation. Her early leadership at NEO helped lay the foundation for her distinguished career across Oklahoma higher education.

Also inducted was Larry Duffy of Western Oklahoma State College, who has served the institution and its foundation for decades, supporting arts, alumni engagement, and community partnerships.

As part of the conference's recognition of excellence, each college within OACC honored three outstanding employees in the categories of Professional Employee, Faculty, and Support Staff. NEO's recipients were:

- **Sarah Wall**, Head Volleyball Coach – *Professional Employee*
- **Jordan Adams**, Social Sciences Instructor – *Faculty*
- **Jessica Austin**, Accounting Clerk – *Support Staff*



NEO President Dr. Kyle J. Stafford praised the college's representation at the event, stating, "It was inspiring to see Northeastern Oklahoma A&M College so well represented at the OACC Fall Conference. From alumni like Vice Admiral Jeff Trussler delivering an outstanding keynote to NEO employees leading breakout sessions and the induction of Tom Poole and Dr. Jeanie Webb into the OACC Hall of Fame, the NEO family's impact was felt throughout the event. I'm especially proud that three NEO employees were recognized for their dedication and excellence, a true testament to the strength of our campus community."

The OACC Annual Conference continues to serve as a platform for Oklahoma's community colleges to exchange ideas, honor distinguished service, and advance student opportunities throughout the state.

NEO ANNOUNCES 2025 OUTSTANDING ALUMNI HONOREES



Northeastern Oklahoma A&M College announces the 2025 Outstanding Alumni Awards, which will be honored during the Outstanding Alumni Banquet on Friday, October 24, 2025, as part of NEO's Homecoming celebration.

This year's distinguished honorees include:

Debbie East – *Award of Merit*
Pat Creech – *Outstanding Retiree*
Joe Dale Morgan – *Outstanding Young Alumnus*
Todd Williams – *Outstanding Alumnus*
Charles Stoner – *Outstanding Alumnus*
Jami Jones – *Outstanding Alumna*
Bill Osborn – *Outstanding Alumnus*

The banquet will take place at 5:30 p.m. in the Calcagno Family Ballroom.

NEO 2025 NORTHEASTERN OKLAHOMA A&M COLLEGE
HOMECOMING
Once a Norseman, Always a Norseman.

NEO WELCOMES NEW SODEXO GENERAL MANAGER, BRANDON HOLMAN

Northeastern Oklahoma A&M College (NEO) and Sodexo are pleased to welcome Brandon Holman as the New General Manager of Sodexo at NEO. Holman brings nearly two decades of leadership experience in the hospitality and food service industry, with a strong operations and culinary arts background.

A culinary arts graduate from Oklahoma State University—Okmulgee, Holman has spent the past 17 years with Sodexo, serving in various leadership roles. For the past 12 years, he has worked at Northeastern State University (NSU), where he currently serves as Director of Operations. In that role, he has demonstrated an exceptional ability to combine operational excellence with culinary expertise, consistently delivering high-quality dining experiences for students, faculty, staff, and the community.

Holman began his role full-time with Sodexo NEO on September 22, 2025.

This transition follows a succession plan with Drew Shemanske, who served as Sodexo's General Manager at NEO. Shemanske will continue working with Sodexo as a General Manager at another location. NEO and Sodexo sincerely thank Drew for his dedication, leadership, and service during his time on campus.

"We want to thank Drew Shemanske for his dedication and leadership in managing our campus dining services during his time at NEO," said NEO Vice President of Student Affairs Amy Ismael. "As we transition, we are pleased to welcome Brandon Holman, who will serve as manager. We are confident that Brandon's experience and commitment to quality service will ensure a smooth transition and continued excellence in meeting the needs of our students, faculty, and staff."

sodexo

NEO CELEBRATES ATHLETICS HALL OF FAME CLASS OF 2025







Northeastern Oklahoma A&M College celebrated the induction of the 2025 Athletics Hall of Fame Class with a weekend of special events on September 12–13.

The celebration began Friday evening with a reception welcoming inductees and their families back to campus. On Saturday, the festivities continued with the official Hall of Fame Banquet. During the banquet, inductees shared stories of their accomplishments, received their official NEO Hall of Fame plaques, and enjoyed a celebratory lunch.

The weekend concluded with a Hall of Fame–themed NEO Football Game, where the 2025 Class was again recognized during halftime.

The 2025 NEO Athletics Hall of Fame Class includes:

Athlete Category:
Rosalind Ross (Women's Basketball)
Raven Campos (Softball)
James Wilder (Football)
Jeremy Shockey (Football)
Corey Ivy (Football)

Coach Category:
Bill Mayberry

Contributor Category:
Janie and Clark McQuigg

Team Category:
2002 Women's Basketball National Runner-Up
2014 Wrestling National Champions
2015 Softball National Runner-Up

"What a great event," said NEO Athletic Director Joe Renfro. "So many outstanding individual inductees and teams, NEO is truly a special place for sure. We are so fortunate to have had the opportunity to be in this class; the team deserved it."

Head coach of the inducted 2015 Softball team and NEO Alumni Coordinator Eric Iverson added, "It's always a great event to honor the excellence of NEO Athletics, and this class was all very deserving. The Hall of Fame reminds us of our brilliant past, and what has made us a national leader in junior college athletics."





VIEW MORE PHOTOS:
@NEOAMCOLLEGE ON flickr



NEO BOOKSTORE FEATURED ITEM

All new football and Odin floor mats! Get these NEO mats and show your Norse Spirit!

Available in-store and online.

GET THESE AND MANY OTHER NORSE PRIDE ITEMS AT
BOOKSTORE.NEO.EDU

NEO RELEASES 2025 WRESTLING SCHEDULE



Northeastern Oklahoma A&M College released the 2025 Wrestling schedule. The schedule includes five home duals and 11 away duals.

"I love the fall time, because it means wrestling season is right around the corner," said NEO Wrestling Head Coach Joe Renfro. "As always, we are excited to get started and see what type of team we have. Practice officially started October 1, and these guys are ready to get moving."

The Blue/Gold Intersquad Dual is set for October 25 at 9:00 am in the Student Activity Center.

NEO will host the National Junior College Athletic Association Coaches Association Duals January 9-10, 2026.

NEO Wrestling duals are free and open to the public. To watch live or view the full schedule visit neoathletics.com/sports/wrestling/schedule.

NEO ANNOUNCES 2025 - 2026 WOMEN'S AND MEN'S BASKETBALL SCHEDULES

Northeastern Oklahoma A&M College (NEO) has officially released the 2025 – 2026 Women's and Men's Basketball schedules. The women's schedule includes 10 home games and 19 away games. The men's schedule includes 13 home games and 17 away games. Sixteen of those games are designated conference games for both teams.

The women's team traveled to Coffeyville, Kansas, for the Coffeyville Jamboree on October 5 to open pre-season. Their first regular-season game is on November 5 at 5:00 pm against Oklahoma Wesleyan JV.

"I'm most excited to see our girls in the official moment of detailed practice and the daily grind of understanding positioning," said NEO Women's Basketball Head Coach Jim Rowland. "The energy and passion I have make me ready for the upcoming season, and I'm very excited to get going."

The women's basketball team is excited to add assistant coach Micah Hall to the staff. A native of Rolla, Kansas, Hall graduated from Elkhart High School in 2018. She continued her basketball career at Sterling College in Sterling, Kansas, where she played for four years and earned a Bachelor of Science in both Exercise Science and Sports Management, graduating in 2022.

Hall began coaching at the AAU level, where she helped guide 14U–17U boys' teams over a two-season period. Hall served as a graduate assistant at Friends University from 2022 to 2024.

Following her graduate assistantship, Hall took on a coaching position as an assistant coach at Western Texas College, where she honed her skills in player development, scouting, recruiting game strategy, and strength and conditioning.

"I am deeply grateful to be here, said NEO Women's Basketball Assistant Coach Micah Hall. "God has graciously provided this opportunity and I am immensely appreciative. My excitement about this role is unparalleled in my coaching career so far. To be at NEO, learning and coaching under Coach Rowland is an extraordinary opportunity."

The men's team is entering a new era with former assistant coach Blake Mills stepping in to serve as head coach of the Golden Norsemen.

Joining Coach Mills as the new assistant coach, is Hollis Mitchell. Mitchell played basketball at Ottawa University, where he was a 1,000-point scorer and two-time All-KCAC performer. He also played in the United Kingdom, competing for two seasons with East London Sport.

Mitchell previously served as the head coach at South Central Prep and has held coaching roles at McNeese State, Ottawa University, the University of Central Oklahoma, and Newman University. Mitchell also coached AAU Basketball with Drive 5 Elite on the Under Armour Circuit.

He earned a bachelor's degree in psychology from Ottawa University, a master's in positive and coaching psychology from the University of East London, and a master's degree in business from Newman University.

"I am excited to start this new journey and have the opportunity to work with Coach Mills in his first year as head coach," said NEO Assistant Men's Basketball Coach Hollis Mitchell. "We have a talented and high-character group who are looking to make a statement this year. I am looking forward to adding value and continuing the winning culture that has been established at NEO."

The men's team tipped off their season in Oklahoma City for the Oklahoma Jamboree on October 3, marking the start of their preseason.

"We are excited to kick off the new season," said NEO Men's Basketball Head Coach Blake Mills. "Our team has put in a tremendous amount of work in the off season, and we are focused on building off that foundation. We have assembled a talented and cohesive group that fits the culture of NEO. They are working very hard to accomplish both individual and team goals. Individually they want to earn a Division I scholarship, collectively they want to win a Region II championship and make a strong representation of our college in the national tournament. Every player has bought into the culture, and we are ready to compete at a high level. Our goals are clear—play hard, play together, and represent our program with pride."

The men kick off their regular season with the 14th Annual Toilet Paper Game on November 3 at 7:00pm in the NEO Gym. Both teams are set to play at home against Oklahoma Wesleyan JV on November 5 with the women playing at 5:00pm and the men playing at 7:00pm.

Tickets are available at the gate for $5 per game. You can purchase season tickets and become a booster by visiting *neo.edu/athletics/season-tickets*.

A live stream subscription is available for $10 per game or $75 for the year. All home events are livestreamed. Purchase your livestream access by visiting *neoathletics.com/watch*.

NEO LADY NORSE Basketball

NEO Basketball

NEO LIVESTOCK JUDGING TEAM NAMED CHAMPION TEAM AT PROF. LIDVALL MEMORIAL CONTEST



The Northeastern Oklahoma A&M College (NEO) Livestock Judging Team brought home top honors from the Prof. Lidvall Memorial Contest in Cookeville, Tennessee, finishing as the Champion Team Overall among strong national competition.

The event, set in the scenic Appalachian foothills, is a highlight on the collegiate judging circuit each year—known for its challenging workouts, breathtaking views, and the heartfelt tribute it pays to the legacy of Professor Lidvall.

NEO secured the Champion Team title in every division, earning: Champion Team Overall, Champion Team Cattle, Champion Team Reasons, Champion Team Swine, and Champion Team Sheep & Goats.

The team's performance was bolstered by outstanding individual placings across all species:

Austin Ramsey – High Individual Overall; 2nd High Individual Cattle

Kylie Hurd – 2nd High Individual Overall; 3rd Reasons; 3rd Sheep & Goats; 5th Swine

Kalyn Shireman – 3rd High Individual Overall

Cooper McNally – 4th High Individual Overall; 2nd Reasons; 2nd Swine; 5th Sheep & Goats

Kannon Scott – 5th High Individual Overall; 5th Reasons

Shane Kendall – High Individual Cattle; 4th Reasons

Keira Lortie – High Individual Swine; High Individual Reasons

Laramie Bruce – 3rd High Individual Swine

Riley Nothwehr – 3rd High Individual Cattle

Tayhlor Elmore – 4th High Individual Cattle

Mallorie Beck – 2nd High Individual Sheep & Goats

Rebekah Fry – 5th High Individual Cattle

"This team continues to set the standard of excellence for NEO Livestock Judging," said NEO Livestock Judging Coach, Mattie Haynes. "Their success is a reflection of hard work, discipline, and the hands-on education that makes NEO's agriculture programs among the best in the nation."

The NEO Agriculture Department expressed gratitude to the Prof. Lidvall Memorial Contest organizers for hosting another memorable event and providing students with valuable experiences that prepare them for future careers in agriculture.

NEO HORSE JUDGING TEAM FINISHES RESERVE HIGH TEAM AT APHA HORSE IQ COLLEGIATE JUDGING CONTEST



NEO Horse Judging Team continued its tradition of excellence, finishing as the Reserve Champion Team Overall at the APHA Horse IQ Collegiate Judging Contest in Fort Worth, Texas.

The contest, hosted in partnership with the American Paint Horse Association (APHA), the World Conformation Horse Association (WCHA), and the National Snaffle Bit Association (NSBA), brought together top collegiate judging teams from across the country.

"Any day at a judging contest is a great day," said Horse Judging Coach, Hannah McLochlin. "We're grateful to all of the organizations that make these opportunities possible."

APHA Horse IQ Collegiate Contest Results:

Overall – Reserve Champion Team
- **Abigal Shofler** – 2nd High Individual
- **Jalynn Barenberg** – 6th High Individual
- **Carrie Miller** – 14th High Individual

Reasons – 4th High Team
- **Jalynn Barenberg** – 4th High Individual
- **Abigal Shofler** – 10th High Individual
- **Hannah Mennig** – 16th High Individual

Halter – 3rd High Team
- **Jalynn Barenberg** – 6th High Individual
- **Abigal Shofler** – 8th High Individual
- **Carrie Miller** – 14th High Individual

Performance – 3rd High Team
- **Abigal Shofler** – 2nd High Individual
- **Jalynn Barenberg** – 11th High Individual
- **Carrie Miller** – 16th High Individual

In addition to their Fort Worth success, the team also competed earlier in Whitesboro, where NEO finished as the 5th High Team / High Point Junior College.

- **Jalynn Barenberg** – 10th High Individual
- **Hannah Mennig** – 11th High Individual

NEO ANIMAL SCIENCE STUDENTS VISIT FLYING COW GENETICS



NEO Animal Science students recently toured Flying Cow Genetics in Welch, Oklahoma, as part of their reproductive physiology unit. The visit provided students with firsthand insight into the use of advanced reproductive technologies in modern cattle production.

During the tour, students learned how techniques such as artificial insemination, embryo transfer, and in vitro fertilization (IVF) are used to enhance herd genetics and improve reproductive efficiency within the livestock industry.

"Hands-on experiences like this are invaluable for our students," said NEO Agriculture Department Chair, Dr. Mary Booth. "They bridge classroom instruction with real-world application, helping our students understand how science and technology directly impact the future of animal agriculture."

The NEO Agriculture Department expressed appreciation to the Flying Cow Genetics team for opening their facilities, answering student questions, and providing an up-close look at the equipment and processes that make their operation one of the region's leaders in bovine reproductive services.

NEO Ag Department Chair, Dr. Mary Booth expressed, "experiences like this are what make NEO's agriculture program so unique. They deepen student understanding, spark curiosity, and reinforce the tradition of excellence that defines our programs."

NEO AGRICULTURE DEPARTMENT HOSTS FACULTY & STAFF BREAKFAST

Northeastern Oklahoma A&M College Agriculture Ambassadors hosted a Faculty and Staff Breakfast on Tuesday, October 7, 2025, to show appreciation for the continued support of NEO programs, teams, and students.

Faculty and staff gathered to enjoy a hearty breakfast of homemade biscuits and gravy with sausage from hogs raised and finished at NEO's Synar Farm. The event provided an opportunity for fellowship and gratitude, highlighting the close-knit community that defines NEO.

"This breakfast is more than just a meal—it's our way of saying thank you to those who make NEO special every day," said NEO Agriculture Department Chair, Dr. Mary Booth.

















PRESIDENTIAL PARTNERS ARE CHANGE MAKERS

AT NORTHEASTERN OKLAHOMA A&M COLLEGE

Since its inception in 2009, the NEO Presidential Partners program has been instrumental in improving NEO in areas that are often underfunded. From cultural mainstays like Miss Indian NEO to student necessities like ACT prep courses, support from the Presidential Partners ensures that students have the resources they need to succeed.

To date, Presidential Partners have supported nearly half a million dollars in projects on campus. The heart of NEO is the student body, and our Presidential Partners support students in a variety of ways. One prime example is the Textbook Bank, which allows students to visit the library to use textbooks from the most common courses on campus free of charge.

Presidential Partners also support academic awards such as the Top Ten Freshmen. Each year, we have the opportunity to recognize the cream of the crop, highlighting the ten most outstanding students during their freshmen year. Additionally, Presidential Partners support student and academic clubs across campus to encourage students to get the most out of their college educational experience.

Many of our students excel not only in the classroom, but on the field, arena, mat, or court as well. Presidential Partners show our nationally competitive athletic teams their appreciation in many ways, including travel expenses and national tournament gear. A student-athlete truly feels the support of our alumni and the community when they receive shirts or jackets for their national title run.

To maintain an excellent student body, we must also support our faculty and staff. The Presidential Partners show their support each year through funding of the NEO Service Awards. These awards highlight new talented employees as well as those who have gone above and beyond their job description.

Join the dozens of Presidential Partners today as we strive to improve the campus experience for students, faculty and staff!

JOIN PRESIDENTIAL PARTNERS ONLINE

TO BECOME A PARTNER TODAY, VISIT **NEO.EDU/PARTNERS**
TO FILL OUT THE ONLINE APPLICATION AND/OR PAY BY CARD.

D - PERSONNEL ACTIONS in compliance with Board Policies 3.01, 3.02, and 3.03

1. Request approval of personnel actions. Personnel items not requiring Board action are provided for informational purposes only
    a. Two personnel actions for approval

Name	Action	Effective Date	Salary/Rate Annually
Joy Bauer	Salary Decrease- Title III Project Director	9/30/2025	$75,000
Keeley Adams	Salary Decrease- Title III Project Director	9/30/2025	$45,311

Personnel items not requiring Board action are provided for informational purposes only

b. Thirteen reappointments, separations, changes in salary, changes in title and personnel leaves.

Name	Action	Effective Date	Salary/Rate Annually
Jacquelynn Clapp	Salary Increase- Admin. Asst for Business & IT De	9/14/2025	$18,624
Misty Rhinehart	Salary Decrease- Title III Admin. Asst.	9/30/2025	$16,546
Maria Miller	Separation- Cashier	9/18/2025	$24,024
Natasha Brand	Separation- Student Success Specialist	9/30/2025	$27,848
Brady Chenoweth	Separation- Title III Peer Tutor	9/30/2025	$10,400
Courtney Luman	Separation- Title III Peer Tutor	9/30/2025	$10,400
Kristin Hoover	Separation- Title III Peer Tutor	9/30/2025	$10,400
Rochelle Vanover	Separation- Support Resource Coordinator	9/30/2025	$37,346
Shani Snell	Separation- Faculty Support Specialist	9/30/2025	$42,436
Gretta Day	Separation- Support Network Developer	9/30/2025	$38,000
Tammy Glenn	Separation- Admin. Asst. Agriculture	10/1/2025	$21,996
Shawn Williamson	New Hire- Grounds Technician	10/6/2025	24,960
Jack Pryor	Retirement- Electrician	12/2/2025	$46,182

J - PURCHASE REQUESTS in compliance with Board Policy 2.07

1. Board authorization is requested to solicit competitive bids or use state contracted suppliers to award contracts and purchase equipment for various projects on campus. Funding for these expenditures will come from legally available funds.

- Shipley Hall –Chiller/Boiler – Estimated Cost $360,000

- Fleet Vehicle Purchase – Two vehicles, (one 15 passenger van and one truck) Estimated Cost $110,000.

All purchases will comply with the Board of Regents for the Oklahoma Agricultural and Mechanical College Policies and Procedures, as well as applicable state statutes.

M – OTHER INFORMATIONAL MATTERS NOT REQUIRING ACTION OF THE BOARD –

1. Out-of-state travel summaries for August and September 2025.

Northeastern Oklahoma A&M College
Summary of Out-of-State Travel as of **Aug-25**

Column (1): Travel This Month
Column (2): Corresponding Month Last FY
Column (3): Amount Expended Current FY
Column (4): Amount Expended Prior FY

Fund Source	No. Trips (4)	Amount Expended-Curr	No. Trips (3)	Amount Expended	No. Trips (5)	Amount Expended-Curr	No. Trips (4)	Amt. Exp Current FY
Revolving	0	$0.00	0	$0.00	0	$0.00	0	$0.00
State Approp. (290)	0	$0.00	2	$300.00	0	$0.00	2	$300.00
Federal (430)	4	$5,057.69	1	$32.16	5	$5,070.29	2	$401.88
Private	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Auxiliary (701)	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Other	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Total	4	$5,057.69	3	$332.16	5	$5,070.29	4	$701.88

Northeastern Oklahoma A&M College
Summary of Out-of-State Travel as of **Sep-25**

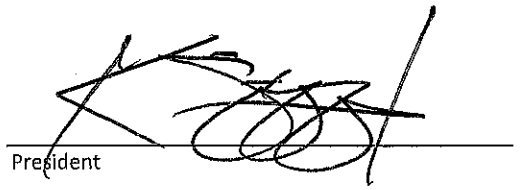
Column (1): Travel This Month
Column (2): Corresponding Month Last FY
Column (3): Amount Expended Current FY
Column (4): Amount Expended Prior FY

Fund Source	No. Trips (6)	Amount Expended-Curr	No. Trips (4)	Amount Expended	No. Trips (11)	Amount Expended-Curr	No. Trips (5)	Amt. Exp Current FY
Revolving	0	$0.00	0	$0.00	0	$0.00	0	$0.00
State Approp. (290)	1	$38.36	1	$698.63	1	$38.36	2	$300.00
Federal (430)	3	$1,929.20	0	$0.00	8	$6,999.49	2	$401.88
Private	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Auxiliary (701)	2	$740.44	3	$1,120.14	2	$740.44	1	$913.87
Other	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Total	6	$2,708.00	4	$1,818.77	11	$7,778.29	5	$1,615.75

The Oklahoma State System of Higher Education
FTE Employee Report

To: The Governor of Oklahoma, The President Pro Tempore of the Oklahoma Senate, and The Speaker of the Oklahoma House of Representatives

From: Northeastern Oklahoma A&M College



President

Subject: FTE Employee Report for Fiscal Quarter Ending 9/30/2025

The following information is provided pursuant to 74 O.S. 1981, Section 3602

FTE Employee Catagories

	Educational and General Budget Part I			Educational and General Budget Part II			Agency Accounts Other			Sub Total			Total FTE
		Other			Other			Other			Other		
	Faculty	Regular	Student	Faculty	Regular	Student	Faculty	Regular	Student	Faculty	Regular	Student	
Current QTR	40	71	1	0	17	0	0	23	4	40	111	5	156
Prior QTR	45	72	2	1	17	7	0	22	5	46	111	14	171
INC (DEC)	-5	-1	-1	-1	0	-7	0	1	-1	-6	0	-9	-15
Prior FY	41	72	1	0	17	3	0	27	3	41	116	7	164

OKLAHOMA PANHANDLE STATE UNIVERSITY
Goodwell, Oklahoma
Agenda for the Regular Meeting of the Board of Regents for OSU and the A&M Colleges
October 24, 2025

Dear Board Members:

Subject to budgetary limitations and availability of funds, the following expenditures are submitted for Board approval with the purchases to be coordinated through the Chief Procurement Officer, Oklahoma State University. We recommend the following business for your consideration and approval.

A - GENERAL INFORMATION/REPORTS REQUIRING NO ACTION BY THE BOARD

1. Remarks by President Dr. Julie Dinger
2. Panhandle Magazine

B - RESOLUTIONS

None

C - POLICY AND OPERATIONAL PROCEDURES

1. Request approval of revisions to the OPSU Emergency Operations Policy.
   (Reference Document C-1)

D - PERSONNEL ACTIONS in compliance with Board Policies 3.01, 3.02, and 3.03

1. Request approval of personnel actions. Items not requiring Board action are provided for informational purposes only.
   (Reference Document D-1)
   a. Three new appointments
   b. Four items for informational purposes only

E - INSTRUCTIONAL PROGRAMS

1. Request approval to enter into a Memorandum of Understanding between OPSU and Guymon Public Schools to provide concurrent enrollment opportunities through the Panhandle Tech initiative.
   (Reference Document E-1)

F - BUDGETARY ACTIONS

None

G - OTHER BUSINESS AND FINANCIAL MATTERS

None

H - CONTRACTUAL AGREEMENTS (other than construction and renovation)

None

I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES

1. Request approval to select Studio Architecture as the Architect to design plans and provide general architectural oversight of roof replacement for Oscar Williams Fieldhouse Weight Room. *(Reference Document I-1)*

2. Request approval for Oklahoma Panhandle State University to work within board policies with the Office of Central Procurement to select a contractor or contractors for the purchase of labor, materials, equipment and services for roof replacement of Oscar Williams Fieldhouse Weight Room. *(Reference Document I-2)*

J - PURCHASE REQUESTS in compliance with Board Policy 2.07

None

K - STUDENT SERVICES/ACTIVITIES

None

L - NEW BUSINESS UNFORESEEN AT TIME AGENDA WAS POSTED

None

M - OTHER INFORMATIONAL MATTERS NOT REQUIRING ACTION OF THE BOARD

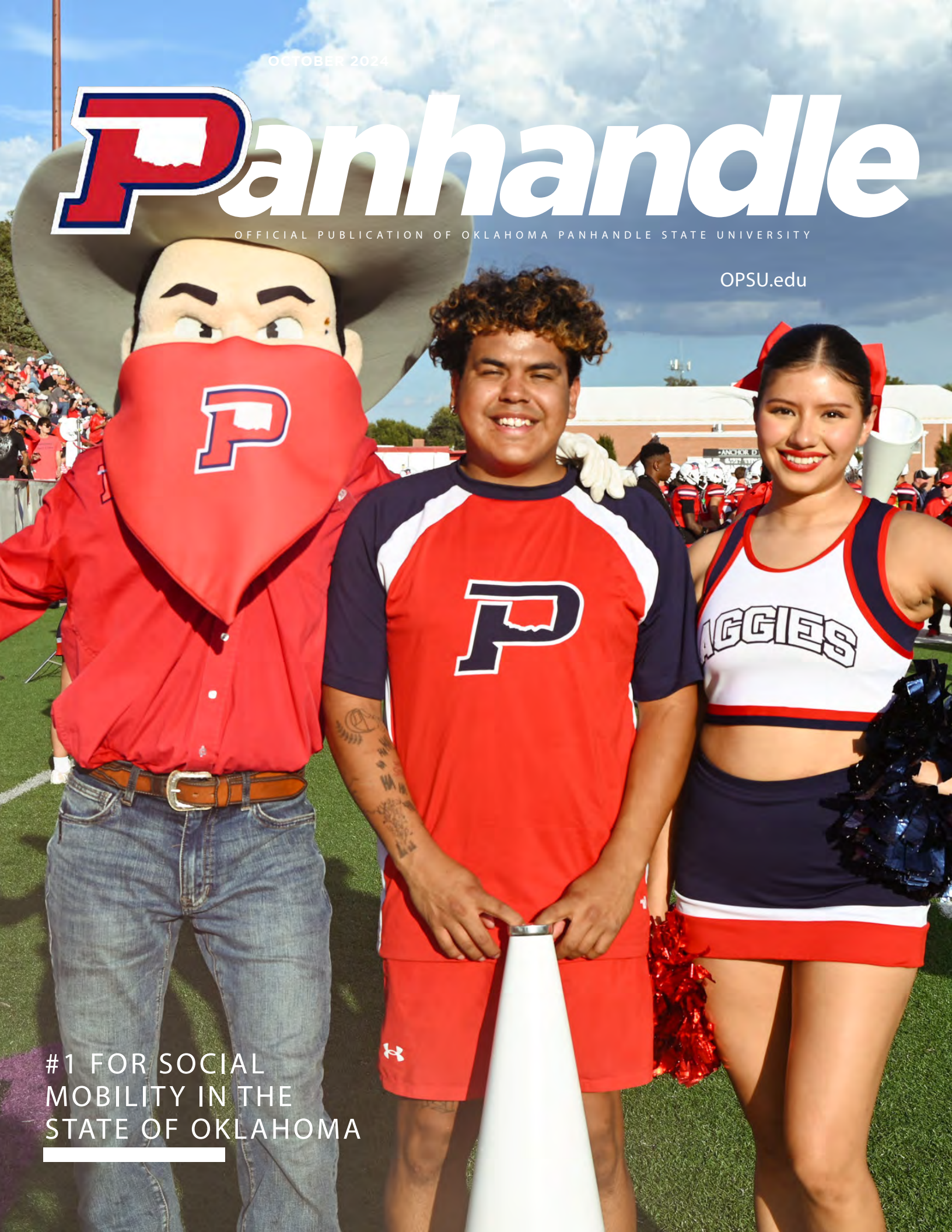
1. 2025 Out of State Travel *(Reference Document M-1)*
2. FTE Report *(Reference Document M-2)*
3. Academic Calendar *(Reference Document M-3)*

OCTOBER 2024

Panhandle

OFFICIAL PUBLICATION OF OKLAHOMA PANHANDLE STATE UNIVERSITY

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Dr. Julie Dinger — University President
Dr. Charla Lewis— Vice President of Academic Affairs
Dr. Ryan Blanton — Vice President of Advancement
Liz McMurphy — Vice President of Fiscal Affairs
Victor Esparza — Athletic Director
Laura Hutchinson — Dean of Student Affairs

PANHANDLE MAGAZINE
Lauren McBee — Director of Campus Communications
Gabe Stoesz— Sports Information Director

PHOTOGRAPHERS
Lauren McBee — Maddie Flanagan
Kendal Smartt — Cody Rodriguez

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PANHANDLE PRIDE

PANHANDLE PRIDE UNITES CAMPUS DURING OPSU HOMECOMING 2025



Homecoming Week at Oklahoma Panhandle State University was a celebration of spirit, community, and tradition. Students, alumni, and friends of OPSU came together to show what it truly means to be Panhandle Proud, filling campus with energy and excitement throughout the week.

The week kicked off with a variety of activities designed to engage students and highlight Aggie pride. Daily contests, themed events, and friendly competitions brought students together, building anticipation for the main events on Saturday. From spirited dress-up days to student organization showcases, the campus buzzed with activity, creating an atmosphere of fun and camaraderie.

Saturday's celebration offered a full day of memorable events. The morning began with the Alumni Breakfast in the Student Union, where alumni had the chance to reconnect with old friends and former classmates. Reunions were held for organizations across campus, giving attendees a chance to share memories, catch up on each other's lives, and see firsthand how OPSU continues to grow and thrive. Shawn Joy, Director of Alumni Relations, highlighted the importance of these connections:

"Homecoming is a time for our alumni to come back and see how their Aggie family has grown," Joy said. "It's a reminder that no matter where life takes them, they always have a home here at Panhandle State."

The afternoon brought even more excitement. Fans filled the stands for the women's volleyball match at Anchor D Arena, cheering on the Aggies with energy that reflected the weeklong spirit. Later, Aggie Avenue lined with community members and students alike, showcased the annual parade, featuring floats, performances, and displays of school pride. Tailgating before the big game added another layer of festivity, as alumni, students, and families shared food, laughter, and memories.

The day concluded at Anchor D Stadium, where a packed house celebrated the football game. From the stands to the field, the Aggie spirit was louder than ever, uniting generations of students, alumni, and community supporters. President Dr. Julie Dinger expressed her gratitude for the strong sense of community that Homecoming fosters:

"Homecoming is one of the best examples of what makes Panhandle State so special," said Dr. Dinger. "It is more than a celebration. It is a homecoming in every sense of the word. Our students, alumni, and community show up for each other, and that is what defines the Aggie spirit."

As the fall semester continues, the excitement and sense of connection from Homecoming serve as a reminder that the Aggie family extends far beyond the classroom. Whether near or far, students and alumni alike carry the spirit of OPSU with them, always knowing that Panhandle State is home.

OPSU EARNS TOP HONORS

IN U.S. NEWS AND WORLD REPORT RANKINGS

Oklahoma Panhandle State University has once again proven its commitment to student success and educational excellence, earning top accolades in the 2025 U.S. News & World Report Best Colleges rankings. The university was named the #1 institution in Oklahoma for social mobility, a distinction that underscores OPSU's dedication to empowering students from all backgrounds to achieve upward economic movement through higher education.

In addition to leading the state in social mobility, OPSU tied with Rogers State University as the #1 Top Public University in Oklahoma, further solidifying its reputation as a premier destination for affordable, high-quality education.

These rankings reflect OPSU's performance in key areas such as graduation rates, Pell Grant recipient success, and return on investment for graduates. According to U.S. News, the 2025 methodology emphasized measurable outcomes like graduate debt and initial post-graduation earnings, placing OPSU among the top performers in the Regional Colleges West category.

University President Dr. Julie Dinger expressed pride in the recognition, stating, "It's always encouraging to see OPSU recognized in these rankings. Our focus remains on creating the best possible outcomes for our students. We are committed to providing an education that is not only affordable but also delivers a strong return on investment. Our success is measured by the opportunities our graduates find and their impact on their communities."

Beyond the U.S. News rankings, OPSU has also been recognized by Thirdway.org as the #1 college in Oklahoma for economic mobility and by Nasdaq as the Most Affordable College in Oklahoma. These honors highlight the university's ongoing efforts to make higher education accessible and impactful for students across the region.

As OPSU continues to rise in national prominence, its commitment to student-centered learning, affordability, and community engagement remains at the heart of its mission. The university's leadership, faculty, and staff are proud to celebrate this achievement and look forward to building on this momentum in the years ahead.

"Our success is measured by the opportunities our graduates find and their impact on their communities." — OPSU President, Dr. Julie Dinger



BUILDING WORKFORCE SKILLS:

OPSU LAUNCHES PRIVATE SECURITY SCHOOL OFFERING CLEET CERTIFICATION COURSE



Oklahoma Panhandle State University continues to expand workforce development opportunities for students and the community through the launch of its new Private Security School. The program offers courses required for Council on Law Enforcement Education and Training (CLEET) certification, preparing participants to become professional security guards.

The OPSU Private Security School provides Phase I, Phase II, and Phase IV of CLEET's Private Security curriculum, covering both unarmed and armed security training. Students who complete Phases I and II can earn their Unarmed Security Guard Certification, while those who continue through Phase IV qualify as Armed Security Guards.



The school held its inaugural courses during the summer of 2025 in partnership with Golden Mesa Casino, marking an important milestone in OPSU's efforts to support regional workforce needs. Through this collaboration, Golden Mesa employees completed the training necessary to become CLEET-certified armed security guards under the instruction of OPSU's experienced law enforcement professionals. Following the success of the initial cohort, additional sessions for Golden Mesa Casino employees are planned for the fall, with future courses available to the public based on interest and demand.

"Our Private Security School not only provides valuable professional training but also strengthens partnerships between OPSU, local law enforcement, and regional employers," said Dr. Rebekah Wagenbach, Director of Criminal Justice at OPSU. "This initiative reflects our commitment to meeting workforce needs in the Oklahoma Panhandle and beyond."

Each phase of the program is led by instructors with years of law enforcement experience. Andy Ramirez, OPSU Campus Police Chief, teaches Phases I and II, which are structured as two eight-hour days per phase and can be scheduled on weekends to accommodate working participants. Dale Hampsten, Guymon Police Chief, leads Phase IV, the firearms training portion of the program. This course typically spans three to four eight-hour days and is scheduled based on the availability of both students and instructor.

Students who enroll in and complete these courses earn micro-credentials from OPSU for each phase completed. These credentials not only recognize professional achievement but also serve as building blocks toward an Associate of Science in Criminal Justice degree.



FUTURE EDUCATOR'S DAY

INSPIRING TOMORROW'S TEACHERS

"OAEA members are the heartbeat of this event. Their leadership and energey make Future Educator's Day more than a campus visit."— Robert Villegas, Assistant Professor and OAEA Advisor

Oklahoma Panhandle State University welcomed more than 110 high school students from six districts for its annual Future Educators Day, an event designed to inspire and prepare the next generation of teachers.

The day began in the Student Union Ballroom with introductions from OPSU faculty and staff, followed by sessions on Admissions, Financial Aid, and Scholarships. Students toured campus and participated in interactive activities, including a Hamilton Hall Q&A with education majors and a creative "Leave Your Mark" project, where visitors decorated bulletin boards to leave a personal touch.

Members of the Oklahoma Aspiring Educators Association (OAEA) played a pivotal role in making the event a success. They guided tours, led discussions, and curated Aggie Packs filled with resources for attendees.

"OAEA members are the heartbeat of this event," said Robert Villegas, Assistant Professor and OAEA Advisor. "Their leadership and energy make Future Educators Day more than a campus visit. It's a glimpse into a supportive community where future teachers belong."

University President Dr. Julie Dinger added, "Events like Future Educators Day showcase the best of our campus culture. Students lifting each other up, faculty mentoring with purpose, and organizations like OAEA creating pathways for success."

Future Educators Day is more than a recruitment event. It is a commitment to shaping classrooms and communities for years to come.





PANHANDHER CONFERENCE

2ND ANNUAL WOMEN IN AG CONFERENCE

Oklahoma Panhandle State University The OPSU Women in Ag Club hosted its second annual PanhandHER Ag Conference on October 6 in the OPSU Student Union Ballroom, welcoming more than 115 attendees from Oklahoma, Texas, Kansas, and Colorado.

This year's theme, "Branding: Defining Your Mark in Agriculture," focused on helping young women identify their strengths, build confidence, and grow both personally and professionally as they pursue careers across the agricultural industry.

Dr. Julie Dinger, OPSU President, opened the day by sharing her thoughts on the importance of branding and how understanding one's personal and professional identity strengthens the entire agricultural community.

Cami Kenny, OPSU Women in Ag President, welcomed participants and provided an overview of the day before breaking attendees into small groups for networking and icebreakers. During this time, groups also toured the Estes Firestone Meat Lab, where co-advisor Toby McClure guided them through the facility and explained the full process of animal processing from trailer to plate.

The day's speakers shared powerful and practical insights into leadership, growth, and authenticity in agriculture. Raeann Magill, originally from northern California and now a Sales Representative and Product Developer with Win Biologics, brought a global yet grounded perspective to the audience. Drawing from her experiences working with growers and retailers across the High Plains, she spoke about the importance of standing out through professionalism, integrity, and relationships, encouraging attendees to make lasting impressions through simple habits such as maintaining eye contact, offering a firm handshake, and always delivering more than expected.



Meghan Gates, a wife, mother of three, and cattle producer from the Oklahoma Panhandle, followed with an engaging workshop connecting agriculture and homesteading. A cookbook author and content creator with a background in marketing and communications, Gates shared how her passion for raising, preserving, and cooking her own food evolved into a business and community platform. She encouraged attendees to embrace where they are rooted, trust their intuition, and not let fear hold them back from starting something new.

Ashton Suthers, OPSU Women in Ag Secretary, provided the invocation and introduced both speakers, while Vice President Talara Brown closed the event with closing remarks and a tour of the OPSU campus for attendees.

The conference was made possible through the support of sponsors including OPSU Student Government Association, Farmers Elevator, Texas County Farm Bureau Young Farmers & Ranchers, Farm Credit of Western Oklahoma, and HS Cattle LLC.

Special thanks were extended to Dr. Julie Dinger, Dean Kincannon, and the College of Agriculture, Science, and Nursing faculty and staff, along with Great Western Dining, OPSU IT, Communications, and Recruiting for their contributions to the event's success. OPSU Communications provided professional headshots for attendees, and Codi Rodriguez served as the official photographer for the day.



BRAUNVIEH HERD

PROVIDES OPSU STUDENTS WILL REAL-WORLD AGRICULTURE EXPERIENCE

Oklahoma Panhandle State University senior Sydney Carey is helping open new doors for Animal Science students through an exciting partnership with cattleman John Hall, an active member of the Braunvieh Association. This collaboration gives students immersive, on-the-farm training in animal reproduction and herd management, developing practical skills essential for careers in agriculture and veterinary medicine.

As part of the partnership, Hall has leased two Braunvieh heifers to OPSU and will be housed at the university's farm. These animals give students daily hands-on experience in herd care, nutrition, and calving. In addition, students will travel to Hall's farm and multiple veterinary clinics to observe and participate in cattle management/handling, and advanced reproductive procedures such as artificial insemination and embryo transfer. These off campus learning opportunities expose students to cutting-edge industry practices and connect with directly with experienced professionals.

"This collaboration gives our students the kind of applied learning experience that sets OPSU apart," said Dr. Tolle, Assistant Professor of Animal Science. "They are not just reading about reproduction or genetics in a textbook. They are practicing it, seeing results, and building confidence in their skills. Partnerships like this prepare our students for everything from veterinary school to ranch management, while also connecting them to professionals who care deeply about their growth."

In addition to reproductive training, OPSU is launching a new Beef Show Team, where students will further develop their skills in animal selection, showmanship, and presentation. The leased Braunvieh heifers will be exhibited at major nationals shows including The American Royal, North American International Livestock Exposition (NAILE), Cattlemen's Congress, and Fort Worth Stock Show, giving students invaluable exposure to the competitive side of the cattle industry.

This hands-on learning model equips students with industry-relevant experience and opens doors to future certifications, internships, and employment opportunities, making them more competitive and career-ready upon graduation.

For Sydney, the experience represents a unique chance to gain hands-on skills that are not always easy to access.

"This partnership is an incredible opportunity," Carey said. "It gives us the chance to gain the real-world experience that will help us succeed in whatever path we choose. Even though OPSU is a smaller university, we are getting hands-on learning that even some of the much larger schools aren't offering. What we have here is personal, practical, and focused on preparing us to be the best professionals we can be.

The Braunvieh herd program is more than an academic asset; it serves as a career launchpad. Students interested in veterinary school, animal science, or the cattle industry gain exposure to an established herd with exceptional genetics and learn cutting-edge techniques in herd health, nutrition, and reproduction.

"This is the kind of work that reminds us why we do what we do," said Dr. Tolle. "Watching students take ownership of these opportunities, seeing their enthusiasm, and knowing they are building the foundation for their futures is what makes OPSU special."
Through partnerships like this one, OPSU continues to strengthen its mission of providing affordable, high-quality education that blends classroom knowledge with real-world experience.



TCEC WELCOMES

NEW COLLEGIATE DELEGATES: EREZ COHEN, JACOB BURCHARD, AND KADENCE KUNSELMAN

Three students from Oklahoma Panhandle State University (OPSU) have stepped forward as TCEC Collegiate Delegates, each bringing unique perspectives and ambitions to their roles.

Freshman Jacob Burchard hails from Guymon and is pursuing a Pre-Pharmacy major. Jacob's motivation for becoming a Collegiate Delegate stems from a recognition of the vital, yet often overlooked, role of energy in rural communities. He values leadership and is eager to learn what effective leadership looks like in essential rural services. After graduating from OPSU, Jacob plans to attend Texas Tech's School of Pharmacy in Amarillo, aiming for a career in hospital pharmacy and, eventually, public health. During his term, Jacob is most excited to learn how TCEC makes decisions based on the seven cooperative principles.

Sophomore Erez Cohen comes from Yavne, Israel, and is majoring in Business Administration. Erez's passion for community service and helping others inspired him to apply for the Collegiate Delegate program. He admires TCEC's commitment to supporting those in need and involving the community. Erez's post-graduation plans include launching his own marketing business. As a delegate, Erez looks forward to understanding the inner workings of TCEC, learning about the challenges large organizations face, and being as involved as possible throughout the year.

Senior Kadence Kunselman, from Walsh, Colorado, is double-majoring in History and Biology. Kadence's deep love for community and her transformative experience in the Panhandle led her to the TCEC Collegiate Delegate Program. She sees the program as a way to give back to a region that has profoundly impacted her life. After graduation, Kadence hopes to work at a museum in a small community, combining her interests in history and biology while fostering education beyond the classroom. She is most looking forward to applying her college experiences, making connections, and being a genuine help to TCEC during her term.

These three delegates exemplify the spirit of leadership, service, and ambition that the TCEC Collegiate Delegate Program seeks to nurture. Their diverse backgrounds and aspirations promise to enrich both TCEC and the communities they serve. Congratulations and welcome to our new delegates!



AGGIE FAN STORE

REOPENS AFTER RENOVATION

After months of anticipation, the OPSU Fan Store has officially reopened its doors just in time for one of the most spirited weekends of the year. The grand reopening coincided with Oklahoma Panhandle State University's Homecoming, drawing a crowd of students, alumni, faculty, and community members eager to celebrate both tradition and transformation.

The Fan Store, located in the Student Union, has long been a go-to spot for Aggie gear and school supplies. This fall, visitors were greeted with a completely refreshed space featuring modern fixtures, brighter lighting, and a more open layout designed to improve the shopping experience.

"The timing couldn't have been better," said Janet Calel, who oversees the store's operations. "We had a fantastic turnout on opening day. People were excited to see the new space and grab their Aggie gear before heading to the game. It really brought the energy we were hoping for."

The renovation focused on both form and function. New shelving and display units make it easier to browse merchandise, while updated signage and branding give the store a more cohesive and professional look. The store now carries an expanded selection of OPSU-branded apparel, including hoodies, t-shirts, hats, and accessories. Many of these items were flying off the shelves during Homecoming weekend.

"We wanted the store to feel like a true reflection of Aggie pride," Calel added. "It's more than just a place to buy a sweatshirt. It's a space where students and alumni can connect with the spirit of the university."

The reopening was met with enthusiasm from the campus community. Many alumni visiting for Homecoming made a point to stop by, reminiscing about their own time at OPSU while picking up new gear for themselves and their families. Students were also excited to see the transformation and stock up on items to show their school spirit throughout the year.

The Fan Store is now open during regular Student Union hours. Whether you are a current student, a proud alum, or a first-time visitor, the new and improved Fan Store is ready to welcome you with open arms and plenty of Aggie pride.

"It's more than just a place to buy a sweatshirt. It's a space where students and alumni can connect with the spirit of the university." — **Janet Calel, OPSU Fan Store Manager**

Harrison Energy Partners
Commercial HVAC Excellence

DRIVING EFFICIENCY AND SAFETY

WITH UPDATED CHILLER PILOT SYSTEM

Oklahoma Panhandle State University is putting artificial intelligence to work in an area that matters to every student, employee, and neighbor: keeping our campus comfortable while spending fewer dollars on energy. It's a practical win that advances the Panhandle Path Forward Task Force agenda, reducing operating costs so we can maximize the State of Oklahoma's generous appropriations for long-overdue deferred maintenance and invest in a more sustainable university for the long haul.

Guided by the Task Force, OPSU partnered with Harrison (Harrison Energy Partners), our long-time HVAC provider, to deploy Vybe Energy's AI platform across our central chiller plant. The system learns how our buildings behave across temperature swings and occupancy patterns, then continuously tunes chiller setpoints to deliver the same comfort with less electricity. Just as important, it flags emerging mechanical issues so our teams can handle preventive maintenance before small problems become expensive failures.

"This is a smart way to stretch state appropriations: spend less on utilities, reinvest in classrooms, and fix what needs attention. By pairing Harrison's expertise with Vybe's AI, we are cutting waste without compromising comfort, and that translates into real momentum on deferred maintenance," said Liz McMurphy, Vice President.

From late spring 2024 through mid-summer 2025, Vybe's system delivered meaningful cuts in electricity use and cost while improving how we care for our equipment. So far, OPSU has seen:

- Roughly a 22–29% reduction in electricity use, about 133,000 to 175,000 kWh saved over the measured periods.
- $12,400–$16,300 in utility savings across those same months, with annualized benefits estimated at $15,000–$20,000.
- Fault detection that helped pinpoint a faulty temperature sensor and a chiller malfunction, enabling timely fixes and avoiding costlier damage and downtime.
- High model accuracy, generally 90–95%, with improved prediction after repairs.

Think of the chiller plant as the campus "refrigerator." Traditional controls hold a fixed temperature and respond the same way, whether it's a still, 70°F evening or a windy, 98°F afternoon. Vybe's machine learning monitors outside air temperature, campus load, and system response, then predicts and optimizes the most efficient setpoints in real time. It also watches for cycling, rapid on/off ramping that wastes energy and strains equipment, and for sensor anomalies or performance drift that signal a problem.

Every kilowatt-hour we don't use is money we can redirect to the work that matters most, repairing roofs, modernizing classrooms and labs, improving accessibility, and tackling life-safety and HVAC renewals across campus. By shrinking our utility spend and extending equipment life, AI optimization turns today's operational savings into capital power tomorrow. It's exactly the kind of pragmatic, ROI-focused step the Panhandle Path Forward Task Force exists to champion.

With the first phase proving out, OPSU and Harrison are collaborating with Vybe on further reducing chiller cycling, an immediate lever for additional savings. The team will continue to use the platform's analytics to schedule predictive maintenance, keep comfort levels steady, and lock in sustained savings year over year.

OPSU's energy-AI pilot is more than a tech success story; it's a financial strategy. By cutting utility costs and preventing breakdowns, we are protecting the state's investment, accelerating our attack on deferred maintenance, and building a more sustainable campus for Aggies today and tomorrow.



THE CLUCK FAMILY

OPSU'S ASSOCIATION OF ALUMNI AND FRIENDS' 2025 HONORED FAMILY RECIPENTS

Oklahoma Panhandle State University is proud to recognize the Cluck family as the 2025 Alumni Honored Family. With a legacy rooted in service, resilience, and education, the Cluck family has left an enduring impact on OPSU, the Oklahoma Panhandle, and beyond.

The Cluck family's connection to OPSU began with Homer B. Cluck, who, after serving in World War I, made his way to Goodwell to pursue his education. Despite financial hardships, Homer persevered, working for area farmers and ranchers to support his studies. His determination paid off when he earned a Bachelor of Arts in History from Panhandle A&M College (PAMC) in 1932. Homer went on to serve his community and country in multiple roles, serving as Postmaster of Guymon and through decades of service with the Selective Service, both during World War II and the Korean War. For his efforts, he received commendations from Presidents Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, and Jimmy Carter.

Homer's wife, Maude H. (Wallace) Cluck, carried the same spirit of perseverance and service. Raised on a homestead near Hooker, Maude's deep work ethic led her to become a teacher before marrying Homer in 1934. During World War II, she worked with the U.S. Weather Bureau, reporting conditions around the clock to aid the war effort. Later, she pursued her own academic goals at PAMC, graduating in 1961 with a Bachelor of Arts in English. That same year, her oldest son, Hollis, graduated with a degree in Chemistry. Maude went on to teach in the Guymon school system, leaving a lasting mark on generations of students.

The Cluck children continued their parents' legacy of education, service, and global impact. Hollis Boone Cluck's career as a chemist and later in the petroleum industry took him around the globe, spanning Colorado and Montana to South Africa, Mozambique, the Middle East, and the North Sea. Homer Wallace Cluck pursued mathematics, graduating from PAMC in 1965, and went on to serve in the U.S. Army Materiel Command. Sarah Lou Cluck graduated from PAMC in 1968 with a degree in English. Brilliant and musically gifted, she was remembered as the heart of the family before her life was tragically cut short in 1969. Charles Duane Cluck, PAMC class of 1963, built a distinguished career in military service and defense acquisition, ultimately playing key roles in the development of the Bradley Fighting Vehicle and Abrams Tank programs. His work later extended internationally, including projects in Egypt, Saudi Arabia, and Iraq, earning him national recognition.

University President Dr. Julie Dinger shared, "The Cluck family's story is one of perseverance, service, and unwavering commitment to education. Their legacy at OPSU and their contributions across the world represent the very best of what it means to be an Aggie."

Director of Alumni Relations, Shawn Joy, added, "Homecoming is about honoring the families and individuals who have shaped our Aggie story, and the Cluck family is a perfect example.



CHANCELLOR BURRAGE

VISITS OPSU TO ENGAGE WITH CAMPUS COMMUNITY

Oklahoma Panhandle State University recently welcomed Chancellor Sean Burrage, chief executive officer for the Oklahoma State System of Higher Education, for a campus visit focused on listening and learning. Burrage met with faculty, staff, students, and university leadership to gain a deeper understanding of OPSU's priorities and the unique role it plays in serving the Panhandle region.

As Chancellor, Burrage oversees Oklahoma's network of colleges and universities and provides leadership on academic standards, budget allocations, and statewide initiatives such as OneNet and the Oklahoma College Assistance Program. His visit to OPSU reflects a commitment to collaboration and ensuring that every institution within the system has the resources needed to succeed. Dr. Julie Dinger, OPSU President, shared her appreciation for the visit.

"We are grateful to Chancellor Burrage for taking the time to engage with our campus community," said Dr. Dinger. "His willingness to listen and understand our needs demonstrates the value placed on OPSU and the students we serve."

The visit included conversations about academic programs, technology infrastructure, and scholarship opportunities that help make higher education accessible and affordable for Oklahoma students. OPSU leaders emphasized the importance of continued partnership with the State Regents to advance educational opportunities in the Panhandle.

Looking ahead, OPSU remains committed to providing innovative programs and strong student support services that prepare graduates for success in a rapidly changing world. The collaboration with Chancellor Burrage and the State Regents will play a vital role in shaping the future of higher education in the region.



TIPPMAN SNATCHES ALL-AROUND CHAMPION

AS MEN CLAIM RUNNER-UP FINISH AT OSU



The Oklahoma Panhandle State men's rodeo team finished runner-up over the weekend at Oklahoma State, led by Luke Tippmann being named the all-around champion. The women's team placed ninth overall.

Tippmann made finals in both bareback riding and steer wrestling, where he turned in top-three finishes in both short rounds to headline the Aggies' accomplishments. Riley Stark helped the team's cause by winning the saddle bronc riding finals.

Seven total OPSU athletes qualified for the short round spanning six separate events.

Tippmann placed second in bareback riding with a consistent 67 and 66 points, respectively, in the long and short rounds. He also averaged fifth in steer wrestling, aided by an impressive 5.3-seconds, third-place finish in the short-go en route to earning the men's individual title.

Two Aggies made it to the short round in the saddle bronc riding, as Stark and Rustyn Gillmore were among the top three in the long round at 73 and 74 points. Stark won the short-go with an incredible 81 points to place second in the average, while Gilmore did not record a score in finals.

Another pair qualified for finals in tie down roping, with Zane Kreikemeier averaging fifth and Brayden Kunz averaging sixth. Both Aggies improved their positioning from the long round performances, also placing fifth at 9.3 seconds and sixth at 10.7 seconds, respectively, in the short-go.

Kreikemeier and Tell Tavegie represented the men in team roping, turning in an impressive time of 8.2 seconds in the short round to take fourth in the average.

Kiley Slavin tied for second with two other competitors in the long round of goat tying, stopping the clock at 6.8 seconds. During the short-go, Slavin took 12th with a time of 8.8 seconds.

HONORING LEGENDS

OPSU CELEBRATES THE 2025 ATHLETICS HALL OF FAME INDUCTEES



Oklahoma Panhandle State University proudly celebrates the Athletics Hall of Fame Class of 2025, recognizing three exceptional Aggies whose achievements, integrity, and lifelong impact embody the spirit of Panhandle excellence. This year's inductees, Adrian Jackson, Craig Latham, and Scott Dunnam, represent three sports, three eras, and one shared legacy of leadership and heart.

Adrian Jackson, a standout guard for Aggie men's basketball from 1994 to 1996, was known for his athleticism and fierce defense. A two-time team award winner and First Team All-Conference selection, Jackson left fans in awe every time he stepped on the court. After graduating, he dedicated his life to serving youth at Cal Farley's Boys Ranch, where he now serves as Vice President of Homelife. Nearly three decades later, his commitment to mentoring others continues to reflect the same drive and compassion that defined his playing days.

For rodeo legend Craig Latham, OPSU was the starting line for a storied career that would take him to the top of the sport. He captured the 1988 College National Finals Rodeo Saddle Bronc Championship before earning nine National Finals Rodeo qualifications and the 1993 Reserve World Championship. After his professional career, Latham returned to coach the Aggie Rodeo Team, leading them to two national titles and shaping generations of student-athletes through his wisdom and humility.

From the football field, Scott Dunnam made his mark as one of the most versatile and respected players in Aggie history. Competing from 1964 to 1967, he earned All-Conference honors at three positions: defensive back, fullback, and wide receiver. Known for his toughness and leadership, Dunnam carried those same traits into a lifelong career in coaching and community service, leaving an enduring legacy of dedication and heart.

Athletic Director Victor Esparza shared his thoughts on the 2025 class, saying, "These inductees remind us of the incredible tradition and pride that define Aggie athletics. Their accomplishments and the examples they set will continue to inspire future generations of student-athletes."

As OPSU honors Adrian Jackson, Craig Latham, and Scott Dunnam, the university celebrates not just their athletic achievements but the values they continue to represent. Their stories remind us that being an Aggie is about more than success in competition. It is about character, leadership, and lasting impact.

To learn more about each of the 2025 Hall of Fame inductees, visit opsuaggies.com.

OKLAHOMA
PANHANDLE STATE
UNIVERSITY

19th Annual



CHILI COOK-OFF

NOVEMBER 1, 2025

CHILI JUDGING @ 11AM

OPSU TAILGATE

FOOTBALL GAME: OPSU VS TEXAS WESLEYAN UNIVERSITY

CHECK OUT ALL THINGS HAPPENING!

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OKLAHOMA PANHANDLE STATE UNIVERSITY
OFFICE OF THE VICE PRESIDENT OF ADVANCEMENT
P.O. Box 430 • Goodwell, OK 73939 • 580.349.1550

Executive Summary – OPSU Emergency Operations Plan (Revised 2025)

Overview

The revised Oklahoma Panhandle State University (OPSU) Emergency Operations Plan (EOP) strengthens institutional readiness and compliance with the latest National Incident Management System (NIMS) guidelines. The 2025 update formalizes the OPSU Police Department as the primary authority for campus emergency response and coordination, establishes the Aggie Alert App as the official emergency communication system, and reflects the University's updated administrative structure.

Key Revisions and Enhancements

1. **Primary Contact and Coordination**
    - The OPSU Police Department now leads all emergency coordination, response, and interagency liaison functions.
    - The Chief of Police serves as the Emergency Management Coordinator, ensuring consistent integration with local, county, and state emergency management systems.
2. **Aggie Alert App Implementation**
    - Aggie Alert is now the University's first and official source of emergency notification.
    - Provides real-time alerts, NWS weather updates, and guidance during campus emergencies.
    - All students, faculty, and staff are encouraged to download and register for notifications to ensure comprehensive campus communication.
3. **Organizational Alignment**
    - Updates reflect the University's new leadership structure, including oversight by the Vice President of Advancement as policy owner.
    - The Emergency Operations Center (EOC) remains under the direct operational command of the OPSU Chief of Police, with the administrative team supporting decision-making and resource allocation.
4. **NIMS Compliance and Local Coordination**
    - The plan explicitly affirms OPSU's adherence to the most recent National Incident Management System (NIMS) protocols.
    - Maintains alignment with Texas County Emergency Management and the Town of Goodwell Emergency Services for multi-jurisdictional response coordination.

Conclusion

The revised OPSU Emergency Operations Plan establishes a comprehensive, technology-integrated, and command-driven approach to emergency management, led by the OPSU Police Department, powered by Aggie Alert, and governed by adherence to national and state emergency management standards.

OPSU Emergency Operations Plan

Effective Date: October 24, 2025

Approved by: Vice President of Advancement

Policy Owner: Vice President of Advancement

Last Revised: December 9, 2020

DRAFT

Purpose

The Oklahoma Panhandle State University (OPSU) Emergency Operations Plan is to aid OPSU in protecting lives and property and restoring conditions to normal in an organized manner by utilizing the National Incident Management Systems (NIMS), the effective use of university employees and the equipment, community partnership, and resources should an emergency arise.

Because emergencies are unpredictable, this policy is intended only as a guide and may require modifications to meet the specific requirements of each incident.

The Emergency Operations Plan is directed by the President and coordinated by the Vice President of Advancement.

Preparation

Each building supervisor, dean, and director should have a copy of the emergency procedures book, which includes preparation measures to take when forewarned of a possible emergency, procedures for building evacuations, and designated shelter areas in each building. For additional help with planning for each building, contact the OPSU Chief of Police.

Aggie Alert is OPSU's official emergency communication platform. It is the first source of information during any campus emergency. Aggie Alert provides: Real-time push notifications, quick access to emergency procedures and support services, and weather updates from the National Weather Service. All students, faculty, and staff are strongly encouraged to download the Aggie Alert app and register for notifications.

Levels of Emergency Response

1. Minor incident- An incident that will not seriously affect the overall function of OPSU. Typically occurs in a single space and can be contained utilizing existing campus resources. Minor incidents occur

during the day-to-day operation of the university.

   a. Examples: Personal injuries, medical problems, thefts, minor protests, fire alarms, building power failures, broken pipes, minor chemical spills, gas pipeline leaks, etc.

2. Moderate incident- An incident that disrupts the overall operation of OPSU. Typically affects an entire building or multiple buildings and may require a response from emergency services, as well as significant impacts on campus support services. Moderate incidents will utilize components of the Emergency Operations Plan, activate the Emergency Operations Center, and employ the Incident Command System.
   a. Examples: Fire, bomb threat, building evacuation, hostage situation, terror-related event, natural gas or propane leak/eruption, chemical spill, power failure in multiple buildings, entrapment in buildings or equipment, winter storm or tornado warning.
3. Disaster- An incident that seriously impairs or halts the operation of OPSU. It may involve widespread damage and injuries or a campus-wide evacuation. Requires a coordinated, campus-wide effort and outside emergency services to effectively control the situation. An incident of this level will require the full activation of the Emergency Operations Plan, the Emergency Operations Center, and the Incident Command System.
   a. Examples: Tornado, major fire, major flood, radioactive or chemical contamination, disease outbreak, sustained blizzard conditions, major natural gas pipeline eruptions, or extended utility outage.

Declaration of an Emergency

The University President or his/her designee has the authority to declare an end to a campus state of emergency. The University President/designee, in consultation with the vice presidents and appropriate directors, serves as the emergency director during any minor incidents, major incidents, or disasters.

Situations

1. Oklahoma Panhandle State University is located in the town of Goodwell, Oklahoma. Portions of the campus are located outside the town boundaries and reside in Texas County, Oklahoma. A portion of the campus is not contiguous to the main campus; the University farm is located just east of Goodwell. Highway 54 is the primary route in and out of Goodwell, leading directly to Guymon.
2. OPSU serves approximately 1,200 students, faculty, and visitors on a daily basis. The town of Goodwell has a population of approximately 1,200 people, including college students living off campus. On certain occasions (homecoming, commencement, scholastic contests), the population on campus can increase to 2,500.
3. OPSU is exposed to many hazards, all of which have the potential for

disrupting both the mission and service of the University. A hazard is any action that may cause damage or create casualties within the boundaries and jurisdiction of the main OPSU campus or its non-contiguous sites.

The hazards OPSU are most susceptible to include:

1. Weather Related Events (snowstorms, tornadoes, etc.)
2. Fire
3. Utility Disruptions
4. Wildfire
5. Hazardous Material Spills (both on- and off-campus)
6. Violent crimes
7. Biological Events/Pandemics
8. Terror-related Event
9. Civil disorder

Assumptions

1. OPSU may be exposed to the hazards listed above as well as others that may not be known.
2. OPSU recognizes its responsibilities with regard to public safety and exercises its authority to implement this emergency operations plan in a timely manner when confronted with real or threatened incidents.
3. An incident or emergency may occur at any time of the day or night, weekend or holiday, with little or no warning.
4. The succession of events in an emergency is not predictable. Operational plans, policies, and procedures serve only as a guide and may be changed in the field in order to meet the requirements of the emergency.
5. Incidents may affect areas and populations outside of the university; therefore, off-campus emergency services may not be available (federal, state, county, etc.).
6. An incident occurs with non-university populations on campus and may not be restricted to OPSU students or personnel.

Concept of Operations and Phases of Emergency Management

1. Concept of Operations
    a. It is the responsibility of the OPSU President and their leadership team to undertake comprehensive management of emergencies in order to protect life and property from the effects of hazardous/life-threatening events.
    b. This plan is based upon the assumption that emergency functions performed by various University and non-University groups responding to an emergency will generally parallel their normal day-to-day functions.
    c. The President or a member of the Administrative team will contact local emergency services and request response resources that are

not available within the University's own resources, in order to manage events. Other levels of government provide resources not available at the local level.

d. When the emergency exceeds the University's capabilities to respond, or the capability of local emergency services, assistance from the state government will be requested through the Oklahoma Emergency Operations at 405-521-2481.
e. Day-to-day functions that do not contribute directly to the OPSU's emergency response actions may be suspended during an emergency. As appropriate, those functions may be diverted to the accomplishment of emergency tasks identified by the Emergency Management Coordinator.

2. Phases of Emergency Management
   a. Mitigation- Activities that eliminate or reduce the probability of a disaster occurring. Mitigation includes long-term actions that lessen the undesirable effects of unavoidable hazards.
   b. Preparedness- University actions needed to develop the response capabilities required in the event of an emergency. Planning, training, and exercises are among the activities conducted under this phase.
   c. Response- The actual providing of emergency services during a crisis. Response actions help to:
   d. Reduce casualties and damage
   e. Speed recovery
   f. Response activities include:
      i. Warning
      ii. Evacuation and rescue
   g. Recovery- Short-term and long-term process
   h. Short-term operations seek to restore vital services to OPSU and to provide the basic needs of the public.
   i. Long-term recovery focuses on restoring the University to its normal, or improved, state of affairs. Examples of recovery actions include restoration of non-vital administrative and environmental services and reconstruction in damaged areas. The recovery period offers an opportune time to institute mitigation.

Task Organization and Responsibilities

Most OPSU departments have emergency functions in addition to their normal duties. Each building is responsible for developing and maintaining its own emergency standard operating procedures (SOP) to fulfill these responsibilities. Some responsibilities, but not all, are outlined under "Task Assignments" and amplified in the function-specific annexes of his plan.

1. President and administrative team
   a. President of OPSU
   b. Provost
   c. Vice President of Advancement
   d. Vice President of Fiscal Affairs

DRAFT

2. The president and the administrative team are responsible for:
    a. Approving and disseminating the Emergency Operations Plan
    b. Regularly reviewing and updating the EOP to ensure it meets the needs of the University
    c. Ensuring that resources are available for reaction to major incidents
    d. Arranging for regular testing and exercising of the EOP
    e. Administration and funding of the EOP

3.Chief of Police

Day-to-day oversight of the Emergency Operations Plan will fall to the OPSU Chief of Police. The Chief of Police will:

a. Coordinate with the Town of Goodwell and Texas County Emergency Management to ensure compatibility with the local area emergency plans.
b. Coordinate with the Town of Goodwell and Texas County Management to make necessary arrangements required to provide assistance to the OPSU community and the surrounding population in the event of a widespread emergency or disaster.
c. Establish necessary mutual aid agreements with other institutions, organizations, or businesses to ensure adequate resources to cope with an emergency situation that may arise.
d. Establish budget proposals/requests for training, equipment, exercises, or other emergency management activities.

4.Emergency Operations Center Staff

In the case of an emergency or incident, the Chief of Police will establish an Emergency Operations Center (EOC) in SAB 202. The EOC will be staffed by OPSU and affiliated personnel to provide a total response to the emergency incident. EOC Staff and Responsibilities

1. President and Administrative Team
    a. Establishment of an Incident Command System Group (ICSG) to coordinate responses to any situation requiring multi-department/jurisdictional involvement.
    b. Coordination of the development and ongoing currency of an effective emergency preparedness program for the University.
    c. Coordination of all phases of emergency/incident management
    d. EOC communication capability
    e. Public awareness and education
    f. EOC operation
    g. EOC staff training
    h. Warning/alarm system planning and testing
    i. Shelter planning

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2. OPSU Chief of Police (or designee)
    a. Maintain law and order
    b. Traffic control
    c. Security of facilities
    d. Communication system support
    e. Liaison with other law enforcement agencies
    f. Search and rescue operations
    g. Post-incident investigation (when necessary)
3. Goodwell Fire Department and/or Guymon Fire Department
    a. Fire suppression
    b. Emergency medical services
    c. Search and rescue operations
4. Campus Emergency Management Team
    a. Coordinate as a leadership group for all phases of emergency management.
    b. Support and assist the OPSU Chief of Police with planning, preparing, and responding to an emergency.
    c. Members may be called upon individually or collectively to respond to a crisis and the related recovery.
    d. Serves as liaisons to their on-campus departments.
5. OPSU Physical Plant
    a. Extinguisher analysis and maintenance
    b. Fire suppression (sprinkler) system maintenance
    c. Facility inspections
    d. Debris clearance
    e. Architecture/engineering assessments and expertise
    f. Maintaining campus roads
    g. Assisting with damage assessment
    h. Restoration or utilities
6. OPSU IT services
    a. Warning/alarm system operation and maintenance
    b. Establishment and maintenance of communications systems

Direction and Control

The ultimate responsibility for all emergency management belongs to the President and/or the administrative team. This group is the decision-making group for all policy-level decisions.
During an emergency/incident, the President and/or the administrative team acts with and directs the activities of the entire response group through the EOC staff.

The OPSU Chief of Police is responsible for coordinating the campus-wide emergency management program. They make routine decisions and advise the President and/or the administrative team on available alternatives when major

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decisions are required of that group. During emergencies/incidents, they or their designee advise the EOC staff. The OPSU Chief of Police acts as a liaison with local, county, state and federal emergency management agencies.

Individual within University departments are responsible for fulfilling their responsibilities as stated in this plan. Department heads and deans will retain control of their employees and equipment during emergency response operations. Each department with is required to maintain its own set of operating procedures (SOPs). The SOPs must include:

1. Method for the recall of personnel during non-working hours.
2. Prioritizations of tasks to guide recovery work.
3. Procedures to be followed that deviate from normal.
4. Specific emergency authorities that may be assumed by the designated successor during emergency situations.

During some emergencies, department heads and deans will be required to remain in the EOC and direct their departments from that facility. During any large-scale emergency/incident, the EOC will be the center for the administration and control of all OPSU functions for the duration of the emergency/incident.

All department heads and deans having responsibilities during an emergency/incident will use the National Incident Management System (NIMS). This system will allow for proper coordination between local, state, and federal agencies. The Incident Command Systems (ICS), as part of NIMS, will allow for effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communication operating with a common organizational structure. All on-scene management of incidents will be conducted using ICS.

Continuity of Administration

The succession of leadership within OPSU is designated by the President or in the lieu of the President, the Provost, the Vice President of Advancement, or the Vice President of Fiscal Affairs.

1. Line of succession for the Emergency Management Coordinator will be the Director of the Physical Plant.
2. Line of succession for each department head or dean is according to the department rules and standard operating procedures established by each department.
3. In order to provide normal operations following a disaster, vital records must be protected. The principal cause of damage to records is fire and water, and essential records will be protected accordingly. The President or the administrative team designated a specific repository for the safekeeping of critical University records in times of emergencies.

Administration and Logistics

1. Emergency Authority

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   a. Provisions for local emergency powers are found in the Oklahoma Code and local ordinances, which include but are not limited to:
   b. Declaration of States of Emergency
   c. Contracts and Obligations
   d. Control of Restricted Areas
   e. Liability
2. Agreement and Understandings
   a. Should University resources prove to be inadequate during an emergency, requests will be made for assistance from other local jurisdictions, higher levels of government, and other agencies in accordance with existing or emergency negotiated mutual-aid agreements and understandings. Such assistance may take the form of equipment, supplies, personnel, or other available capabilities. All agreements and understandings will be entered into by duly authorized officials and will be formalized in writing whenever possible.
3. Reports and Records
   a. Required reports will be submitted to the appropriate authorities in accordance with instructions in annexes to this plan. All records of emergency management activities will be maintained at the EOC.
4. Relief Assistance
   a. All individual disaster assistance provided by the government will be administered in accordance with policies set forth by the Oklahoma Department of Emergency Management and those Federal agencies providing such assistance.
5. Use of Local Firms
   a. When major disaster assistance activities may be carried out by contract or agreement with private organizations, firms or individuals, preference will be given, to the extent feasible and practicable, to those organizations, firms and individuals residing or doing business primarily in the areas affected.
6. Nondiscrimination
   a. There will be no discrimination on grounds of race, color, religion, nationality, sex, age, or economic status in the execution of emergency management functions. This policy applies to all levels of government, contracts, and labor unions.

Plan Development and Maintenance

The content of this plan must be known and understood by those people responsible for the implementation. The OPSU Chief of Police is responsible for briefing university personnel on their role in emergency and incident management, as well as the content of this plan. Department heads and deans are responsible for development and maintenance of their respective segments of this plan and their supporting SOPs.

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The President or the administrative team will ensure that an annual review of the EOP is conducted by all officials involved in the execution of this plan. The Emergency Management Coordinator will lead the review and complete any necessary plan revisions.

The Emergency Operations Plan will be tested annually in the form of a simulated emergency exercise (drill, tabletop, functional, or multi-agency/jurisdiction) in order to provide experience to those personnel tasked with responsibilities within the plan. The Emergency Management Coordinator may conduct more than one training activity per year as need arises.

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Appendices

Appendix A: OPSU Response Guide

This guide was created to assist Oklahoma Panhandle State University students, faculty, staff, and visitors when an emergency occurs on campus. OPSU is well known as a safe campus, but emergencies can and will occur in spite of preventative efforts by the staff. While we can never expect the unexpected, we can be prepared. Please familiarize yourself with this guide in order to be as prepared as possible for the emergency situation outlined in the following pages.

Emergencies can include, but are not limited to, weather emergencies, loss of utilities, fire, chemical spills, violent crimes, or medical emergencies. Emergency situations may occur that are not included in this Crisis Response Guide. If an emergency occurs that is not covered by this guide, call 9-1-1 immediately for assistance (9+9-1-1 from a campus phone line). Tell the dispatcher your location on campus, including building and room number.

Oklahoma Panhandle State University will make every effort to ensure the safety of the campus and the OPSU community. However, safety is ultimately the responsibility of each individual on campus. Be sure to use your best judgment and common sense when dealing with an emergency. Assess all risks and take appropriate action. Use of the information contained within this guide is voluntary, but it is designed to guide you in the appropriate actions to take in a time of crisis.

Aggie Alert is OPSU's official emergency communication platform. It is the first source of information during any campus emergency. Aggie Alert provides: Real-time push notifications, quick access to emergency procedures and support services, and weather updates from the National Weather Service. All students, faculty, and staff are strongly encouraged to download the Aggie Alert app and register for notifications.

General Responsibilities for Faculty/Staff

4. If a hazard to the safety of students is identified, or if students are in danger in any way, the first priority of faculty and staff will be to take whatever action is prudent or necessary for the safety of the students. The second priority will be to notify the OPSU Chief of Police as soon as possible.
5. All faculty and staff will become familiar with the locations of alarm signals (pull stations, etc.) and react immediately, calmly, and appropriately if evacuation is necessary. Ensure that the process is as orderly and efficient as possible. Also, make sure all windows and doors are closed and that the students are relocated to the designated area appropriate to the nature of the emergency.
6. All faculty will have their class roster with them at all times during an emergency. The rosters will include a list of all enrolled students.
7. Faculty will not leave students unattended under any circumstances.
8. If, and only if, the/she is not attending to students, any faculty trained in CPR and first aid will go to any part of the campus where students are reported to be injured.
9. All faculty and staff not immediately responsible for students will go to the main office of the building at the outset of an emergency to receive direction

from the building manager.

Gas Leak

1. Cease all operations immediately
2. Extinguish cigarettes and open flames, etc.
3. Do not switch lights on or off
4. Evacuate as soon as possible, notifying others as you go
5. Leave the area
6. Between 8 a. m. and 4:30 p. m. Monday-Friday, notify the OPSU Physical Plant at 349-1590.
7. After hours, notify West Texas Gas at 580-423-7531 or the OPSU Chief of Police.
8. Do not re-enter the building until cleared to do so by the OPSU Physical Plant, OPSU Chief of Police, or other authority.

Power Outage

1. Between 8 a. m. and 4:30 p. m. Monday-Friday, notify the OPSU Physical Plant at 349-1590.
2. After hours, notify Tri-County Electric at 800-522-3315 or the OPSU Chief of Police.
3. If evacuation of the building is required, exit via stairways. Do not use elevators. Seek out individuals with disabilities and provide assistance if it is within your capabilities.
4. Laboratory personnel should secure experiments or activities that may present a danger with the electric power off or when it is restored unexpectedly. Notify the lab supervisor immediately. For specific emergencies after hours, dial 911.
5. When mechanical ventilation is interrupted, vapor of chemical may reach hazardous concentration levels. Do not perform procedures using hazardous materials until power is restored. Clean up or put away chemicals, close chemical containers, and secure the storage areas.

Steam Line Failure

1. In the event of failure of a steam line, call the Physical Plant at 349-1590 or the OPSU Chief of Police.
2. Evacuate the area as soon as possible by taking exits that avoid the steam leak.

Flooding

1. If flooding occurs because of plumbing failure or other problem, stop using electrical devices.
2. Between 8 a. m. and 4:30 p. m. Monday-Friday, notify the OPSU Physical Plant at 349-1590.
3. After hours, notify the OPSU Chief of Police.
4. If necessary, evacuate the building. See building Evacuation section of this

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document.

Building Evacuation

Many situations require building evacuation. In the event that a fire alarm sounds or building evacuation is otherwise communicated to you:

1. Safely stop your work.
2. Remain calm and orderly. Gather your personal belongings quickly.
3. Close doors and windows.
4. Never prop stairwell doors open.
5. If time permits, turn off the power to all electrical equipment.
6. Walk quickly—but do not run—to the nearest safe exit.
7. Do not use elevators.
8. Follow instructions of the Goodwell Police or other properly identified emergency personnel.
9. Go to the predetermined department collection point to report your safety status.

Evacuation of Others with Limited Mobility or Special Needs

Pre-planning of essential to a safe evacuation. If you have special needs, be aware of your limitations and consider what you would do in an emergency. If you need to be evacuated, help yourself and rescuers by providing them with information about your needs and the best way to assist you, since people may not be aware of your circumstances or how to help.

Visually Impaired Persons

In the event of an emergency, tell the person the nature of the emergency and offer to guide them to the nearest emergency exit. Have the person take your elbow to escort them (this is the
preferred method when acting as a “single guide”).

Hearing Impaired Persons

1. Write a note telling what the emergency is and the nearest evacuation route.
2. Turn the light switch on and off to gain attention and then use gestures to show what to do.

Ambulatory Persons Requiring Crutches, Canes, or Walkers

Carrying options include using a two-person lock-arm position or having the person sit on a sturdy chair, preferably one with arms. If time permits, call the OPSU Chief of Police.

Non-Ambulatory Person (e. g. wheelchairs)

Contact the OPSU Chief of Police, then move the person to an area of refuge, such as a stairwell, if possible. For assistance in identifying areas of refuge (shelter-in-place) before an emergency happens, contact the OPSU Student Affairs Office at 349-1360 or Counseling.
Testing Career Services and Disability Services at 349-1558. Wheelchairs have

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moveable parts: some are not designed to withstand the stress of lifting. You may have to remove the chair batteries. Life support equipment may be attached. Because lifting a person with minimal ability to move may be dangerous to their well-being, always consult with the person in the chair regarding:

1. The number of people necessary for service.
2. Ways of being removed from the wheelchair.
3. Whether the seat cushion or pad should be brought along with him/her if they are removed from the chair.
4. Whether to straighten or bend arms or legs when lifting because of pain, braces, or other medical concerns.
5. Whether to carry a person forward or backward on a flight of stairs.
6. The type of medical assistance necessary

after the evacuation. When lifting someone,

remember to use the proper lifting techniques.

1. Never try to lift someone alone.
2. Always get at least two people to help lift a person.
3. Place one foot a little ahead of the other with toes pointing slightly outward.
4. Place your feet about shoulder-width apart. Bend at your knees.
5. Lift yourself and the person with your legs, keeping your back straight.

Elevator Entrapment

1. Activate the emergency phone inside the elevator car or call the OPSU Chief of Police.
2. Relay how many people are trapped, the condition of passengers, the name of the building, and the floor that the elevator car was on.
3. Advise passengers to stay calm. Do not attempt self-rescue as the elevator may move or restart. Elevators are very safe and are designed to protect passengers.

Injury Reporting

For all life-threatening emergencies, dial 911. The police will summon an ambulance and other emergency services as necessary.

For non-life-threatening injuries unrelated to work, seek treatment at your medical provider of choice. For non-life-threatening work-related injuries, seek treatment at your medical provider of choice and report work-related injuries to your supervisor as soon as possible; then notify the OPSU Fiscal Affairs office in SL 111 to file a Workman's Compensation Form if an OPSU employee.

Severe Weather or Tornado

Severe weather warnings will be made via the sirens from the Town of Goodwell. You are responsible for finding shelter in the event of a tornado. "Watch," conditions are favorable for a tornado or severe

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weather. A “warning” is issued if a tornado or severe weather has been spotted or indicated by radar. If you are on the main campus during a normal work day, the best places to seek shelter are in buildings with basements. After normal working hours, only Sewell-Loofbourrow and the Noble Center will be open for use as shelters.

Monitor weather reports and go to these buildings when it begins to storm; if the sirens are sounding, it is too late to seek other shelter. If the building you are in does not have a basement, go to the ground level and enter an interior (windowless) room or hallway. It is too risky to go to another building once the sirens have sounded.

1. Shut off equipment that might be affects by a temporary loss of electricity.
2. Close hallway doors as you leave to shield the corridors from flying debris.
3. Stay away from windows.
4. Use telephone for emergency calls only.
5. Stay calm and alert.
6. If local radio is available, keep tuned to KGYN 1210 AM or KKBS 92.7 FM.
7. Dial 911 to report injuries and emergencies caused by the storm.
8. Call Physical Plant at 349-1590 to report all damage.
9. There will not be an all-clear signal from the alert sirens. Additional blasts indicate a new or renewed alert.
10. Report locations of trapped persons, making note of persons with injuries and/or disabilities.

Persons with Disabilities

Any person with disabilities who is mobility impaired must also make plans. If a power outage occurs during severe weather, elevators may not work. Go to a small interior room or closet (or a landing in an interior stairwell); stay away from windows and exterior walls. Inform someone of your travel plans and take a cell phone, if possible.

Active Shooter

When a hostile person is actively causing deadly harm or the imminent threat of deadly harm, OPSU recommends the following precautions to all students, employees, and visitors. Ultimately, each person is responsible for their own safety and decisions.

1. Dial 911. Report the situation and your location.
2. Lock yourself in the room you are in.
    a. Do not stay in an open hallway or common area.
    b. Do not sound the fire alarm. A fire alarm requires everyone to evacuate the building, which could place them in more danger than they would be otherwise.
    c. Barricade yourself in the room using furniture or anything you can push against the door.
    d. Lock windows. Close blinds or curtains. Turn off lights.
    e. Stay away from windows and doors.
    f. Turn all audio equipment off. Switch your cell phone to silent or vibrate.
    g. Stay calm and be as quiet as possible.

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3. If you are unable to barricade yourself away from the intruder, you must decide what action to take.
    a. You can try to hide, but make sure it is a well-hidden place so you will not be found as the intruder searches for more victims.
    b. If you think you can safely make it outside the building by running, do so. If you decide to run, do not run in a straight line. Use trees, vehicles, or any other object to block yourself from view as you run.
    c. If the intruder is causing death or serious physical injury and you are unable to run or hide, you may choose to play dead if other victims are around you.
    d. The last option you have if caught in an open area may be to fight back. This is very dangerous, but it may be your only option.
    e. If you are caught by the intruder and choose not to fight back, follow their directions. Do not look the intruder in the eye.
4. Once the police arrive, obey all instructions. This may involve being handcuffed or putting your hands in the air.

The FBI and other investigative bodies have repeatedly found that there is no accurate profile of a school shooter. However, several clear behavioral warning signs have been identified which may be a cause for concern:

1. Threatens harm or talks about killing other students, faculty, or staff.
2. Constantly starts or participates in fights.
3. Loses temper or self-control easily.
4. Assaults others repeatedly.
5. Possesses weapons or has a preoccupation with them.
6. Becomes frustrated easily and converts frustration into uncontrollable physical violence.

If any member of the university community believes that a student is an imminent risk for violent or suicidal behavior, they are directed to dial 911 immediately. Students or employees believed to be at possible risk for violent or suicidal behavior, but not an imminent threat, may be referred to the OPSU Counseling, Testing, Career Center Services and Disability Services Center (ML 107B, 349-1556) or Student Services Office (SUB 10, 349-1359).

Suicide Intervention

Suicide attempts and suicidal ideation are not uncommon occurrences on college campuses. Typical warning signs of suicidal ideation include:

1. Overtly suicidal statements (e. g., “I won’t be around next week,” “I just can’t go on anymore.”).
2. Giving away prized possessions.
3. Anxiety.
4. Depression.
5. Radical change in behavior.
6. Ambivalence about the future.

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If you observe a student or employee in extreme distress (e. g., you believe they are an immediate danger to themselves or others), dial 911. The police will respond and summon counseling staff and additional emergency personnel as required.

STUDENTS, in non-emergent distress should visit the OPSU Counseling, Testing, Career Services and Disability Services Center (ML 107B, 349-1556).

EMPLOYEES, in non-emergent distress should visit the mental health provider of their choice. If you have questions or concerns about the behavior of a person or you are simply unsure if a behavior is cause for further action, contact the Counseling Center staff or the OPSU Chief of Police for guidance.

Suspicious Activity

Report any of the following incidents to the OPSU Chief of Police or 911. Unless it involves self-defense a person reporting a crime should not get involved in trying to prevent the crime.

1. A tense situation between individuals or groups that has a potential for violence.
2. Any unusual noise that you can't explain, screams, breaking glass, pounding, or a gunshot.
3. Any emergency, such as an accident, a fire, or a critically ill or injured person.
4. Anyone being forced into a vehicle.
5. Property being carried out of an office or area that you know is not occupied.
6. Recently broken windows or doors, or scratches on your doors or windows.
7. Someone running from a vehicle, building, or area while carrying property.
8. Someone looking into building windows or windows of parked vehicles.
9. A vehicle driving slowly and aimlessly, back and forth on a street, or in a parking lot.
10. Door to door solicitors without properly issued local permits or licenses.
11. Someone loitering around the buildings, hallways, or other campus areas, with no clear purpose.
12. Any form of vandalism, such as spray painting a sign or building; graffiti; removing benches or signs; pulling up or removing plants or shrubbery.

Fire

In the event of a fire, do the following;

1. Immediately activate the building fire alarm system.
2. Assist any person in immediate danger to safety, if it can be accomplished without risk to yourself.
3. If the fire is small enough, use a nearby fire extinguisher to control and extinguish the fire. Do not fight the fire if these conditions exist:
    a. The fire is too large or out-of-control (larger than the size of a small trash can).
    b. If the atmosphere is toxic.
4. If the first attempts to put out the fire do not succeed, evacuate the building immediately.
5. Doors, and if possible, windows should be closed as the last person leaves a room

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or area.

6. When existing through a closed interior door, check door with the back of your hand for excessive heat in case fire is on the other side.
7. Do not use elevators- use building stairwells.
8. When they hear the fire alarm sound, all persons in the building must evacuate immediately.
9. Once outside of the building, cross the nearest street to allow emergency crews access. Dial 911 from a safe location if emergency personnel have not arrived.

Fire drills are conducted in all campus housing units. An announced drill is held early in the fall semester and an unannounced drill is held during the spring semester.

Wildfires

In the event of wildfire encroaching on campus, the OPSU Chief of Police and other recognized emergency services will notify the Student Services Office of an Impending campus/town evacuation and further safety instructions.

Suspicious Package

1. Do not handle the package. Move away and contact the OPSU Chief of Police if you feel threatened.
2. If you have opened a suspicious package or letter:
    a. Contact the OPSU Chief of Police.
    b. Leave the package or envelope in place and move away slowly.
    c. Leave the room slowly, notifying others to leave the room also, and closing doors behind as you go.
    d. Notify others in the building to evacuate.
3. Do not operate any power switches.
4. Do not activate the fire alarm.
5. Do not allow reentry into the area/office suite where the package is located.
6. Follow the instructions you will receive from the OPSU Chief of Police or other recognized authorities.

Bomb Threat

If you receive a bomb threat over the telephone, take these actions:

1. Stay calm. Pay close attention to details.
2. Take notes. Try to get the following information from the baller:
    a. Who are you?
    b. Why are you doing this?
    c. What time is the bomb set to explode?
    d. What does it look like?
    e. Who else have you told?
    f. What is your organization?
    g. Where has the bomb been placed?
    h. What type of bomb is it?
    i. Where are you calling from?

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3. Have a co-worker or another person dial 911 using another phone.
4. Write information down as the caller says it and have a co-worker relay the information to the Police.
5. Try to keep the caller on the phone. Listen for any background noises, voice inflections, accents, or other details that may help determine the origin of the call.
6. Evacuate the building upon instructions from properly identified emergency personnel.

Chemical and Bloodborne Incidents

1. If you discover a spilled chemical, ensure your safety and the safety of others by immediately evacuating the area.
2. Seal off the area by closing the doors as you leave, and do not let others enter the area.
3. Activate the emergency response system by dialing 911. Be prepared to tell them the building, floor, and room number where the spill is located, the amount of material spilled, and its identity, if known. Contact the OPSU Chief of Police immediately afterwards.
4. Go to a safe location and await the arrival of emergency responders. For spills outdoors, remember to stay uphill and upwind.
5. Do not attempt to clean up the spills unless you have been trained to do so.

Chemical Spills Off-Campus

The OPSU campus is located in close proximity to both a major highway and railroad, increasing the potential for a large chemical. If a chemical spill occurs off-campus, the OPSU Chief of Police and other emergency services should be called immediately. If the chemical spill has the potential to cause a threat to campus, the OPSU Chief of Police and other emergency services personnel will notify the Student Services Office of evacuation procedures.

Chemical Contact with Your Clothes, Body or Eyes

1. Remove contaminated clothing immediately. Failure to do so may increase severity of injuries. If chemical involved was cryogenic, and if clothing was frozen, do not remove clothes until safety shower has melted the ice.
2. Proceed to nearest shower/eyewash and flush eyes and all contaminated portions of your body for at least 15 minutes.
3. In case of chemicals getting into eyes, it may be necessary to hold the eyes open to ensure chemical are adequately removed.
4. In all cases where chemical entered eyes, or where exposure to hydrofluoric acid is suspected, medical attention must be received immediately.
5. Removed clothing must be properly handled and disposed of in order to avoid spreading contamination.
6. Seek medical attention.

Spills involving Blood or Other Bodily Fluids

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1. If the blood or bodily fluid is not your own, DO NOT TOUCH material or otherwise attempt to clean it up. Contact with bodily fluids may expose you to bloodborne pathogens such as HIV/HBV.
2. Secure the area and do not allow others to come into contact with the material.
3. If you came into contact with the material:
    a. Immediately wash the affected area with soap and water paying close attention to any areas of broken skin.
    b. If material entered eyes, flush with water for 15 minutes.
    c. If material entered through nose or mouth, rinse with water repeatedly.
    d. Notify your supervisor and the Student Health Nurse of possible exposure to bloodborne pathogens.
4. Do not attempt to clean up the material unless you have been trained and authorized to do so.
5. Contact the Physical Plan at 349-1590 and notify of the need of cleanup of bodily fluids. After hours, notify the OPSU Chief of Police.

First Aid

For major burns, dial 911 for emergency medical assistance. Until an emergency unit arrives:

1. Do not remove burnt clothing. However, do make sure the victim is no longer in contact with smoldering materials or exposed to smoke or heat.
2. Don't immerse severe large burns in cold water. Doing so could cause shock.
3. Check for signs of circulation (breathing, coughing or movement). If there is no breathing or other sign of circulation, begin cardiopulmonary resuscitation (CPR) if trained.
4. Cover the area of the burn. Use a cool, moist sterile bandage; clean, moist cloth of towels.

For minor burns, including second-degree burns limited to an area no larger than 2 to 3 inches in diameter, take the following action:

1. Cool the burn. Hold the burned area under cold running water for at least five minutes, or until the pain subsides. If this is impractical, immerse the burn in cold water or cool it with a cold compress. Don't put ice on the burn.
2. Cover the burn with a sterile gauze bandage. Wrap the gauze loosely to avoid putting pressure on burned skin. Seek medical attention to avoid infection.
3. Take an over-the-counter pain reliever. Never give aspirin to children or teenagers.

Chemical Burns

If a chemical burns the skin, follow these steps:

1. Dial 911 if burn area is deep or large. If you seek emergency assistance, bring the chemical container or a complete description of the substance with you for identification.

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2. Remove the cause of the burn by flushing the chemicals off the skin surface with cool, running water for 15 minutes or more. If the burning chemical is a powder-like substance such as lime, brush it off skin before flushing.
3. Remove clothing or jewelry that has been contaminated by the chemical.
4. Wrap the burned area loosely with a dry, sterile dressing or a clean cloth.
5. Consult Material Safety Data Sheet (MSDS) for further instructions. If you're unsure whether a substance is toxic, call the Poison Control Center at 1-800-222-1222.

Chemical Splash in the Eye

If a chemical splashes into your eye, take these steps immediately:

1. Flush your eye with water. Use clean, lukewarm water for at least 15 minutes. Do not rub your eye or use any eye drops.
2. Wash your hands with soap and water. Thoroughly rinse your hands to be sure no chemical or soap is left on them. Your first goal is to get the chemical off the surface of your eye, but then you need to make sure to remove the chemical from your hands.
3. Remove contact lenses. If they didn't come out during the flush, take them out.
4. Seek medical attention.

Head or Spinal Injury

If you suspect someone has a spinal injury:

1. Dial 911.
2. Keep the person in the same position as the or she was found. Keep the person still. Gently place heavy towels, backpacks or purses on both of the neck or hold the head and neck still to prevent movement.
3. Provide as much first aid as possible without moving the person's head or neck. If the person shows no signs of circulation (breathing, coughing or movement), begin CPR if trained, but do not tilt the head back to open the airway. Use your fingers to gently grasp the jaw and lift it forward.
4. If you absolutely must roll the person because the or she is vomiting, choking on blood or in
   danger of further injury, use at least two people. Work together to keep the person's head, neck and back aligned while rolling the person onto their side.

Unconscious Person

1. When you find a person unconscious, attempt to wake them by shouting, "Are you OK?" and tapping their shoulder.
2. If the person does not wake up, dial 911. Unconsciousness is a life-threatening condition.
3. Check for breathing and pulse. If you are trained and cannot find a pulse, begin cardiopulmonary resuscitation (CPR).
4. Once the person resumes breathing and has a pulse, place the victim on his/her side (in the recovery position) unless there is a possibility of head

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or spinal injury.

Choking

1. Have a bystander dial 911 to summon an ambulance.
2. Administer the Heimlich Maneuver as follows:
    a. Stand behind the person. Wrap your arms around their waist. Tip the person forward slightly.
    b. Make a fist with one hand. Position it slightly above the person's navel.
    c. Grasp the fist with the other hand. Press hard into the abdomen with a quick, upward thrust—as if trying to lift the person up.
    d. Repeat until the blockage is dislodged.

Heart Attack

If you or someone else may be having a heart attack:

1. Dial 911. Don't tough out the symptoms of heart attack.
2. Consider taking as aspirin if your doctor has previously specifically recommended that you take and aspirin if you ever think you're having a heart attack. Take the aspirin just as your doctor advised.
3. Begin CPR. If you are with a person who might be having a heart attack and the or she is unconscious, tell the police dispatcher or another emergency medical specialist. You may be advised to begin cardiopulmonary resuscitation (CPR). Even if you're not trained, a dispatcher can instruct you in CPR until help arrives.

Severe Bleeding

1. Dial 911 and seek medical attention.
2. Stop the bleeding.
3. Apply pressure with a clean cloth or bandage.
4. If possible, elevate the wound above the level of the heart.
5. Hold the pressure continuously for 5 to 10 minutes.
6. Don't keep checking to see if the bleeding has stopped because this may damage or dislodge the fresh clot that's forming and cause bleeding to resume.
7. If the blood spurts or continues to flow after continuous pressure, seek medical assistance immediately.
8. Be sure to use appropriate personal protective equipment, like latex gloves.

Shock

If you suspect shock, even if the person seems normal after an injury:

1. Dial 911.
2. Have the person lie down on his or her back with feet higher than the head. If raising the legs will cause pain or further injury, keep him or her flat. Keep the person still.
3. Check for signs of circulation (breathing, coughing or movement). If signs are absent, begin CPR if trained.

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4. Keep the person warm and comfortable. Loosen belt(s) and tight clothing and cover the person with a blanket to maintain body temperature. Even if the person complains of thirst, give nothing by mouth.
5. If the person vomits or bleeds from the mouth, turn the person on his or her side to prevent choking.

Seizure

1. Dial 911.
2. Do not restrain person having seizure of convulsions.
3. Protect victim during seizure. Place victim on his/her side and protect head and limbs.
4. Do not force anything into victim's mouth.

Heat Emergency

1. Move the person out of the sun and into a shady or air-conditioned space.
2. Dial 911.
3. Cool the person by covering him or her with damp sheets or by spraying lightly with cool water. Direct aid onto the person with a fan or newspaper.

Hypothermia (cold Exposure)

1. Dial 911. While eating for help to arrive, monitor the person's breathing. If breathing stops or seems dangerously slow or shallow, begin cardiopulmonary resuscitation (CPR) immediately if trained.
2. Move the person out of the cold. If going indoors isn't possible, protect the person from the wind, cover his or her head, and insulate his or her body from the cold ground.
3. Remove wet clothing. Replace wet things with a warm, dry covering.
4. Don't apply direct heat. Don't use hot water, a heating pad or a heating lamp to warm the victim. Instead, apply warm compresses to the neck, chest wall and groin. Don't attempt to warm the arms and legs.
5. Offer warm nonalcoholic drinks, unless the person is vomiting.
6. Don't massage or rub the person.

Fractures, Sprains, Dislocations

1. Dial 911.
2. Stop any bleeding. Apply pressure to the wound with a sterile bandage, a clean cloth or a clean piece of clothing.
3. Immobilize the injured areas. Don't try to realign the bone, but if you've been trained in how to splint and professional help isn't readily available, apply a splint to the area.
4. Apply ice packs to limit swelling and help relieve pain until emergency personnel arrive. Don't apply ice directly to the skin—wrap the ice in a towel, pie e of cloth or some other material.
5. Treat for shock. If the person feels faint or is breathing in short, rapid

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breaths lay the person down with the head slightly lower than the trunk and, if possible, elevate the legs.

DO not administer first aid unless you have been trained to do so. If failure to render assistance would result in further injury or death, use common sense and work within your abilities. Do not begin to assist unless you can conclude the assistance. You could be held liable if you initiate help but are unable to finish.

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Appendix B: OPSU Severe Weather Shelter Plan

Aggie Apartment	1st floor residents of the 3 buildings are to shelter in place in the 2 center bathrooms
	2nd & 3rd floors of PTCI Hall & Aggie Hall shelter in the Gazebo storm shelter
	2nd & 3rd floors of Sexton Hall to the Williams Field House, SE locker room
Faculty Row	Shelter in the SE locker room & west hallway between gym & training room
	NW faculty row to Noble Center women's locker room
Oscar Williams	Shelter in NE & NW locker rooms
McKee Library	Basement
	Library & ITV to rom 108B, 109B, and 103
Firestone Meat Lab	To meat-lab processing room
Grounds	To meat-lab processing room
Sewell-Loofbourrow	Basement
Hefley Hall	101 N. classroom
Hamilton Hall	1st floor men's east restroom
	2nd floor to men's & women's 1st floor restroom
	3rd floor to 1st floor mechanical hallway & women's restroom
Holter Hall	North wing to 1st floor bathrooms & lounge
	South wing to 1st flood bathroom & lounge
Noble Center	Women's locker room
Motor Pool	Noble Center Women's locker room
Baseball/Softball field	Noble Center Women's locker room
Married Student Housing	Noble Center Women's locker room
Student Union	Men's & women's east restroom
	Holter Hall north restroom & lounge
Physical Plant	Hesper Hall basement
Power Plant	Hesper Hall basement
Metal Shop	Hesper Hall basement or SU basement
Field Hall	Basement hallways
Carter Hall	Men's & women's restrooms, south center offices, & woodshop workroom, then to field hall
Muller Hall	North end basement
Hughes Strong Hall	South classrooms to men's dressing room, music library, & hallway
	North classrooms to mechanical room hallway
	Auditorium to Sewell basement
Science & Ag Bldg	Noble Center women's locker room
OPSU Farm	Nearest known shelter or Field Hall basement hallway

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~~Oklahoma Panhandle State University~~OPSU Emergency Operations Plan

~~January 19, 2018~~



Effective Date: October 24, 2025

Approved by: Vice President of Advancement

Policy Owner: Vice President of Advancement

Last Revised: December 9, 2020

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Oklahoma Panhandle State University

Emergency Operations Plan

Revision: #1
Date: 1/17/2018

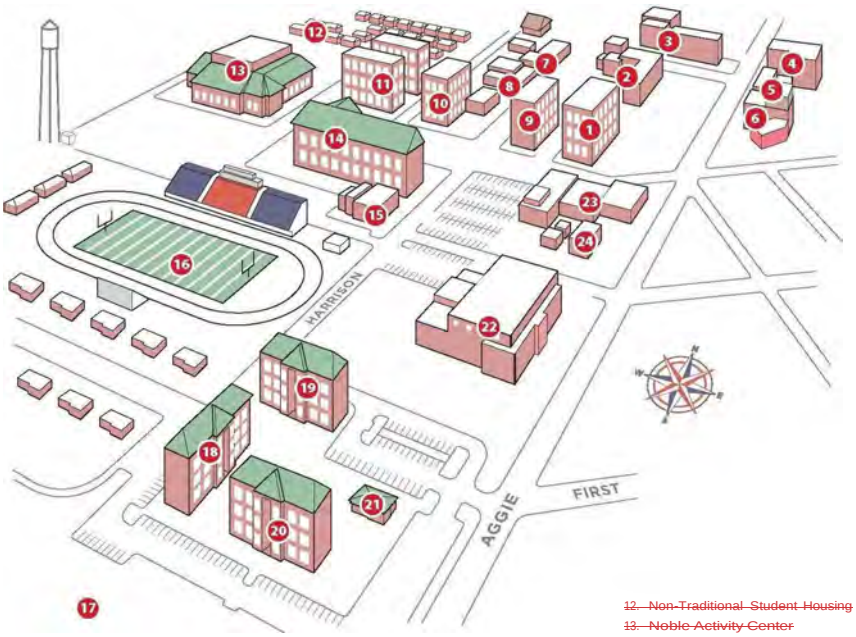
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CAMPUS

FIND YOUR DESTINATION ON CAMPUS



#wearepanhandle

1. Sewell-Loofbourrow Hall
2. Hesper Hall
3. Carter Hall
4. Field Hall (residenthall)
5. Muller Hall
6. Hughes-Strong Hall
7. Metal Shop Building
8. Student Union Building
9. Hefley Hall
10. Hamilton Hall
11. Holter Hall (resident hall)
12. Non-Traditional Student Housing
13. Noble Activity Center
14. Science & Agriculture Building
15. Firestone Meat Lab
16. Carl Wooten Field
17. Panhandle Park
18. Aggie Hall (Apartments)
19. Sexton Hall (Apartments)
20. PTCI Hall (Apartments)
21. Garrett-Lee-Draper Clubhouse
22. Oscar Wiliiams Field House
23. Marvin E. McKee Library
24. University House

~~Oklahoma Panhandle State University~~

~~Emergency Operations Plan~~

~~II.~~ Purpose

The Oklahoma Panhandle State University (OPSU) Emergency Operations Plan is to aid OPSU in protecting lives and property and restoring conditions to normal in an organized manner by utilizing the National Incident Management Systems (NIMS), the effective use of university employees and the equipment, ~~and~~ community partnership, and resources should an emergency arise.

Because ~~Emergencies~~emergencies are unpredictable, this policy is ~~only~~ intended ~~to serve~~only as a guide and may require modifications to meet the specific requirements of each ~~particular~~ incident.

The Emergency Operations Plan is directed by the ~~president~~President and coordinated by the ~~Director~~Vice President of ~~Student Services~~Advancement.

~~III.~~ Preparation

Each building supervisor, dean, and director should have a copy of the emergency procedures book, which includes preparation measures to take when forewarned of a possible emergency, procedures for building evacuations, and designated shelter areas in each building. For additional help with planning for each building, contact the ~~Director~~OPSU Chief of ~~Student Services~~Police.

Aggie Alert is OPSU's official emergency communication platform. It is the first source of information during any campus emergency. Aggie Alert provides: Real-time push notifications, quick access to emergency procedures and support services, and weather updates from the National Weather Service. All students, faculty, and staff are strongly encouraged to download the Aggie Alert app and register for notifications.

~~IV.~~ Levels of ~~emergency~~Emergency Response

1. Minor incident- An incident ~~which~~that will not seriously affect the overall function of OPSU. Typically occurs in a single space and can be contained utilizing existing campus resources. Minor incidents occur during the day-to-day operation of the university.
    a. Examples: Personal injuries, medical problems, thefts, minor protests, fire alarms, building power failures, broken pipes, minor chemical spills, gas pipeline leaks, etc.
2. Moderate incident- An incident ~~which~~that disrupts the overall operation of OPSU. Typically affects an entire building or multiple buildings and may require a response from emergency services ~~and major effects from~~, as well as significant impacts on campus support services. Moderate incidents will ~~use~~utilize components of the Emergency Operations Plan, ~~activation of~~activate the Emergency Operations Center, and ~~use of~~employ the Incident Command System.
    a. Examples: Fire, bomb threat, building evacuation, hostage situation, terror-related event, natural gas or ~~propane~~propane leak/eruption, chemical spill, power failure in multiple buildings, entrapment in buildings or equipment, winter storm or tornado warning.
3. Disaster- An incident ~~which~~that seriously impairs or halts the operation of OPSU.

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~~May~~It may involve ~~wide-spread~~widespread damage and injuries or a campus-wide evacuation. Requires a coordinated, campus-wide effort and outside ~~emergencies~~emergency services to effectively control the situation. An incident of this level will require ~~he~~the full activation of the Emergency Operations Plan, the Emergency Operations Center, and the Incident Command System.

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a. Examples: Tornado, major fire, major flood, radioactive or chemical contamination, disease outbreak, sustained blizzard conditions, major natural gas pipeline eruptions, or extended utility outage.

~~V.~~ Declaration of an Emergency

The University President or his/her designee has the authority to declare an end to a campus state of emergency. The University President/designee, in consultation with the vice presidents and appropriate directors, serves as the emergency director during any minor incidents, major incidents, or disasters.

~~VI.~~ Situations

1. Oklahoma Panhandle State University is located in the town of Goodwell, Oklahoma. Portions of the campus are located outside the town boundaries and reside in Texas County, Oklahoma. A portion of the campus is not contiguous to the main campus~~, this is~~; the University farm is located just east of Goodwell. Highway 54 is the ~~main~~primary route in and out of Goodwell ~~and leads~~, leading directly to Guymon.
2. OPSU serves approximately ~~1400~~1,200 students, faculty, and visitors on a daily basis. The town of Goodwell has a population of approximately ~~1200~~1,200 people, including college students living off- campus. On certain occasions (homecoming, commencement, scholastic contests), the population on- campus can increase to ~~2500~~2,500.
3. OPSU is exposed to many hazards, all of which ~~has~~have the potential for disrupting both the mission and service of the University. A hazard is any action that may cause damage or create casualties within the boundaries and jurisdiction of the main OPSU campus or its non-contiguous sites.

The hazards ~~of~~ OPSU ~~is~~are most susceptible to include:

1. Weather Related Events (snowstorms, ~~tornados~~tornadoes, etc.)
2. Fire
3. Utility Disruptions
4. Wildfire
5. Hazardous Material Spills (both on- and off-campus)
6. Violent crimes
7. Biological Events/Pandemics
8. Terror-related Event
9. Civil disorder

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~~VII.~~ Assumptions

1. OPSU may be exposed to the hazards listed above as well as others ~~which~~that may not be known.
2. OPSU recognizes its responsibilities with regard to public safety and exercises its authority to implement this emergency operations plan in a timely manner when confronted with real or ~~threated~~threatened incidents.
3. An incident or emergency may occur at any time of the day or night, weekend or holiday, with little or no warning.
4. The succession of events in an emergency is not predictable. Operational plans ~~and~~, policies, and procedures serve only as a guide and may be changed in the field in order to meet the requirements of the emergency.
5. Incidents may affect areas and populations outside of the university~~.~~; therefore, off-campus emergency services may not be available (federal, state, county, etc.).
6. An incident occurs with non-university populations on campus and may not be restricted to OPSU students or personnel.

~~VIII.~~ Concept of Operations and Phases of Emergency Management

1. Concept of Operations
   a. It is the responsibility of the OPSU President and ~~his/her~~their leadership team to undertake comprehensive management of emergencies in order to protect life and property from the effects of hazardous/life-threatening events.
   b. This plan is based upon the assumption that emergency functions performed by various University and non-University groups responding to an emergency will generally parallel their normal day-to-day functions.
   c. The President or a member of the Administrative team will contact local emergency services and request response resources that are not available within the University's own resources, in order to manage events. Other levels of government provide resources not available at the local level.
   d. When the emergency exceeds the University's capabilities to respond, or the capability of local emergency services, assistance from the state government will be requested through the Oklahoma Emergency Operations at 405-521-2481.
   e. Day-to-day functions that do not contribute directly to the OPSU's emergency response actions may be suspended during an emergency. As appropriate, those functions may be diverted to the accomplishment of emergency tasks identified by the Emergency Management Coordinator.
2. Phases of Emergency Management
   a. Mitigation- Activities that eliminate or reduce the probability of a disaster occurring. Mitigation includes long-term actions that lessen the undesirable effects of unavoidable hazards.

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b. Preparedness- University actions needed to develop ~~he~~the response capabilities required in the event of an emergency. Planning, training, and exercises are among the activities conducted under this phase.

c. Response- The actual providing of emergency services during a crisis. Response actions help to:

~~1.~~d. Reduce casualties and damage

~~2.~~e. Speed recovery

~~3.~~f. Response activities include:

~~a.~~i. Warning

~~b.~~ii. Evacuation and rescue

~~d.~~g. Recovery- Short-term and long-term process

~~1.~~h. Short-term operations seek to restore vital services to ~~opus~~OPSU and to provide the basic needs of the public.

~~2.~~i. Long-term recovery focuses on restoring the University to its normal, or improved, state of affairs. Examples of recovery actions include restoration of non-vital administrative and environmental services and reconstruction in damaged areas. The recovery period offers an opportune time to institute mitigation.

~~IX.~~ Task Organization and Responsibilities

Most OPSU departments have emergency functions in addition to their normal duties. Each building is responsible for developing and maintaining its own emergency standard operating procedures (SOP) to fulfill these responsibilities. Some responsibilities, but not all, are ~~outlines~~outlined under "Task Assignments" and amplified in the function-specific annexes of his plan.

1. President and administrative team
   a. President of OPSU
   b. Provost
   c. Vice President of ~~Operations~~Advancement
   d. Vice President of Fiscal Affairs

2. The president and the administrative team ~~is~~are responsible for:
   a. Approving and ~~disseminations~~disseminating the Emergency Operations Plan
   b. Regularly reviewing and updating the EOP to ensure it meets the needs of the University
   c. ~~Ensure~~Ensuring that resources are available for reaction to major incidents
   d. Arranging for regular testing and exercising of the EOP
   e. Administration and funding of the EOP

~~2. Emergency Management Coordinator~~

3. Chief of Police

Day-to-day oversight of the Emergency Operations Plan will fall to the ~~Emergency Management Coordinator (EMC).~~

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OPSU Chief of Police. The ~~Emergency Management Coordinator~~Chief of Police will:

a. Coordinate with the Town of Goodwell and Texas County Emergency Management to ensure compatibility with the local area emergency plans.
b. Coordinate with the Town of Goodwell and Texas County Management to make necessary arrangements ~~requires~~required to provide assistance to the OPSU community and the surrounding population in the event of a widespread emergency or disaster.
c. Establish necessary mutual aid agreements with other institutions, organizations, or businesses to ensure adequate resources to cope with an emergency situation that may arise.
d. ~~Establishes~~Establish budget proposals/requests for training, equipment, exercises, or other emergency management activities.

~~3.~~4. Emergency Operations Center Staff

In the case ~~if~~of an emergency or incident, the ~~Emergency Management Coordinator~~Chief of Police will establish an Emergency Operations Center (EOC) in SAB 202. The EOC will be staffed by OPSU and affiliated personnel to provide a total response to the emergency incident. EOC Staff and Responsibilities

~~1. Emergency Management Coordinator~~

1. President and Administrative Team
   a. Establishment of an Incident Command System Group (ICSG) to coordinate responses to any situation requiring multi-department/jurisdictional involvement.
   b. Coordination of the development and ongoing currency of an effective emergency preparedness program for the University.
   c. Coordination of all phases of emergency/incident management
   d. EOC communication capability
   e. Public awareness and education
   f. EOC operation
   g. EOC staff training
   h. Warning/alarm system planning and testing
   i. Shelter planning
2. ~~Goodwell~~OPSU Chief of Police (or designee)
   a. Maintain law and order
   b. Traffic control
   c. Security of facilities
   d. Communication system support
   e. Liaison with other law enforcement agencies
   f. Search and rescue operations
   g. Post-incident investigation (when necessary)
3. Goodwell Fire Department and/or Guymon Fire Department

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a. Fire suppression
b. Emergency medical services
c. Search and rescue operations

4. Campus Emergency Management Team
   a. ~~Search~~Coordinate as a leadership group for all phases of emergency management.
   b. Support and assist the ~~Emergency Management Coordinator~~OPSU Chief of Police with planning, preparing, and responding to an emergency.
   c. Members may be called upon individually or collectively to respond to a crisis and the related recovery.
   d. Serves as liaisons to their on-campus departments.
5. OPSU Physical Plant
   a. Extinguisher analysis and maintenance
   b. Fire suppression (sprinkler) system maintenance
   c. Facility inspections
   d. Debris clearance
   e. Architecture/engineering assessments and expertise
   f. Maintaining campus roads
   g. Assisting with damage assessment
   h. Restoration or utilities
6. OPSU IT services
   a. Warning/alarm system operation and maintenance
   b. Establishment and maintenance of communications systems

~~X.~~ Direction and Control

The ultimate responsibility for all emergency management belongs to the President and/or the administrative team. This group is the decision-making group for all policy-level decisions. During an emergency/incident, the President and/or the administrative team acts with and directs the activities of the entire response group ~~thought~~through the EOC staff.

The ~~Emergency Management Coordinator~~OPSU Chief of Police is responsible for coordinating the campus-wide emergency management program. ~~Then EMC makes~~They make routine decisions and ~~advises~~advise the President and/or the administrative team on available alternatives when major decisions are required of that group. During emergencies/incidents, ~~he/she leads~~they or their designee advise the EOC staff. The ~~EMC~~OPSU Chief of Police acts as a liaison with local, county, state and federal emergency management agencies.

Individual within University departments are responsible for fulfilling their responsibilities as stated in this plan. Department heads and deans will retain control of their employees and equipment during emergency response operations. Each department with is required to maintain its own set of operating procedures (SOPs). The SOPs must include:

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1. Method for the recall of personnel during non-working hours.
2. Prioritizations of tasks to guide recovery work.
3. Procedures to be followed that deviate from normal.
4. Specific emergency authorities that may be assumed by the designated successor during emergency situations.

During some emergencies, department heads and deans will be required to remain in the EOC and direct their departments from that facility. During any large-scale emergency/incident, the EOC will be the center for the administration and control of all OPSU functions for the duration of the emergency/incident.

All department heads and deans having responsibilities during an emergency/incident will use the National Incident Management System (NIMS). This system will allow for proper coordination between local, state, and federal agencies. The Incident Command Systems (ICS), as part of NIMS, will allow for effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communication operating with a common organizational structure. All on-scene management of incidents will be conducted using ICS.

~~XI.~~ Continuity of Administration

The succession of leadership within OPSU is designated by the President or in the lieu of the President, the Provost, the Vice President of Advancement, or the Vice President of ~~Operations~~Fiscal Affairs.

1. Line of succession for the Emergency Management Coordinator will be the Director of the Physical Plant.
2. Line of succession for each department head or dean is according to the department rules and standard operating procedures established by each department.
3. In order to provide normal operations following a disaster, vital records must be protected. The ~~principle~~principal cause of damage to records ~~are~~is fire and water, and essential records will be protected accordingly. The President or the administrative team designated a specific repository for the ~~safe-keeping~~safekeeping of critical University records in times of emergencies.

~~XII.~~ Administration and Logistics

1. Emergency Authority
   a. Provisions for local emergency powers are found in the Oklahoma Code and local ordinances, which ~~includes~~include but are not limited to:
   ~~a.~~b. Declaration of States of Emergency
   ~~b.~~c. Contracts and Obligations
   ~~c.~~d. Control of Restricted Areas

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~~d.~~e. Liability

2. Agreement and Understandings
   a. Should University resources prove to be inadequate during an emergency, requests will be made for assistance from other local jurisdictions, higher levels of government, and other agencies in accordance with existing or emergency negotiated mutual-aid agreements and understandings. Such assistance may take the form of equipment, supplies, personnel, or other available ~~capability~~capabilities. All agreements and understandings will be entered into by ~~duty~~duly authorized officials and will be formalized in writing whenever possible.
3. Reports and Records
   a. Required reports will be submitted to the appropriate authorities in accordance with instructions in annexes to this plan. All records of emergency management activities will be maintained at the EOC.
4. Relief Assistance
   a. All individual disaster assistance provided by the government will be administered in ~~the~~ accordance with policies set forth by the Oklahoma Department of Emergency Management and those Federal agencies providing such assistance.
5. Use of Local Firms
   a. When major disaster assistance activities may be carried out by contract or agreement with private organizations, firms or individuals, preference will be given, to the extent feasible and practicable, to those organizations, firms and individuals residing or doing business primarily in the areas affected.
6. Nondiscrimination
   a. There will be no discrimination on grounds of race, color, religion, nationality, sex, age, or economic status in the execution of emergency management functions. This policy applies to all levels of government, contracts, and labor unions.

~~XIII.~~ Plan Development and Maintenance

The content of this plan must be known and understood by those people responsible for the implementation. The ~~Emergency Management Coordinator~~OPSU Chief of Police is responsible for briefing university personnel ~~regarding~~on their role in ~~emergencies/~~emergency and incident management ~~and~~, as well as the content of this plan. Department heads and deans are responsible for development and maintenance of their respective segments of this plan and their supporting SOPs.

The President or the administrative team will ensure that an annual review of the EOP ~~be~~is conducted by all ~~official~~officials involved in the execution of this plan. The Emergency Management Coordinator will lead the review and complete any necessary plan revisions.

The Emergency Operations Plan will be tested annually in the form of a simulated emergency exercise (drill, tabletop, functional, or multi-agency/jurisdiction) in order to provide experience to those personnel tasked with responsibilities within the plan. The Emergency Management Coordinator may conduct more than one training activity per year as need arises.

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~~XIV.~~ Appendices

Appendix A: OPSU Response Guide

This guide was created to assist Oklahoma Panhandle State University students, faculty, staff, and visitors when an emergency ~~is occurring~~occurs on campus. OPSU is well known as a safe campus, but emergencies can and will occur in spite ~~of~~of preventative efforts by the staff. While we can never expect the unexpected, we can be prepared. Please familiarize yourself with this guide in order to be as prepared as possible for the emergency situation ~~outlines~~outlined in the following pages.

Emergencies can include, but are not limited to, weather emergencies, loss of utilities, fire, chemical spills, violent crimes, or medical emergencies. Emergency situations may occur that are not included in this Crisis Response Guide. If an emergency occurs that is not covered by this guide, call 9-1-1 immediately for assistance (9+9-1-1 from a campus phone line). Tell the dispatcher your location on campus, including building and room number.

Oklahoma Panhandle State University will make every effort to ensure the safety of the campus and the OPSU community. However, safety is ultimately the responsibility of each individual on campus. Be sure to use your best judgment and common sense when dealing with an emergency. Assess all risks and take appropriate action. Use of the information contained within this guide is voluntary, but it is designed to guide you in the appropriate actions to take in a time of crisis.

Aggie Alert is OPSU's official emergency communication platform. It is the first source of information during any campus emergency. Aggie Alert provides: Real-time push notifications, quick access to emergency procedures and support services, and weather updates from the National Weather Service. All students, faculty, and staff are strongly encouraged to download the Aggie Alert app and register for notifications.

General Responsibilities for Faculty/Staff

1. ~~1.~~ If a hazard to the safety of students is ~~identifies~~identified, or if students are in danger in any way, the first priority of faculty and staff will be to take whatever action is prudent or necessary ~~to~~for the safety of the students. The second priority will be to notify the ~~Goodwell~~OPSU Chief of Police ~~Department~~, as soon as possible.
2. ~~2.~~ All faculty and staff will become familiar with the locations of alarm signals (pull stations, etc.) and react immediately, calmly, and appropriately. ~~, if evacuation is necessary, make sure.~~ Ensure that the process is as orderly and ~~prompt~~efficient as possible. Also, make sure all windows and doors are closed and that the students are relocated to the designated area appropriate to the nature of the emergency.
3. ~~3.~~ All faculty will have their class roster with them at all times during an emergency. The rosters will include a ~~listing~~list of all enrolled students ~~enrolled~~.
4. ~~4.~~ Faculty will not leave students unattended under any circumstances.
5. ~~5.~~ If, and only if, ~~he~~the/she is not attending to students, any faculty trained in CPR and first aid will go to any part of the campus where students are reported to be injured. ~~His/her major to any part of the campus will be to apply first aid to the injured.~~
6. ~~6.~~ All faculty and staff not immediately responsible for students will go to the main office of the building at the outset of an emergency to receive direction from the building manager.

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Gas Leak

1. Cease all operations immediately.
2. Extinguish cigarettes and open flames, etc.
3. Do not switch lights on or off.
4. Evacuate as soon as possible, notifying others as you go.
5. Leave the area.
6. Between 8 a. m. and 4:30 p. m. Monday-Friday, notify the OPSU Physical Plant at 349-1590.
7. After hours, notify West Texas Gas at 580-423-7531 or the ~~Goodwell~~OPSU Chief of Police ~~Department at 338-4000~~.
8. Do not re-enter the building until cleared to do so by the OPSU Physical Plant, ~~Goodwell~~OPSU Chief of Police ~~Department~~, or other authority.

Power Outage

1. Between 8 a. m. and 4:30 p. m. Monday-Friday, notify the OPSU Physical Plant at 349-1590.
2. After hours, notify Tri-County Electric at 800-522-3315 or the ~~Goodwell~~OPSU Chief of Police ~~Department at 338-4000~~.
3. If evacuation of the building is required, exit via stairways. Do not use elevators. Seek out ~~disabled persons~~individuals with disabilities and provide assistance if it is within your ~~abilities~~capabilities.
4. Laboratory personnel should secure experiments or activities that may present a danger with the electric power off or when it is restored unexpectedly. Notify the lab supervisor immediately. For specific emergencies after hours, dial 911.
5. When mechanical ventilation is interrupted, vapor of chemical may reach hazardous concentration levels. Do not perform ~~procedure~~procedures using hazardous materials until power is restored. Clean up or put away chemicals ~~and~~, close chemical containers, and secure the storage areas.

Steam Line Failure

1. In the event of failure of a ~~team~~steam line, call the Physical Plant at 349-1590 or the ~~Goodwell~~OPSU Chief of Police ~~Department at 338-4000~~.
2. Evacuate the area as soon as possible by taking exits that avoid the steam leak.

Flooding

1. If flooding occurs because of plumbing failure or other problem, stop using electrical devices.
2. Between 8 a. m. and 4:30 p. m. Monday-Friday, notify the OPSU Physical Plant at 349-1590.
3. After hours, notify the ~~Goodwell~~OPSU Chief of Police ~~Department at 338-4000~~.
4. If necessary, evacuate the building. See building Evacuation section of this document.

Building Evacuation

Many situations require building evacuation. In the event that a fire alarm sounds or building evacuation is otherwise communicated to you:

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1. Safely stop your work.
2. ~~Remains~~Remain calm and orderly. Gather your personal ~~belonging~~belongings quickly.
3. Close doors and windows.
4. Never prop stairwell doors open.
5. If time permits, turn off the power to all electrical equipment.
6. Walk quickly—but do not run—to the nearest safe exit.
7. Do not use elevators.
8. Follow instructions of the Goodwell Police or other properly identified emergency personnel.
9. Go to the predetermined department collection point to report your safety status.

Evacuation of Others with Limited Mobility or Special Needs

Pre-planning of essential to a safe evacuation. If you ~~are a person who has~~have special needs, ~~know~~be aware of your limitations and consider what you would ~~so~~do in an emergency. If you need to be evacuated, help yourself and rescuers by providing them with information about your needs and the best way to assist you, since people may not be aware of your ~~circumstance~~circumstances or how to help.

Visually Impaired Persons

In the event of an emergency, tell the person the nature of the emergency and offer to guide them to the nearest emergency exit. Have the person take your elbow to escort them (this is the preferred method when acting as a "single guide").

~~Heading~~Hearing Impaired Persons

1. Write a note telling what the emergency is and the nearest evacuation route.
2. Turn the light switch on and off to gain attention, and then use gestures to show what to do.

Ambulatory Persons Requiring Crutches, Canes, or Walkers

Carrying ~~option~~options include using a two-person lock-arm position or having the person sit on a sturdy chair, preferably one with arms. If time permits, call ~~Goodwell~~the OPSU Chief of Police ~~at 338-4000~~.

Non-Ambulatory Person (e. g. wheelchairs)

Contact ~~Goodwell~~ the OPSU Chief of Police ~~at 338-4000~~, then move the person to an area of refuge, such as a stairwell, if possible. For assistance, in identifying areas of refuge (shelter-in-place) before an emergency happens, contact the OPSU Student Affairs Office at 349-1360 or Counseling.
Testing Career Services and Disability Services at 349-1558. Wheelchairs have moveable parts: some are not ~~designated~~designed to withstand the stress of lifting. You may have to remove the chair batteries. Life support equipment may be attached. Because lifting a person with minimal ability to move may be dangerous to their well-being, always consult with the person in the chair regarding:

1. The number of people necessary for service.
2. Ways of being removed from the wheelchair.

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3. Whether the seat cushion or pad should be brought along with him/her if they are removed from the chair.
4. Whether to straighten or bend arms or legs when lifting because of pain, braces, or other medical concerns.
5. Whether to carry a person forward or backward on a flight of stairs.
6. The type of medical assistance necessary after the evacuation. When lifting someone, remember to use the proper lifting techniques.

1. Never try to lift someone alone.
2. Always get at least two people to help lift a person.
3. Place one foot a little ahead of the other with toes pointing slightly outward.
4. Place your feet about shoulder~~-~~width apart. Bend at your knees.
5. Lift yourself and the person with your legs, keeping your back straight.

Elevator Entrapment

1. Activate the emergency phone inside the elevator car or call the ~~Goodwell~~OPSU Chief of Police ~~at 349-4000~~.
2. Relay how many people are trapped, the condition of passengers, the name of the building, and the floor that the elevator car was on.
3. ~~Advice~~Advise passengers to stay calm. Do not attempt self-rescue as the elevator may move or restart. Elevators are very safe and are designed to protect passengers.

Injury Reporting

For all life~~-~~threatening emergencies, dial 911. The police will summon an ambulance and other emergency services as necessary.

~~STUDENTS: For non-life threatening injuries, visit Student Health Center located in the Student Union room 2 for medical treatment or referral to a local medical provider.~~

~~EMPLOYEES: For non-life~~-threatening injuries unrelated to work, seek treatment at your ~~medial~~medical provider of choice. For non-life~~-~~threatening work-related injuries, seek treatment at your medical provider of choice and report work-related injuries to your supervisor as soon as possible; then notify the OPSU Fiscal Affairs office in SL 111 to file a Workman's Compensation Form if an OPSU employee.

Severe Weather or Tornado

Severe weather warnings will be made via the sirens from the Town of Goodwell. You are responsible for finding shelter in the event of a tornado. "Watch," conditions are favorable for a tornado or severe weather. A "warning" is issued if a tornado or severe weather has been spotted or indicated by radar. If you are on the main campus during a normal work day, the best places to seek shelter are in buildings with basements. After normal working hours, only Sewell-Loofbourrow and the Noble Center will be open for use as shelters.

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Monitor weather reports and go to these buildings when it begins to storm; if the sirens are sounding, it is too late to seek other shelter. If the building you are in does not have a basement, go to the ground level and enter an interior (windowless) room or hallway. It is too risky to go to another building once the sirens have sounded.

1. Shut off equipment that might be affects by a temporary loss of electricity.
2. Close hallway doors as you leave to shield the corridors from flying debris.
3. Stay away from windows.
4. Use telephone for emergency calls only.
5. Stay calm and alert.
6. If local radio is available, keep tuned to KGYN 1210 AM or KKBS 92.7 FM.
7. Dial 911 to report injuries and emergencies caused by the storm.
8. Call Physical Plant at 349-1590 to report all damage.
9. There will not be an all-clear signal from the alert sirens. Additional blasts indicate a new or renewed alert.
10. Report locations of trapped persons, making note of persons with injuries and/or disabilities.

Persons with Disabilities

~~Person~~Any person with disabilities who ~~are~~is mobility impaired must also make plans. If a power outage occurs during severe weather, elevators may not work. Go to a small interior room or closet (or a landing in an interior stairwell); stay away from windows and exterior walls. ~~Tell~~Inform someone ~~where you will be going~~of your travel plans and take a cell phone, if possible.

Active Shooter

When a hostile person~~(s)~~ is actively causing deadly harm or the imminent threat of deadly harm, OPSU recommends the following precautions to all students, employees, and visitors. Ultimately, each person is responsible for their own safety and decisions.

1. Dial 911. Report the situation and your location.
2. Lock yourself in the room you are in.
    a. Do not stay in an open hallway or common area.
    b. Do not sound the fire alarm. A fire alarm requires everyone to evacuate the building, which could place them in more danger than they ~~are~~would be otherwise~~in~~.
    c. Barricade yourself in the room using furniture or anything you can push against the door.
    d. Lock windows. Close blinds or curtains. Turn off lights.
    e. Stay away from windows and doors.
    f. Turn all audio equipment off. Switch your cell phone to silent or vibrate.
    g. Stay calm and be as quiet as possible.
3. If you are unable to barricade yourself away from the intruder, you must decide what action to take.
    a. You can try to hide, but make sure it is a well-hidden place so you will not be found as the intruder searches for more victims.

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b. If you think you can safely make it outside the building by running, do so. If you decide to run, do not run in a straight line. Use trees, vehicles, or any other object to block yourself from view as you run.
c. If the intruder is causing death or serious physical injury and you are unable to run or hide, you may choose to play dead if other victims are around you.
d. The last option you have if caught in an open area may be to fight back. This is very dangerous, but it may be your only option.
e. If you are caught by the intruder and choose not to fight back, follow their directions. Do not look the intruder in the eye.

4. Once the police arrive, obey all instructions. This may involve being handcuffed or putting your hands in the air.

The FBI and other investigative bodies have repeatedly found that there is no accurate profile of a school shooter. However, several clear behavioral warning signs have been identified which may be a cause for concern:

1. Threatens harm or talks about killing other students, faculty, or staff.
2. Constantly starts or participates in fights.
3. Loses temper or self-control easily.
4. Assaults others repeatedly.
5. Possesses weapons or has a preoccupation with them.
6. Becomes frustrated easily and converts frustration into uncontrollable physical violence.

If any member of the university community believes that a student is an imminent risk for violent or suicidal behavior, they are directed to dial 911 immediately. Students or employees believed to be at possible risk for violent or suicidal behavior, but not an imminent threat, may be referred to the OPSU Counseling, Testing, Career Center Services and Disability Services Center (ML 107B, 349-1556) or Student Services Office (SUB 10, 349-1359).

Suicide Intervention

Suicide attempts and suicidal ideation are not uncommon occurrences on college campuses. Typical warning signs of suicidal ideation include:

1. Overtly suicidal statements (e. g., "I won't be around next week," "I just can't go on anymore.").
2. Giving away prized possessions.
3. Anxiety.
4. Depression.
5. Radical change in behavior.
6. Ambivalence about the future.

If you observe a student or employee in extreme distress (e. g., you believe they are an immediate danger to themselves or others), dial 911. The police will respond and summon counseling staff and additional emergency personnel as required.

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STUDENTS, in non-emergent distress should visit the OPSU Counseling, Testing, Career Services and Disability Services Center (ML 107B, 349-1556).

EMPLOYEES, in non-emergent distress should visit the mental health provider of their choice. If you have questions or concerns about the behavior of a person or you are simply unsure if a behavior is cause for ~~the~~ further action, contact the Counseling Center staff or ~~Goodwell~~the OPSU Chief of Police for guidance.

Suspicious Activity

Report any of the following incidents to the ~~Goodwell~~OPSU Chief of Police ~~Department at 338-400~~ or 911. Unless it involves self-defense a person reporting a crime should not get involved in trying to prevent the crime.

1. A tense situation between individuals or groups that has a potential for violence.
2. Any unusual noise that you can't explain, screams, breaking glass, pounding, or a gunshot.
3. Any emergency, such as an accident, a fire, or a critically ill or injured person.
4. Anyone being forced into a vehicle.
5. Property being carried out of an office or area that you know is not occupied.
6. Recently broken windows or doors, or scratches on your doors or windows.
7. Someone running from a vehicle, building, or area while carrying property.
8. Someone looking into building windows or windows of parked vehicles.
9. A vehicle driving slowly and aimlessly, back and forth on a street, or in a parking lot.
10. Door to door solicitors without properly issued local permits or licenses.
11. Someone loitering around the buildings, hallways, or other campus areas, with no clear purpose.
12. Any form of vandalism, such as spray painting a sign or building; graffiti; removing benches or signs; pulling up or removing plants or shrubbery.

Fire

In the event of a fire, do the following:

1. Immediately activate the building fire alarm system.
2. Assist any person in immediate danger to safety, if it can be accomplished without risk to yourself.
3. If the fire is small enough, use a nearby fire extinguisher to control and extinguish the fire. Do not fight the fire if these conditions exist:
    a. The fire is too large or out-of-control (larger than the size of a small trash can).
    b. If the atmosphere is toxic.
4. If the first attempts to put out the fire do not succeed, evacuate the building immediately.
5. Doors, and if possible, windows should be closed as the last person leaves a room or area.
6. When existing through a closed interior door, check door with the back of your hand for excessive heat in case fire is on the other side.
7. Do not use elevators-, use building stairwells.
8. When they hear the fire alarm sound, all persons in the building must evacuate immediately.

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9. Once outside of the building, cross the nearest street to allow emergency crews access. Dial 911 from a safe location if emergency personnel have not arrived.

Fire drills are conducted in all campus housing units. An announced drill is held early in the fall semester and an unannounced drill is held during the spring semester.

Wildfires

In the event of wildfire encroaching on campus, the ~~Goodwell~~OPSU Chief of Police ~~Department~~ and other recognized emergency services will notify the Student Services Office of an Impending campus/town evacuation and further safety instructions.

Suspicious Package

1. Do not handle the package. Move away and ~~dial 911~~contact the OPSU Chief of Police if you feel ~~threated~~threatened.
2. If you have opened a suspicious package or letter:
   ~~a. Dial 911.~~
   a. Contact the OPSU Chief of Police.
   b. Leave the package or envelope in place and move away slowly.
   c. Leave the room slowly, notifying others to leave the room also, and closing doors behind as you go.
   d. Notify others in the building to evacuate.
3. Do not operate any power switches.
4. Do not activate the fire alarm.
5. Do not allow reentry into the area/office suite where the package is located.
6. Follow the instructions you will receive from ~~Goodwell~~the OPSU Chief of Police or other recognized authorities.

Bomb Threat

If you receive a bomb threat over the telephone, take these actions:

1. Stay calm. Pay close attention to details.
2. Take notes. Try to get the following information from the baller:
   a. Who are you?
   b. Why are you doing this?
   c. What time is the bomb set to explode?
   d. What does it look like?
   e. Who else have you told?
   f. What is your organization?
   g. Where has the bomb been placed?
   h. What type of bomb is it?
   i. Where are you calling from?
3. Have a co-worker or another person dial 911 using another phone.
4. Write information down as the caller says it and have a co-worker relay the information to the Police.
5. Try to keep the caller on the phone. Listen for any background noises, voice ~~inflection or~~ inflections, accents, ~~and anything else~~or other details that ~~would~~may help determine the origin of the call.

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6. Evacuate the building upon instructions from properly ~~identifies~~identified emergency personnel.

Chemical and ~~Blood borne~~Bloodborne Incidents

1. If you discover a spilled chemical, ensure your safety and the safety of others by immediately evacuating the area.
2. Seal off the area by closing the doors as you leave, and do not let others enter the area.
3. Activate the emergency response system by dialing 911. Be prepared to tell them the building, floor, and room number where the spill is located, the amount of material spilled, and ~~it's identify~~its identity, if known. Contact the OPSU Chief of Police immediately afterwards.
4. Go to a safe location and await the arrival ~~for~~of emergency responders. For spills outdoors, remember to stay uphill and upwind.
5. Do not attempt to clean up the spills unless you have been trained to do so.

Chemical Spills Off-Campus

The OPSU campus is located in close proximity to both a major highway and railroad, increasing the potential for a large chemical. If a chemical spill occurs off-campus, ~~Goodwell~~the OPSU Chief of Police ~~Department~~ and other emergency services should be called immediately ~~at 338-4000~~. If the chemical spill has the potential to cause a threat to campus, the ~~Goodwell~~OPSU Chief of Police and other emergency services personnel will notify the Student Services Office of evacuation procedures.

Chemical Contact with Your Clothes, Body or Eyes

1. Remove contaminated clothing immediately. Failure to do so may increase severity of injuries. If chemical involved was cryogenic, and if clothing was frozen, do not remove clothes until safety shower has melted the ice.
2. Proceed to nearest shower/eyewash and flush eyes and all contaminated portions of your body for at least 15 minutes.
3. In case of chemicals getting into eyes, it may be necessary to hold the eyes open to ensure chemical are adequately removed.
4. In all cases where chemical entered eyes, or where exposure to hydrofluoric acid is suspected, medical attention must be received immediately.
5. Removed clothing must be properly ~~handed~~handled and disposed of in order to avoid spreading contamination.
6. Seek medical attention.

Spills involving Blood or Other Bodily Fluids

1. If the blood or bodily fluid is not your own, DO NOT TOUCH material or otherwise attempt to clean it up. Contact with bodily fluids may expose you to bloodborne pathogens such as HIV/HBV.
2. Secure the area and do not allow others to come into contact with the material.
3. If you came into contact with the material:

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a. Immediately wash the affected area with soap and water paying close attention to any areas of broken skin.
b. If material entered eyes, flush with water for 15 minutes.
c. If material entered through nose or mouth, rinse with water repeatedly.
d. Notify your supervisor and the Student Health Nurse of possible exposure to bloodborne pathogens.

4. Do not attempt to clean up the material unless you have been trained and authorized to do so.
5. Contact the Physical Plan at 349-1590 and notify of the need of cleanup of bodily fluids. After hours, notify the ~~Goodwell~~OPSU Chief of Police ~~Department 338-4000~~.

First Aid

For major burns, dial 911 for emergency medical assistance. Until an emergency unit arrives:

1. Do not remove burnt clothing. However, do make sure the victim is no longer in contact with smoldering materials or exposed to smoke or heat.
2. Don't immerse severe large burns in cold water. Doing so could cause shock.
3. Check for signs of circulation (breathing, coughing or movement). If there is no breathing or other sign of circulation, begin cardiopulmonary resuscitation (CPR) if trained.
4. Cover the area of the burn. Use a cool, moist sterile bandage; clean, moist cloth of towels.

For minor burns, including second-degree burns limited to an area no larger than 2 to 3 inches in diameter, take the following action:

1. Cool the burn. Hold the burned area under cold running water for at least five minutes, or until the pain subsides. If this is impractical, immerse the burn in cold water or cool it with a cold compress. Don't put ice on the burn.
2. Cover the burn with a sterile gauze bandage. Wrap the gauze loosely to avoid putting pressure on burned skin. Seek medical attention to avoid infection.
3. Take an over-the-counter pain reliever. Never give aspirin to children or teenagers.

Chemical Burns

If a chemical burns the skin, follow these steps:

1. Dial 911 if burn area is deep or large. If you seek emergency assistance, bring the chemical container or a complete description of the substance with you for identification.
2. Remove the cause of the burn by flushing the chemicals off the skin surface with cool, running water for 15 minutes or more. If the burning chemical is a powder-like substance such as lime, brush it off skin before flushing.
3. Remove clothing or jewelry that has been contaminated by the chemical.
4. Wrap the burned area loosely with a dry, sterile dressing or a clean cloth.
5. Consult Material Safety Data Sheet (MSDS) for further instructions. If you're unsure whether a substance is toxic, call the Poison Control Center at 1-800-222-1222.

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Chemical Splash in the Eye

If a chemical splashes into your eye, take these steps immediately:

1. Flush your eye with water. Use clean, lukewarm water for at least 15 minutes. Do not rub your eye or use any eye drops.
2. Wash your hands with soap and water. Thoroughly rinse your hands to be sure no chemical or soap is left on them. Your first goal is to get the chemical off the surface of your eye, but then you need to make sure to remove the chemical from your hands.
3. Remove contact lenses. If they didn't come out during the flush, take them out.
4. Seek medical attention.

Head or Spinal Injury

If you suspect someone has a spinal injury:

1. Dial 911.
2. Keep the person in the same position as ~~he~~the or she was found. Keep the person still. Gently place heavy towels, backpacks or purses on both of the neck or hold the head and neck still to prevent movement.
3. Provide as much first aid as possible without moving the person's head or neck. If the person shows no signs of circulation (breathing, coughing or movement), begin CPR if trained, but do not tilt the head back to open the airway. Use your fingers to gently grasp the jaw and lift it forward.
4. If you absolutely must roll the person because ~~he~~the or she is vomiting, choking on blood or in danger of further injury, use at least two people. Work together to keep the person's head, neck and back aligned while rolling the person onto their side.

Unconscious Person

1. When you find a person unconscious, attempt to wake them by shouting, "Are you OK?" and tapping their shoulder.
2. If the person does not wake up, dial 911. Unconsciousness is a life-threatening condition.
3. Check for breathing and pulse. If you are trained and cannot find a pulse, begin cardiopulmonary resuscitation (CPR).
4. Once the person resumes breathing and has a pulse, place the victim on his/her side (in the recovery position) unless there is a possibility of head or spinal injury.

Choking

1. Have a bystander dial 911 to summon an ambulance.
2. Administer the Heimlich Maneuver as follows:
    a. Stand behind the person. Wrap your arms around their waist. Tip the person forward slightly.
    b. Make a fist with one hand. Position it slightly above the person's navel.

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c. Grasp the fist with the other hand. Press hard into the abdomen with a quick, upward thrust—as if trying to lift the person up.
d. Repeat until the blockage is dislodged.

Heart Attack

If you or someone else may be having a heart attack:

1. Dial 911. Don't tough out the symptoms of heart attack.
2. Consider taking as aspirin if your doctor has previously specifically recommended that you take and aspirin if you ever think you're having a heart attack. Take the aspirin just as your doctor advised.
3. Begin CPR. If you are with a person who might be having a heart attack and ~~he~~the or she is unconscious, tell the police dispatcher or another emergency medical specialist. You may be advised to begin cardiopulmonary resuscitation (CPR). Even if you're not trained, a dispatcher can instruct you in CPR until help arrives.

Severe Bleeding

1. Dial 911 and seek medical attention.
2. Stop the bleeding.
3. Apply pressure with a clean cloth or bandage.
4. If possible, elevate the wound above the level of the heart.
5. Hold the pressure continuously for 5 to 10 minutes.
6. Don't keep checking to see if the bleeding has stopped because this may damage or dislodge the fresh clot that's forming and cause bleeding to resume.
7. If the blood spurts or continues to flow after continuous pressure, seek medical assistance immediately.
8. Be sure to use ~~appropriates~~appropriate personal protective equipment, like latex gloves.

Shock

If you suspect ~~chock~~shock, even if the person seems normal after an injury:

1. Dial 911.
2. Have the person lie down on his or her back with feet higher than the head. If raising the legs will cause pain or further injury, keep him or her flat. Keep the person still.
3. Check for signs of circulation (breathing, coughing or movement). If signs are absent, begin CPR if trained.
4. Keep the person warm and comfortable. Loosen belt(s) and tight clothing and cover the person with a blanket to maintain body temperature. Even if the person complains of thirst, give nothing by mouth.
5. If the person vomits or bleeds from the mouth, turn the person on his or her side to prevent choking.

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Seizure

1. Dial 911.
2. Do not restrain person having seizure of convulsions.
3. Protect victim during seizure. Place victim on his/her side and protect head and limbs.
4. Do not force anything into victim's mouth.

Heat Emergency

1. Move the person out of the sun and into a shady or air-conditioned space.
2. Dial 911.
3. Cool the person by covering him or her with damp sheets or by spraying lightly with cool water. Direct aid onto the person with a fan or newspaper.

Hypothermia (cold Exposure)

1. Dial 911. While eating for help to arrive, monitor the person's breathing. If breathing stops or seems dangerously slow or shallow, begin cardiopulmonary resuscitation (CPR) immediately if trained.
2. Move the person out of the cold. If going indoors isn't possible, protect the person from the wind, cover his or her head, and insulate his or her body from the cold ground.
3. Remove wet clothing. Replace wet things with a warm, dry covering.
4. Don't apply direct heat. Don't use hot water, a heating pad or a heating lamp to warm the victim. Instead, apply warm compresses to the neck, chest wall and groin. Don't attempt to warm the arms and legs.
5. Offer warm nonalcoholic drinks, unless the person is vomiting.
6. Don't massage or rub the person.

Fractures, Sprains, Dislocations

1. Dial 911.
2. Stop any bleeding. Apply pressure to the wound with a sterile bandage, a clean cloth or a clean piece of clothing.
3. Immobilize the injured areas. Don't try to realign the bone, but if you've been trained in how to splint and professional help isn't readily available, apply a splint to the area.
4. Apply ice packs to limit swelling and help relieve pain until emergency personnel arrive. Don't apply ice directly to the skin—wrap the ice in a towel, pie e of cloth or some other material.
5. Treat for shock. If the person feels faint or is breathing in short, rapid breaths lay the person down with the head slightly lower than the trunk and, if possible, elevate the legs.

DO not administer first aid unless you have been trained to do so. If failure to render

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assistance would result in further injury or death, use common sense and work within your abilities. Do not begin to assist unless you can conclude the assistance. You could be held liable if you initiate help but are unable to finish.

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Appendix B: OPSU Severe Weather Shelter Plan

Aggie Apartment	1st floor residents of the 3 buildings are to shelter in place in the 2 center bathrooms
	2nd & 3rd floors of PTCI Hall & Aggie Hall shelter in the Gazebo storm shelter
	2nd & 3rd floors of Sexton Hall to the Williams Field House SE locker room
Faculty Row	Shelter in the SE locker room & west hallway between gym & training room
	NW faculty row to Noble Center women's locker room
Oscar Williams	Shelter in NE & NW locker rooms
McKee Library	Basement
	Library & ITV to rom 108B, 109B, and 103
Firestone Meat Lab	To meat-lab processing room
Grounds	To meat-lab processing room
Sewell-Loofbourrow	Basement
Hefley Hall	101 N. classroom
Hamilton Hall	1st floor men's east restroom
	2nd floor to men's & women's 1st floor restroom
	3rd floor to 1st floor mechanical hallway & women's restroom
Holter Hall	North wing to 1st floor bathrooms & lounge
	South wing to 1st flood bathroom & lounge
Noble Center	Women's locker room
Motor Pool	Noble Center Women's locker room
Baseball/Softball field	Noble Center Women's locker room
Married Student Housing	Noble Center Women's locker room
Student Union	Men's & women's east restroom
	Holter Hall north restroom & lounge
Physical Plant	Hesper Hall basement
Power Plant	Hesper Hall basement
Metal Shop	Hesper Hall basement or SU basement
Field Hall	Basement hallways
Carter Hall	Men's & women's restrooms, south center offices, & woodshop workroom, then to field hall
Muller Hall	North end basement
Hughes Strong Hall	South classrooms to men's dressing room, music library, & hallway
	North classrooms to mechanical room hallway
	Auditorium to Sewell basement
Science & Ag Bldg	Noble Center women's locker room
OPSU Farm	Nearest known shelter or Field Hall basement hallway

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D - PERSONNEL ACTIONS in compliance with Board Policies 3.01, 3.02, and 3.03

1. Requested approval for 3 new appointments:

New Appointments

Name	Title	Type	Effective Date	Salary	Contract Term
Asma Azad Akhi	Assistant Professor of Business Administration	New Appointment	09/01/2025	$47,400.00	9-month
Karina Oliveira de Paula	Assistant Professor of Education (Reading Specialist)	New Appointment	09/01/2025	$42,000.00	9- month
Chelsea Brown	Director of Counseling	New Appointment	9/29/2025	$75,000.00	12-month

2. Items not requiring Board action are provided for informational purposes only.

Change in Appointment

Name	Title	Type	Effective Date	Salary	Contract Term
Jarrett Kaufman	Associate Professor of English	Change in Appointment	10/1/2025	$54,455.11	9-months
Constance Owens	Director of Hispanic Student Center	Change in Appointment	10/1/2025	$45,000.00	12-months

Retirement or Separation

Name	Title	Type	Effective Date
Megan Bellar	Acting HEP Director	Separation	09/30/2025
Gwen Strain	Instructor of Mathematics	Separation	12/31/2025

OKLAHOMA PANHANDLE STATE UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS
P.O. Box 430 ~ Goodwell, OK 73939 ~ 580.349.1400

Executive Summary

Memorandum of Understanding between

Oklahoma Panhandle State University and Guymon Public Schools

Oklahoma Panhandle State University requests approval of a Memorandum of Understanding with Guymon Public Schools to provide concurrent enrollment opportunities through the Panhandle Tech initiative, beginning with the course *Introduction to Power Mechanics* on the Guymon High School campus during the 2025–2026 academic year. The course, taught by a fully credentialed OPSU Industrial Technology faculty member, will align with OPSU's AAS in Industrial Technology and related certificates. Tuition will be waived for eligible juniors and seniors, with students responsible for a $21 per-credit-hour fee and textbook costs. The agreement enhances regional workforce pathways, expands college access, and supports OSRHE's Blueprint 2030 priorities for aligning education with workforce needs and strengthening community partnerships.

OKLAHOMA PANHANDLE STATE UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS
P.O. Box 430 ~ Goodwell, OK 73939 ~ 580.349.1400

MEMORANDUM OF UNDERSTANDING

Between
Oklahoma Panhandle State University
and
Guymon Public Schools

Purpose

This Memorandum of Understanding memorializes the agreements between Oklahoma Panhandle State University ("OPSU") and Guymon Public Schools ("GPS") to provide concurrent enrollment opportunities for Guymon High School ("GHS") students through the Panhandle Tech initiative, beginning with the course *Introduction to Power Mechanics*, taught on the GHS campus.

Terms of Agreement

1. **Course Delivery**
    - OPSU agrees to offer Panhandle Tech concurrent courses beginning with *Introduction to Power Mechanics* at GHS during the 2025–2026 academic year.
    - Courses are aligned with OPSU's technical programs (e.g., AAS in Technology, related certificates).
    - All course syllabi, outcomes, and assessments will be identical in content and rigor to courses offered at OPSU.
2. **Facilities**
    - GPS will provide appropriate classroom space, equipment, and technology for OPSU to deliver the concurrent course.
3. **Faculty**
    - The course *Introduction to Power Mechanics* will be taught by an OPSU faculty member in the Industrial Technology Department.

- The assigned instructor has been reviewed and recognized by OPSU as fully credentialed in the subject matter in accordance with Higher Learning Commission and OSRHE requirements.
- OPSU will provide oversight, evaluation, and professional development for the faculty member as part of its standard instructional quality assurance process.

4. Student Eligibility

- Students must meet OSRHE concurrent enrollment standards or the approved Panhandle Tech exception:
  - Minimum 2.5 GPA and counselor recommendation for technical coursework.
- Each student must also provide:
  - Certification from the high school principal/counselor that graduation requirements will be met,
  - Written parental/guardian consent, and
  - Compliance with OSRHE Policy 3.10.

5. Tuition, Fees, and Costs

- Tuition: Waived for juniors (up to 9 hours) and seniors (up to 18 hours).
- Fees: $21 per credit hour for concurrent students.
- Textbooks/Supplies: Charged separately as “Textbook Charge” on OPSU accounts.
- Non-resident concurrent students will receive a tuition waiver in accordance with OPSU’s policy.

6. Oversight and Reporting

- OPSU will oversee instructional quality, provide faculty evaluation, and ensure equivalency to on-campus courses.
- OPSU will submit required student-level data to OSRHE for Panhandle Tech participants.
- Both parties will meet annually to review outcomes, costs, and compliance.

7. **Term and Renewal**
    - This MOU is effective for the 2025–2026 academic year.
    - It will automatically renew annually unless either party provides written notice of nonrenewal at least ninety (90) days prior to the start of the next academic year.
    - Written notice shall be delivered to the Superintendent of GPS or the Vice President for Academic Affairs of OPSU.

11. Signatures

On behalf of OPSU:

Signature: _____

Name: Dr. Julie Dinger

Title: President

Date:

On behalf of Guymon Public Schools:

Signature: _____

Name: Melissa Watson

Title: Superintendent

Date:

Agenda Item: Board Approval to Select Architect to Design Plans for Roof Replacement of Oscar Williams Fieldhouse Weight Room

Overview

Oklahoma Panhandle State University (OPSU) is seeking board approval to select Studio Architecture for design plans and general oversight for the roof replacement of Oscar Williams Fieldhouse Weight Room.

Scope of Services

The service will include:

1. **Design plans and specifications to bid the project**
2. **Administrative services during bidding and construction**
3. **3 site visits during construction and to generate a final punch-list**

Financial Impact

This investment will be covered by legally available funds, ensuring no undue strain on the university's budget.

Procurement Process

The Office of Central Procurement will assist in the review and approval of all contracts associated with this project before final acceptance, ensuring compliance with university procurement policies and achieving the best value for OPSU.

Recommendation

Studio Architecture has provided excellent service in design plans and general oversight for many of the roof replacements on the OPSU campus. We would like to continue service with them on this roof replacement project.

STUDIO
ARCHITECTURE

Fee Proposal

RE: OPSU Oscar Williams Field House Re-Roof
September 16, 2025

Dear Liz McMurphy,

STUDIOARCHITECTURE (STUDIO) is proud to submit a fee proposal for the re-roofing of the Oscar Williams Field House on the OPSU campus. The scope of this project is a complete tear off and re-roof, including all accessories such as sheet metal flashing, coping, gutters, downspouts, etc. Additionally, we will provide design alternates for both Mod-Bit and TPO roofing solutions. Our drawings will be based on existing documents provided by OPSU and will include required plans, details, and specifications to bid the project. Our fee includes administrative services during bidding and construction as well as three (x3) site visits during construction for review of completed work and to generate a final punch list. Any additional requested or required site visits will be billed at the rate of $2,150.^{00}$/trip. Engineering design is not anticipated but can be provided for an additional fee if required.

Fixed Fee for the above services: $14,950.^{00}$

Reimbursable expenses, such as large document printing, permit fees, and express mail will be billed in addition to the fee above at a rate of 1.1 times the expense STUDIO will invoice monthly based on the percentage of work complete.

We are excited about this project and ready to get to work. We encourage you to call with any questions or if further clarification is needed. STUDIO understands how important this project is to you, and we look forward to working with you. If this proposal is acceptable, please sign below and return it at your convenience.

This is where you **work**…this is where you **live**…this is your **STUDIO**.

Respectfully,



David Wendling
Principal

Proposal Accepted:

_____

Signature Date

816 N. Walker Ave. Suite 100
Oklahoma City, OK 73102
405.605.1044
www.studioarc.com

Agenda Item: Board Approval for Soliciting Bids and Processing Purchase Order for Roof Replacement of Oscar Williams Fieldhouse Weight Room

Overview

Oklahoma Panhandle State University (OPSU) is seeking board approval to solicit bids for roof replacement of Oscar Williams Fieldhouse Weight Room. This initiative will involve processing a purchase order for services up to a total of $450,000. The funding for this expenditure will come from legally available funds, ensuring that the university's financial obligations are met responsibly.

Scope of Services

The RFP will invite proposals from qualified vendors to provide roof replacement labor and materials, including:

1. **Full Roof Tear Off:**
2. **Re-roof with TPO or Modified Bitumen, including all accessories**
    - Sheet metal flashing
    - Coping
    - Other miscellaneous accessories as specified

Financial Impact

The total expenditure for these services is capped at $450,000. This investment will be covered by legally available funds, ensuring no undue strain on the university's budget.

Procurement Process

The Office of Central Procurement will assist in the review and approval of all contracts associated with this project before final acceptance, ensuring compliance with university procurement policies and achieving the best value for OPSU.

Recommendation

Approval is requested to proceed with soliciting bids and processing the necessary purchase order to secure roof replacement of Oscar Williams Fieldhouse Weight Room that align with OPSU’s needs and budgetary constraints.

OKLAHOMA PANHANDLE STATE UNIVERSITY
INSTITUTION

SUMMARY OF OUT-OF-STATE TRAVEL AS OF August 2025
MONTH

FUND SOURCE	FY26 TRAVEL THIS MONTH NUMBER OF TRIPS	FY26 TRAVEL THIS MONTH AMOUNT EXPENDED	FY25 CORRESPONDING MONTH NUMBER OF TRIPS	FY25 CORRESPONDING MONTH AMOUNT EXPENDED	FY26 TRAVEL THIS YEAR NUMBER OF TRIPS	FY26 TRAVEL THIS YEAR AMOUNT EXPENDED	FY25 CORRESPONDING YEAR NUMBER OF TRIPS	FY25 CORRESPONDING YEAR AMOUNT EXPENDED
REVOLVING								
ST APPRO	0	$ -	1	$ 147.50	10	$ 4,902.94	6	$ 1,622.44
FEDERAL								
PRIVATE								
AUXILIARY			0	$ -	0	-	2	$ 2,145.55
OTHER								
TOTAL	0	$ -	1	$ 147.50	10	$ 4,902.94	8	$ 3,767.99

OKLAHOMA PANHANDLE STATE UNIVERSITY
INSTITUTION

SUMMARY OF OUT-OF-STATE TRAVEL AS OF September 2025
MONTH

FUND SOURCE	FY26 TRAVEL THIS MONTH NUMBER OF TRIPS	FY26 TRAVEL THIS MONTH AMOUNT EXPENDED	FY25 CORRESPONDING MONTH NUMBER OF TRIPS	FY25 CORRESPONDING MONTH AMOUNT EXPENDED	FY26 TRAVEL THIS YEAR NUMBER OF TRIPS	FY26 TRAVEL THIS YEAR AMOUNT EXPENDED	FY25 CORRESPONDING YEAR NUMBER OF TRIPS	FY25 CORRESPONDING YEAR AMOUNT EXPENDED
REVOLVING								
ST APPRO	3	$ 1,092.50	1	$ 147.50	13	$ 5,995.44	6	$ 1,622.44
FEDERAL								
PRIVATE								
AUXILIARY			0	$ -	0	-	2	$ 2,145.55
OTHER								
TOTAL	3	$ 1,092.50	1	$ 147.50	10	$ 4,902.94	8	$ 3,767.99

THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

FTE Employee Report (1)

To: The Governor of Oklahoma, The President Pro Tempore of the Oklahoma State Senate, and the Speaker of the Oklahoma House of Representatives

From: Oklahoma Panhandle State University (Institution) Dr. Julie Dinger (President)

Subject: FTE Employee Report for Fiscal Quarter Ending September (Month) 30, (Day) 2025 (Year)

The following information is provided pursuant to 74 O.S. 12981, Section 3602 (2)

	Educational & General Budget Part I			Educational & General Budget Part II			Agency Accounts			Sub-Total			Total FTE
	Faculty	Other		Faculty	Other		Faculty	Other		Faculty	Other		
		Regular	Student		Regular	Student		Regular	Student		Regular	Student	
A. FTE Employees for Reported Fiscal Quarter	24	71	8	0	7	1	0	5	6	24	83	15	122
B. FTE Employees for Fiscal Quarter Immediately Preceeding Reported Quarter (3)	31	70	10	2	8	3	0	7	10	33	85	23	141
C. Increase or Decrease in FTE Employees (Item A minus Item B)*	-7	1	-2	-2	-1	-2	0	-2	-4	-9	-2	-8	-19
D. Comparable Quarter Last Year	45	72	11	1	6	3	0	5	11	46	83	25	154

1. File with the State Regents' office by the tenth of the month following the end of the calendar quarter being reported.

2. The term employee shall mean "a fulll-time employee or any number of part-time employees whose combined weekly hours of employment equal those of a full-time employee, but shall not include seasonal employees." For this report, the number of FTE employees for the reported quarter can be calculated by dividing 519 hours (173 hours per month multiplied by three months) the total pay-roll house (excluding seasonal employees) for the quarter.

3. This figure reflects the total number of FTE employees for the main campus, branch campus(es), and all constituent agencies.

*Decrease reflected in Line C, E&G Part I Faculty and Students, is attributed to the rehiring of full-time faculty and a reduced number of student workers for the Fall 2025 semester. Other decreases are due to changes in adjunct faculty employment agreements for Fall 2025. The next Quarterly Report will reflect the rehiring of adjunct personnel for the Fall 2025 semester.

*Decrease reflected in Line C, E&G Part II Other Regular, is due to Grant Program faculty and staff hired only for the month of June.

*Decrease reflected in Line C, Agency Accounts Other Regular and Student, is due to staff resignations and a lower number of student workers for the Fall 2025 semester

Academic Calendar 2026-2027

OKLAHOMA PANHANDLE STATE UNIVERSITY

Office of the Registrar

First and Last Day of Class								
	Summer 2026		Fall 2026		Spring 2027		Summer 2027	
	First Day of Class	Last Day of Class	First Day of Class	Last Day of Class	First Day of Class	Last Day of Class	First Day of Class	Last Day of Class
16-week courses			8/19/26	12/15/26	1/13/27	5/11/27		
1st 8-week courses			8/19/26	10/13/26	1/13/27	3/9/27		
2nd 8-week courses			10/14/26	12/15/26	3/10/27	5/11/27		
14-week courses	5/13/26	8/18/26					5/12/27	8/17/27
1st 7-week courses	5/13/26	6/30/26					5/12/27	6/29/26
2nd 7-week courses	7/1/26	8/18/26					6/30/27	8/17/27
4-week courses	7/6/26	7/31/26					7/6/27	8/2/27

Last Day to:														
	Summer 2026				Fall 2026			Spring 2027			Summer 2027			
	14 Weeks	1st 7-weeks	2nd 7-weeks	4-weeks	16 - weeks	1st 8-weeks	2nd 8-weeks	16 - weeks	1st 8-weeks	2nd 8-weeks	14-Weeks	1st 7-weeks	2nd 7-weeks	4-weeks
Add a class	5/19/26	5/19/26	7/7/26	7/8/26	8/25/26	8/25/26	10/20/26	1/19/27	1/19/27	3/16/27	5/18/27	5/18/27	7/6/27	7/8/27
Drop a class (refund 100%)	5/19/26	5/19/26	7/7/26	7/8/26	9/1/26	8/25/26	10/20/26	1/26/27	1/19/27	3/16/27	5/18/27	5/18/27	7/6/27	7/8/27

University Holidays, Final Exam Schedule, and Spring Commencement							
Summer 2026		**Fall 2026**		**Spring 2027**		**Summer 2027**	
Memorial Day	5/25/26	Labor Day Holiday	9/7/26	MLK Jr. Day	1/18/27	Memorial Day	5/31/27
Juneteenth (observed)	6/18/26	Fall Break	10/16/26	Spring Break	3/15-3/19/27	Juneteenth (observed)	6/17/27
Independence Day (observed)	7/2/26	Thanksgiving Break	11/23 – 11/27/26	Easter Break	3/26/27	Independence Day (observed)	7/5/27
		Final Exam Schedule	12/10-12/15/26	Final Exam Schedule	5/6-5/11/27		
		Christmas/Winter Break	12/24/26-1/1/27	Spring Commencement	5/14/27		

LANGSTON UNIVERSITY

Langston, Oklahoma
Agenda for the Regular Meeting of the Board of Regents for the Oklahoma A&M Colleges
October 24, 2025

Dear Board Members:

Subject to budgetary limitations and availability of funds, the following expenditures are submitted for Board approval with purchases to be coordinated through the Chief Procurement Officer, Oklahoma State University. We recommend the following business for your consideration and approval.

A - GENERAL INFORMATION/REPORTS REQUIRING NO ACTION BY THE BOARD

1. Remarks by President Ruth Ray Jackson
    a. Overview of 'E Roar Digital Publication

B – RESOLUTIONS

None

C - POLICY AND OPERATIONAL PROCEDURES

None

D - PERSONNEL ACTIONS

1. Request approval of personnel actions. Personnel items not requiring action by the Board are provided for informational purposes only. *(Reference Document D-1)*
    a. Six personnel actions
    b. Two items for informational purposes only

E - INSTRUCTIONAL PROGRAMS

None

F - BUDGETARY ACTIONS

1. Request approval to initiate a draw-down from the Langston University endowment in the distribution amount specified by the Oklahoma State Regents for Higher Education. *(Reference Document F-1)*

G - OTHER BUSINESS AND FINANCIAL MATTERS

1. Request approval of one peace officer action. *(Reference Document G-1)*

H - CONTRACTUAL AGREEMENTS (other than construction and renovation)

None

I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES

1. Request approval to engage with Belfor through the Oklahoma A&M System As-Needed Disaster Restoration and Recovery Services Contract for the replacement and installation of new broadcasting equipment at the LU-OKC Campus, and for spending authority up to the estimated amount of $3,837,226. *(Reference Document I-1)*

2. Request approval to engage with Telco Supply through a state contract (SW1030) for the comprehensive information technology (IT) data recabling of the LU-OKC Campus. *(Reference Document I-2)*

J - PURCHASE REQUESTS

1. Request approval to engage with Quality Fence Company, Inc. through a state contract (SW0740) for the replacement, repair, and installation of fencing systems in various agricultural areas. *(Reference Document J-1)*

2. Request approval through Sole Source to engage with Overhead Door Company of Stillwater for the replacement, repair, and installation of overhead doors in various agricultural areas. *(Reference Document J-2)*

K - STUDENT SERVICES/ACTIVITIES

None

L - NEW BUSINESS UNFORESEEN AT TIME AGENDA WAS POSTED

None

M - OTHER INFORMATIONAL MATTERS NOT REQUIRING ACTION OF THE BOARD
None

All items listed above are respectfully submitted for your approval.

Sincerely,



Ruth Ray Jackson, Ph.D.
President

VOL. 2 | ISSUE 6

ROAR MAGAZINE

PRIDE ON GREENWOOD

LANGSTON UNIVERSITY-TULSA CONTINUES TO PROVIDE PATHWWAYS FOR STUDENTS PURSUING HIGHER EDUCATION



A MONTHLY PUBLICATION PRODUCED BY THE LANGSTON UNIVERSITY OFFICE OF PUBLIC RELATIONS



INSIDE THIS ISSUE:

- LU REHAB COUNSELING CELEBRATES 25 YEARS 3
- TCC2LU INCREASES OPPORTUNITIES 6
- PERSEVERANCE: THE STORY OF DR. HERRON 10



BY ELLIE MELERO

CHANGING LIVES FOR 25 YEARS:

LU'S REHABILITATION COUNSELING PROGRAM CELEBRATES 25TH ANNIVERSARY

It was a normal fall day in Oklahoma City, and Terrance Grayson was feeling restless. He had called in sick to work that morning, but he wasn't physically ill. He was just sick of his job.

Grayson had been working for the same financial lending company since graduating college, and he was good at his job. He had risen quickly to a managerial position and was making good money, but he hated the work. He wanted to do something different with his life. He wanted a career that felt fulfilling and where he could help others. He just wasn't sure what that career was.

That day, he told himself that because he hadn't gone to work, he needed to find something productive to do. He decided to go for a walk. While strolling down the street, he saw a sign for Langston University and made an impulse decision to walk inside. At the front desk, Grayson asked what graduate programs they had available, and that's when he learned about LU's brand new master's degree in Rehabilitation Counseling.

"I just walked up to Langston (University) and asked them if they had any programs," Grayson said. "I literally walked in off the street and met with Dr. Moore, and I talked with him about it and filled out an application and just started down that path." That was in 2000. Grayson was part of the inaugural class for the Rehabilitation Counseling master's program. Now, he has been working for Rose State College in Midwest City, Oklahoma, for almost two decades, and he loves his job.

The Rehabilitation Counseling master's program came together as the result of a partnership between LU and the Oklahoma Department of Rehabilitation Services. The two institutions collaborated on a grant proposal for the U.S. Department of Education's Rehabilitation Services Administration and were awarded $500,000 to hire faculty, fund student scholarships and fund student conference travel.

Dr. Corey Moore was hired in October 2000 to create the program, and he became the Founding Director. Dr. Moore came from the University of Arkansas–Fayetteville's Rehabilitation Research and Training Center on Persons who are Deaf and Hard-of-Hearing, where he served as a research assistant professor. His experience and expertise have shaped the LU program for the past 25 years.



"I saw the mission of the graduate program in rehabilitation counseling as to train rehabilitation and mental health professionals to meet the needs of people with disabilities," Dr. Moore said. "Teaching, research and service."

For months, Dr. Moore worked to recruit faculty and students while putting together a curriculum worthy of accreditation. In Spring 2001, the program officially launched at the LU-Oklahoma City campus with its first cohort of 18 students.

Alongside Grayson, Sharon Caldwell was a member of that inaugural class.

Caldwell was a graduating senior in LU's Health, Physical Education and Recreation program when she first heard about vocational rehabilitation counseling. She had originally come to LU with the goal of becoming a physical therapist, but as she approached graduation, she was no longer sure that's what she wanted. At her professor's recommendation, she decided to attend an information session about the new Rehabilitation Counseling program.

"Initially, when I went to Langston, I felt like my passion was physical therapy because I knew I wanted to help people in some type of way," Caldwell said. "When I heard about the rehab counseling program, those individuals work with individuals with disabilities to help them... to make them become more independent. The fact that the vocational rehab counselor was helping individuals achieve something, I think that kind of sparked my attention."

Grayson and Caldwell were excited about the program and the opportunities it offered them. With his scholarship, Grayson was able to quit the job he hated and focus on school full time. As she progressed through her classes, Caldwell discovered a clearer path to her future.

Their cohort became close friends during school. They joked they were "the guinea pig class" because the program was still trying to determine the best ways to do things, but the students knew they were still getting a quality education. They liked working with one another, they liked their professors and, even while working for hours on research papers, they were having fun learning.

"I'd say, educationally, it was the best experience I've ever had," Grayson said. "They opened all these doors to me and provided me with all the support, and without that, I'm not sure I would've been able to do it... The environment was just so nurturing that it was everything I needed at the time."

All 18 members of the first cohort graduated from the program on time and found work in the counseling industry. Grayson worked for the Oklahoma Department of Rehabilitation Services for almost three years before he began working at Rose State. He has held various positions there, and he is now the Director of Academic Outreach.



Sharon Caldwell, LU Alum

Caldwell completed an internship/practicum with one of her professors at PROS and Associates during school, and she accepted a full-time position there after graduation. She worked as a rehabilitation counselor for three institutions before accepting a position as a counselor with the U.S. Department of Veterans Affairs in 2012. Since then, she has worked in the Veterans Readiness & Employment Program in Oklahoma City, and she is now the Employment Coordinator.

The first few cohorts that went through the Rehabilitation Counseling program were so successful, the university decided to expand the program in 2004 and offer the master's degree at the LU-Tulsa campus, too. In 2008, LU-Tulsa added a bachelor's in Rehabilitation Services, and the School of Education and Behavioral Sciences officially created the Department of Rehabilitation and Disability Studies with Dr. Moore as the Founding Chair.

The Rehabilitation Counseling program earned its accreditation through the Council for Accreditation of Counselors and Related Educational Programs. In 2013 the Department of Rehabilitation and Disability Studies established LU's first Rehabilitation and Research Training Center (RRTC) that conducts research on capacity building for minorities. A second RRTC has since been established that conducts research on advancing employment opportunities for people with disabilities with the greatest support needs.

The RRTCs are nationally recognized and funded by the National Institute on Disability, Independent Living and Rehabilitation Research. Through the RRTC, the Department of Rehabilitation and Disability Studies established a post-doctoral program for recent doctoral graduates to train in advanced research methodology and statistics. The RRTC has hosted seven doctoral fellows over the past eight years, all of whom have gone on to work at other universities, federal agencies or community-based rehabilitation service programs.

All of this grew from the master's degree.

While they celebrate this milestone anniversary for the Rehabilitation Studies graduate program, Dr. Moore and the faculty in the Department of Rehabilitation and Disabilities Studies continue to look for ways to improve and grow the program. They are focused on workforce needs. They try to listen to their community and be responsive to the demands of employers. They have created an informed and research-based curriculum that prepares graduates for the demands of a career as a vocational rehabilitation counselor.

"It's been 25 years of joy and just a remarkable journey," Dr. Moore said. "I'm excited about that, happy about that, thankful for it. We look forward to continuing to push the program forward in the future, and I think great things are beyond the horizon."





ACCESS GRANTED:

TCC2LU TRANSFER PATHWAY INCREASES ACCESS TO HIGHER EDUCATION IN TULSA

BY ELLIE MELERO

For members of Oklahoma's Hispanic community, access to mental health services can often be difficult to find. In addition to addressing their mental health, Hispanic patients need help navigating cultural stigmas as well as language barriers that can often arise with medical terminology, and not all providers are equipped to assist in these areas.

Pedro Muñoz knows he can help.

Muñoz is a graduate student in Langston University's rehabilitation counseling master's program in Tulsa. He wants to become a bilingual licensed professional counselor within the Hispanic community, and he's well on his way to achieving this goal. He hasn't been on this journey alone, though.

Muñoz transferred into LU's rehabilitation services bachelor's degree program after earning his associate's degree in psychology at Tulsa Community College (TCC). He continued straight into the master's program after graduation. Thanks to the mentorship of his professors and the support of his peers, he's more motivated than ever to pursue his dream of becoming a bilingual counselor.

"(LU and TCC have) helped me gain valuable skills," Muñoz said. "Professional and academic skills that otherwise, I wouldn't have been able to gain on my own."

Langston University is one of TCC's University Transfer Partners through the Tulsa Higher Education Consortium. The TCC2LU transfer pathway provides a smooth transition for students as they go from community college to a traditional 4-year university. Advisors from both institutions work together to map a clear path for students so they are ready to jump into their upper-level classes as soon as they get to LU.

For nursing student Carissa Hemphill, that smooth transition was essential.

Hemphill is a working mother of four. She didn't have the time or money to waste on a bumpy transition. She had heard horror stories about students who tried to transfer to other universities who either had to retake classes when they arrived or who weren't informed they didn't have all their prerequisites until they were already there.

She had never heard of people having those issues at LU, though, so she decided to look into their Bachelor of Science in Nursing (BSN) program. Her LU advisor was transparent with her from the beginning about the hard work it would take to earn her BSN, and she helped Hemphill map out what classes she still needed to take at TCC so she could apply on time and be ready to start her nursing classes right away.

"I wanted a program where I already had all my (prerequisite) classes done so I just could do my program," Hemphill said. "I didn't want to waste my time, my money, none of it."

Hemphill transferred to LU-Tulsa's BSN program in 2024 without any hiccups, and she has already learned a lot from the program. Fellow nursing student D'Ajuania Barnes has also had a positive experience since transferring from TCC.

Barnes grew up supporting Langston University because many of her family members attended LU, but when she graduated high school, she wasn't quite ready to become a Lion.

TCC was the perfect choice for her because of its affordability and its smaller class sizes. It allowed her to transition from high school to college at her own pace, preparing her for the rigor of the coursework she would experience at LU.

Barnes decided to transfer to LU-Tulsa for her BSN because the program had a good reputation, high ranking and was affordable. Thanks to her LU and TCC advisors, her transfer experience was seamless, and she was ready to dive into her nursing classes once she got to campus.

TCC2LU
TRANSFER TODAY!

Students interested in transferring from Tulsa Community College to Langston University upon the completion of their associate degree can do so seamlessly, with all hours counting toward bachelor's degree completion, with the help of the TCC2LU Transfer Map. You'll work with an LU advisor alongside your TCC advisor to ensure you are getting the maximum value out of your time and dollars to make transferring as easy as possible. Students may connect with a Langston University representative via the TCC Transfer Center to learn more about academic programs, transfer, tuition and other student resources.



LU Students D'Ajunai Barnes and Pedro Muñoz

"I didn't have to do much because my advisors had already talked and had everything mapped out for me," Barnes said. "I knew I had to take three extra classes, and they got me enrolled in those really quick. I took them over the summer, and we were ready to transfer and be in here by August. It was a good, easy transfer."

Barnes and Hemphill both love the LU-Tulsa BSN program.

The degree is structured so the students complete the program as a cohort, taking all their classes together each semester. They often decide to study with one another outside of class, too, and become tight-knit friend groups. Hemphill said her cohort jokes they will all have to find jobs together after graduation because they can no longer be apart.

Although their classes are tough, both Barnes and Hemphill can tell their professors want to see them succeed. Their professors and advisors are supportive and always available to talk withto students when they need help.

"They are preparing me for a stressful career because they like to stress us out," Hemphill laughed. "But I do feel like



they are preparing us for what's ahead. The program so far and the professors that I've had, I've loved them. They're great, they're helpful, they're hard, but it's to prepare us. We need to know this stuff, so I respect that."

For Barnes, part of what makes LU-Tulsa great are the experiences they get to have outside of their classes, too.

Although LU-Tulsa is an urban campus, they still participate in university-wide events like Homecoming. They also host plenty of their own community outreach events, giving students an opportunity to meet and interact with new people from all over Tulsa.

For Muñoz, that sense of community is one of the best parts about LU-Tulsa.

Like Barnes, Muñoz chose to start his academic journey at TCC because of its affordability. It was a way for him to begin working on a degree while he was still figuring out exactly what he wanted to do.

He originally planned to pursue a bachelor's degree in psychology after his time at TCC until he met Dr. John Sassin at a TCC southeast campus event. Dr. Sassin, a professor in LU's Rehabilitation Counseling program, told Muñoz all about the program and even helped him work out a potential plan of study to consider. Muñoz did consider it, and when he later researched LU-Tulsa, he knew that was where he needed to go.

"It's one of the best programs in the state," Muñoz said. "You're getting a very good, accredited program for the price."

He transferred to LU-Tulsa in 2022 and immediately felt at home. As with the nursing program, the rehabilitation counseling student cohort became its own little family, and Muñoz became motivated to dive into his studies thanks to the encouragement of his peers and professors.

He never imagined he would want to pursue a master's degree, but after two years at LU-Tulsa, he knew there was still more he wanted to learn. Thanks to Langston University, Muñoz is pursuing his dream of becoming a licensed professional counselor for the Hispanic community.

"One of the biggest highlights for me here at Langston (University) is getting to be so involved and being so passionate about counseling that it's really opened up not only doors and opportunities, but also the desire to continue and to study and to achieve higher education," Muñoz said.

It may not have been a traditional college experience, but Muñoz, Hemphill and Barnes have no regrets about starting their educational journeys at TCC and transferring to Langston University.

Muñoz said he would encourage people to consider LU-Tulsa because of its welcoming and supportive environment. Hemphill said she would advise students considering transferring from TCC to talk to their advisors as soon as possible. Barnes said she would encourage others to consider the TCC2LU transfer pathway because it's an affordable path with a quality education.

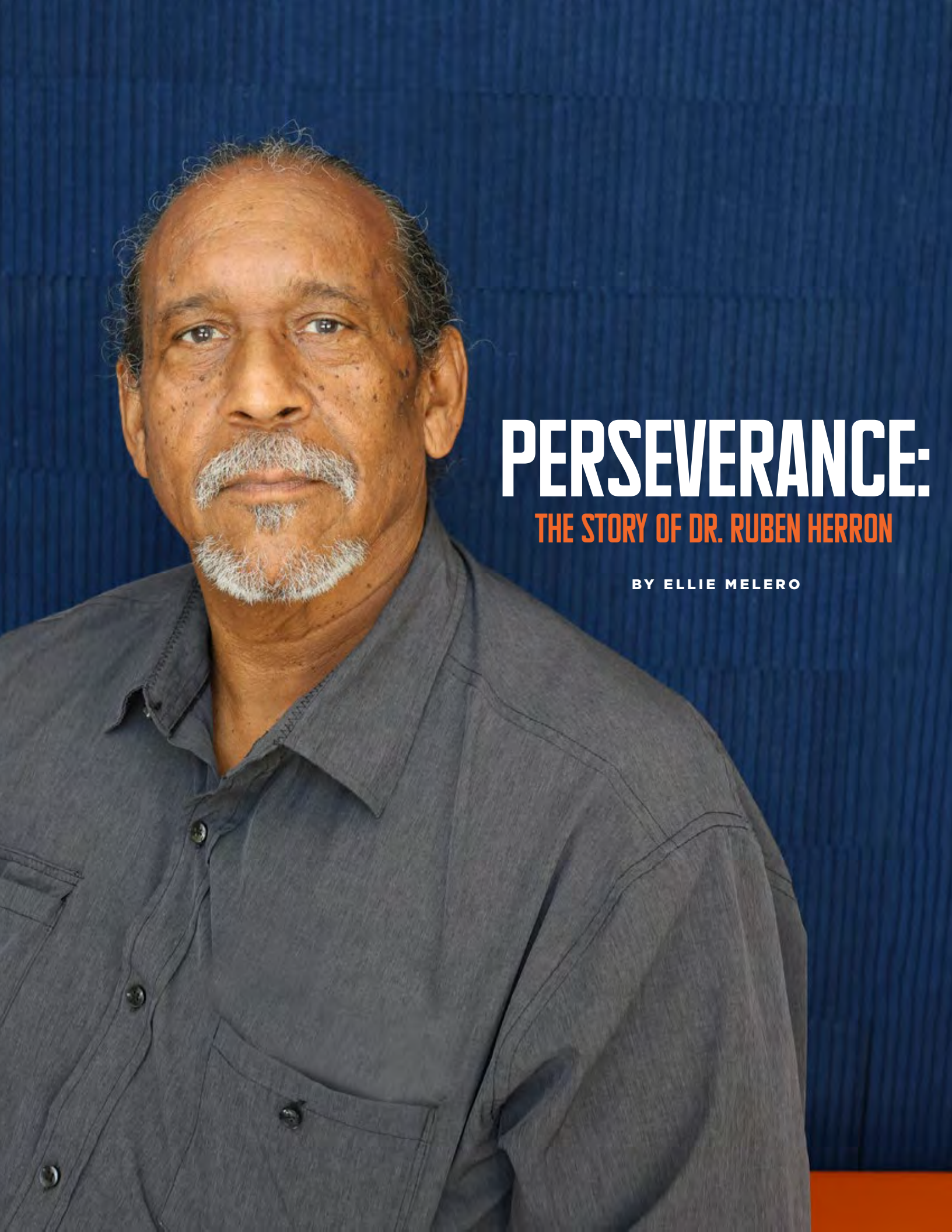
"I'm so thankful I got to start out at TCC and go to Langston because it's helped me be able to save money and learn responsibility," Barnes said. "(LU) wants to see all their students succeed, so they do what it takes to help us. It's very affordable, and everybody here is helpful."

TECHNOLOGY AT LU



Langston University's Tulsa campus strives to provide the best educational experience for Tulsa residents and beyond. LU-Tulsa's Jack Henderson Allied Health Building is a testament to that commitment. This state-of-the-art facility includes simulation labs with mannikins powered by artificial intelligence, spacious classrooms, a lecture hall, conference and meeting rooms, and department and administrative office spaces. This equipment and space provides our students with experiences and hands-on learning opportunities that prepare them for the future of healthcare.


LANGSTON UNIVERSITY
HOMECOMING 2026
SAVE
THE
DATE
OCTOBER 11-17, 2026



PERSEVERANCE:

THE STORY OF DR. RUBEN HERRON

BY ELLIE MELERO

Standing at the front of the classroom on a Wednesday evening, Dr. Ruben Herron knows he's exactly where he's supposed to be.

As he leads the room of graduate students in an energetic discussion about client-provider dynamics in rehabilitation counseling, it's hard to imagine there was a time when he felt like he didn't have a calling. But for most of his early adulthood, Dr. Herron struggled to find his place in the world.

Throughout his 20s and 30s, Dr. Herron tried his hand at several careers, but he could never find a job where he felt truly fulfilled. Years of trial and error in various fields eventually brought him to Langston University to study rehabilitation counseling, and a chance opportunity years later brought him back to LU to teach. Now, he knows there were always a perfect career out there for him.

He just had to find it.

A ROUGH BEGINNING

Ruben Herron moved around a lot when he was a kid.

His family was from El Paso, Texas, but his dad was in the Army. As they accompanied him to each new duty station, the Herrons lived in places like Germany and England before eventually making their way to Wichita Falls, Texas.

When Herron graduated high school, his father offered to pay for him to attend the local community college, but Herron didn't want to go to school. He decided to enlist in the Marine Corps instead, and he spent a year in California at Camp Pendleton before he got out and moved back to Wichita Falls.

He returned to Texas during the 1980s "oil glut," and work was hard to find. He took his dad up on his offer to pay for community college, but Herron wasn't a good student and soon dropped out. He got a job doing manual labor at a pipe yard until one Monday, he came to work to find out he'd been laid off.

"Suddenly, we all got pink slips," Herron said. "And then there were no jobs in Wichita Falls because the big factory shut down. I mean, everybody was getting laid off."

Herron and his wife decided it was time to leave Texas, so they moved to Tulsa, where his wife's aunt lived. They arrived in two cars with three kids and a dog, and they were disappointed to find the job market wasn't much better than it had been in Wichita Falls. Regardless, Herron was determined to provide for his family, and he finally found a part-time job as a trash man.

It was hard, dirty and exhausting work, but Herron persevered. Eventually, he left the trash company for a job at Climate Control. He did his best to provide for his wife and kids, and he was grateful to receive government assistance during those days.

In the late '80s, Herron finally felt like he had a breakthrough. He found a new job as a maintenance man for an apartment complex, and he and his family moved out of government housing. For the first time in a while, they even had some money left over after their bills.

"They paid part of our rent at the apartment complex we was working at, and I was able to pick up a lot of overtime," Herron said. "And so, we started to move up the ladder a little bit."

During this time, Herron felt like he was starting to understand the importance of school. A better education could lead to a better job, and Herron wanted a better job. He and his wife decided to start taking classes at Tulsa Community College (TCC) together in bits and pieces as they could afford it.

Despite their improved circumstances, Herron's success was short lived.

He felt dissatisfied with his life, and he began facing mental health issues. He sought out unhealthy coping mechanisms, and he ended up getting fired from his job. His marriage suffered because of it, and his wife left him.

Herron fell into a depression. He felt angry, hurt and frustrated, and he didn't know what to do. He found himself involved in illegal activities, which led him to spend two and a half years in a correctional facility.

"Because of my own stubbornness, my own ignorance, my own selfishness, I chose the path I chose," Herron said regretfully.

He felt like he had hit rock bottom, and he still has a lot of emotions to process when he thinks about that time. But he soon discovered the only thing to do was keep moving forward.

NEVER TOO LATE

When he was released from the correctional facility, Herron was determined not to go back.

He began working at Bennett Steel Inc. as a sandblaster, a job he thoroughly enjoyed because of how peaceful and almost meditative it was. He earned good money, and he felt like he was starting to move up in the world again. Most importantly, at Bennet Steel, Herron met a man who would help him change his life: the company's owner, Dave Bennett.

Bennett was a great boss. He cared about his employees' wellbeing, and he became a mentor for Herron. It meant a lot to him to have someone looking out for him. But as time went

on, Herron found himself becoming restless again.

He liked his job and his boss, but he was still dealing with mental health issues. He still felt dissatisfied with his life. He began acting out in small ways, and Bennett noticed immediately.

Bennett wasn't about to let Herron slip into old habits, so he convinced Herron to see a counselor.

"Through Dave Bennett's help, I went and started seeing a counselor, which was really, really, really transformative," Herron said. "She made me go there with myself, but she sort of held my hand. Like, 'You know this is what you want. You know you want to let it out. Let it out. Trust yourself.' And that was the biggest process."

Counseling changed Herron's life, and he found a kinder, softer version of himself. He learned how to take care of his mental health and how to cope with negative thoughts. He became someone he liked to be.

He continued to see the counselor while he worked at Bennett Steel, but the feelings of restlessness and dissatisfaction never went away completely. Once, he was having a particularly bad day when Bennett walked in, and he realized what he needed to do.

"Dave Bennett walks in, and I said, 'Dave, will you loan me $375 bucks so I can go back to TCC?'" Herron said. "And he reached in his pocket and said, 'Yeah.' So that's how I started back at TCC."

In 2001, Herron went back to school. It was hard to study while working full time, and he faced some unexpected challenges, such as rapidly changing technology, but he was determined to see it through.

In 2004, he left Bennett Steel for a job at 12&12 as part of their substance abuse group counseling team, and he finally felt like he had found a calling. This motivated him as he continued his classes at TCC, especially when he worked two jobs in 2006 to buy his first house. In 2009, Herron graduated from TCC.

"I earned my associates after 28 years," Herron said. "I earned my associates, and I didn't know what to do. Then, a classmate of mine suggested I come up here (to Langston University), and I met Dr. (John) Sassin, and within five minutes of walking through his door, I was enrolled in the bachelor's program."

KEEPING THE MOMENTUM

Herron had learned he could be a good student, and he wanted to keep his momentum going as he pursued a career in counseling. He enrolled at LU-Tulsa in the rehabilitation services bachelor's degree program in 2009, and he had a better college experience than he could have imagined.

A generous scholarship relieved him of the financial burden of his degree, and he felt like the doors to an untold wealth of knowledge had been opened. His professors became cherished mentors, and he truly understood what it meant to be part of the LU family.

In 2011, Herron had the great honor to walk the stage at Langston University's graduation ceremony with his daughter. A couple of months later, he was back in the classroom again as a student in LU's rehabilitation counseling master's program.



He continued to work at 12&12, and he continued to enjoy school. One day, Dr. Mary Ramey, an adjunct professor in the rehabilitation counseling program, kicked her shoes off in the middle of class and sat on a table. That behavior baffled Herron, who had always thought of academics as more formal and aloof. But Dr. Ramey seemed normal.

"It just sounds so strange, but that's what it was to me," Herron said. "And she looked right at me on that table and said, 'You could be (a doctor) if you want to.' And that's the night it started. She inspired me."

After that class, Herron contemplated pursuing his doctorate for weeks until one night, he realized that if he wanted to do it, he couldn't wait.

The day after making that decision, he told Dr. Sassin about his new goal. Having taught and advised Herron for almost four years, Dr. Sassin was supportive of his plan. He helped Herron connect with faculty at the University of Arkansas, and after graduating with his master's from LU in 2013, Herron enrolled in the University of Arkansas' doctoral program in counselor education and supervision.

Herron went to school part time, making the two-hour drive to Fayetteville twice a week. It was difficult, and he even ended up sleeping in his car some nights, but he persevered. In 2017, he officially earned his professional counseling license and began working on his dissertation with Dr. Ramey as his dissertation committee chair.

EVERYONE HAS A PLACE

Unbeknownst to Herron, other LU faculty had been keeping track of his progress throughout his doctoral program, too. In 2017, a faculty position opened in the LU-Tulsa rehabilitation counseling program, and Dr. Phillip Lewis reached out to Herron to invite him to apply.

"He had already gained his CRC and his LPC, which is a Certified Rehabilitation Counselor and a Licensed Professional Counselor," said Dr. Lewis, the graduate coordinator for the rehabilitation counseling program at LU-Tulsa. "So, it was a perfect fit for me to bring Dr. Herron in to fulfill that role, because I didn't lose anything. I just kind of transitioned, and I didn't have to worry about a person not having the credentials."

Dr. Herron had never imagined he would become a teacher, but the opportunity to come back to Dear Langston was too good to pass up. He has thrived in the role.

Dr. Herron's teaching style draws a lot on his own life experiences. As someone who has received counseling, administered counseling and studied counseling extensively, he brings invaluable insights into the classroom. His classes are often filled with lively discussions, and students walk away feeling like they've learned.

As both a friend and supervisor, Dr. Lewis loves working with Dr. Herron. According to Dr. Lewis, Dr. Herron's unwavering positive attitude often lifts the spirits of the whole office.

"He's been an excellent colleague, and to be honest with you, I don't think I could've found better," Dr. Lewis said. "Him working here, he's a product of this program. He's homegrown, you know. And I think it's a blessing to kind of work your way back home sometimes."

After so many years of struggling with feelings of dissatisfaction in his life, Dr. Herron is proud to say he loves his job. He has found a balance between work and his family, and all eight of his dimensions of wellness are being fulfilled.

When he was a young man, he never could have guessed where he'd be today. He loves teaching because it allows him to pass down the mentorship that he, too, received at LU, and he feels like he's giving back to his community. Now that he has found his place in the world, he has no plans to slow down any time soon.

"I would say to young people, old people, it's never too late," Dr. Herron said. "If you look at all the possible jobs out there, there is a job for you that you can be passionate about, that you can enjoy doing. So don't give up. Stay encouraged. Have some faith and trust yourself."





SAVE THE DATE

LANGSTON UNIVERSITY
21ST ANNUAL PRESIDENT'S SCHOLARSHIP

GALA

FRIDAY
OCTOBER 16, 2026

NATIONAL COWBOY & WESTERN HERITAGE MUSEUM
1700 NE 63RD ST • OKLAHOMA CITY, OK

MEET THE STAFF

'E ROAR IS PRODUCED BY THE LANGSTON UNIVERSITY OFFICE OF PUBLIC RELATIONS

WANT TO BE FEATURED IN NEXT MONTH'S ISSUE? SEND US YOUR NEWS:

If you have any accomplishments or upcoming events in your department and you want them publicized, please send to the LU Office of Public Relations via the online project request form found at **www.langston.edu**



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BRANDON CLEMOENS
Senior Graphic Designer/Photographer
Design and Layout

TROAR

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GET CONNECTED. STAY CONNECTED.

D - PERSONNEL ACTIONS in compliance with Board Policies 3.01, 3.02, and 3.03

Personnel actions pertaining to appointments, reappointments, changes in salary, changes title or rank, personnel leaves, etc.

Board approval is requested for the following personnel actions:

Name	Action	Effective Date	Salary/Rate
Fondjo-Fotou, Franklin	Addition of Title as Acting Dean, School of Arts & Sciences, with Stipend.	09/01/2025	$16,93.72 annually September 1, 2025 - December 31, 2025 (4-month basis)
Kunwar, Sudip	Employ as Assistant Professor of Biosystems Engineering & Precision Agriculture	08/16/2025	$75,000 annually (12-month basis)
Harris, Eric	Employ as Associate Head Women's Basketball Coach	08/18/2025	$48,000 annually (12-month basis)
Dixon, Christopher	Employ as Assistant Volleyball Coach	08/01/2025	$36,000 annually (12-month basis)
Jackson, Pharis	Employ as part-time Assistant Softball Coach	08/01/2025	$15,000 annually (12-month basis)
Abrego, Christopher	Employ as part-time Assistant Softball Pitching Coach	08/01/2025	$16,000 annually (12-month basis)

The following personnel items are listed for informational purposes only:

Name	Title	Type	Effective Date	Service Time
Coleman, John	Dean of the School of Arts & Sciences	Retirement	08/29/2025	08/13/1993-08/29/2025
Bunch, Kimani	Instructor/Radio Station Manager	Resignation	07/31/2025	01/03/2023-07/31/2025

F – BUDGETARY ACTIONS

1. Request approval to initiate a draw-down from the Langston University endowment in the maximum distribution amount allowable by the Oklahoma State Regents for Higher Education.

   The Oklahoma State Regents for Higher Education will release a performance report on the endowment accounts annually in November. Langston University will make a request to Chancellor Burrage to draw-down the maximum allowable distribution on the general endowment account as reflected within the report.

   The funds will be utilized for their legally allowable purpose once received by Langston University. A copy of the draw-down request will be shared with the Office of the Board of Regents for the Oklahoma A&M System at the time the request is made.

G - OTHER BUSINESS AND FINANCIAL MATTERS

a. Peace officer commissions: None

b. Revocation of peace officer commissions:

NAME	CAMPUS	COMM. NO.
Bull, Jerald	LU	824

I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES

1. Request approval to engage with Belfor through the Oklahoma A&M System As-Needed Disaster Restoration and Recovery Services Contract for the replacement and installation of new broadcasting equipment at the LU-OKC Campus, and for spending authority up to the estimated amount of $3,837,226.

   This project will entail the furnishing and installation of like kind and quality broadcasting equipment as well as new IT cabling to replace the equipment damaged in the November 2024 storm later designated as a natural disaster by FEMA. The full estimate for equipment and labor is enclosed.

   Langston University has worked closely with OMES Risk Management to incorporate this project into the overall claim for the LU-OKC campus restoration. The Langston University Broadcast Journalism Department has been closely involved in the process of reviewing and selecting replacement equipment for the broadcast studio and associated spaces affected by the storm.

   The estimated cost for the project including all equipment, installation, and cabling is estimated at $3,837,226.19. We are requesting spending authority to spend up to the estimated amount of $3,837,226. We are exploring a phased approach which will allow the University to purchase the highest priority equipment first. Langston University will front the full cost with the expectation of being reimbursed by our insurance provider, making the expected final out-of-pocket deductible cost $50,000.00, for the total project. Funding for this expenditure will come from legally available funds.

BELFOR Property Restoration

4132 Will Rogers Parkway Suite 500 - Oklahoma City, OK 73108
(405) 917-7067 Tel. - (405) 917-7094 Fax.
Fed ID # 84-1309171

Insured:	LU-OKC Braodcast Install	Cellular:	(405) 623-6602
Property:	7401 N Kelley St Oklahoma City , OK 73111	E-mail:	kimberly.woodward@langston.edu
Estimator:	Jason Arbogast	Business:	(484) 459-4366
Company:	Belfor Property Restoration	E-mail:	jason.arbogast@us.belfor.com
Business:	4132 Will Rogers Pkwy Ste 500 Oklahoma City, OK 73108		
Contractor:		Business:	(405) 917-7067
Company:	Belfor Property Restoration		
Business:	4132 Will Rogers Pkwy Ste 500 Oklahoma City , OK 73108		

Claim Number: 2550034718 **Policy Number:** **Type of Loss:** Water Damage

Date of Loss:		Date Received:	
Date Inspected:		Date Entered:	8/28/2025 12:06 PM

Price List:	OKOC8X_AUG25 Restoration/Service/Remodel
Estimate:	LUOKCBRDCASTBB

We would like to thank you for the opportunity to provide you with this **PROPOSAL**. The total cost for the repairs detailed in the Proposal is **$3,837,226.19**.

The attached Proposal details the specific work to be completed. Additional work beyond that which is specified in this Proposal will be through separate proposal(s) and/or change order(s) detailing the additional/changed scope of work as well as the terms and pricing of the additional work. Repairs will be scheduled after a signed copy of this Proposal is received by BELFOR.

This Proposal requires a **50% deposit ($ x.xx)** to schedule the work as outlined in the following pages. The balance of **$ x.xx** will be due upon completion of the work outlined in this Proposal.

Unless noted otherwise, the customer is required to provide heat, water and electricity on-site for the duration of this project. The customer is responsible for providing continuous access to the project area during normal business hours, Monday - Friday, 8:00 am - 5:00 pm. Where an item is being replaced, we will be matching the existing item's quality, color, finish, texture or material as close as possible where applicable unless noted otherwise, there is no guaranty either specified or implied on exact matches. This estimate does not include hazardous material testing or abatement unless specifically detailed in the following estimate.

This Proposal is valid for 30 days from 8/28/2025. If you have any questions about this Proposal, please contact Jason Arbogast to discuss those questions.

I/we agree to the terms and conditions of this Proposal.

_____ Date_____ _____ Date_____
Owner/Authorized signature BELFOR Representative

BELFOR Property Restoration

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(405) 917-7067 Tel. - (405) 917-7094 Fax.
Fed ID # 84-1309171

LUOKCBRDCASTBB

LUOKCBRDCASTBB

DESCRIPTION	QTY	REMOVE	REPLACE	TOTAL
1. Broadcast Eqp and Cabling	1.00 EA	3,193,980.20	0.00	3,193,980.20
Line item to provide,install, set up, and test all broadcast eqp and cabling per the attached quote				
Total: LUOKCBRDCASTBB				3,193,980.20

General Conditions

DESCRIPTION	QTY	REMOVE	REPLACE	TOTAL
2. Dumpster load - Approx. 30 yards, 5-7 tons of debris	1.00 EA	610.29	0.00	610.29
3. Commercial Supervision / Project Management - per hour	40.00 HR	0.00	77.45	3,098.00
Totals: General Conditions				3,708.29
Line Item Totals: LUOKCBRDCASTBB				**3,197,688.49**

BELFOR Property Restoration

4132 Will Rogers Parkway Suite 500 - Oklahoma City, OK 73108
(405) 917-7067 Tel. - (405) 917-7094 Fax.
Fed ID # 84-1309171

Summary for Dwelling

Line Item Total	3,197,688.49
Overhead	319,768.85
Profit	319,768.85
Replacement Cost Value	**$3,837,226.19**
Net Claim	**$3,837,226.19**

Jason Arbogast

BELFOR Property Restoration

4132 Will Rogers Parkway Suite 500 - Oklahoma City, OK 73108
(405) 917-7067 Tel. - (405) 917-7094 Fax.
Fed ID # 84-1309171

Recap of Taxes, Overhead and Profit

	Overhead (10%)	Profit (10%)
Line Items	319,768.85	319,768.85
Total	**319,768.85**	**319,768.85**

BELFOR Property Restoration

4132 Will Rogers Parkway Suite 500 - Oklahoma City, OK 73108
(405) 917-7067 Tel. - (405) 917-7094 Fax.
Fed ID # 84-1309171

Recap by Room

Estimate: LUOKCBRDCASTBB	**3,193,980.20**	**99.88%**
General Conditions	**3,708.29**	**0.12%**
Subtotal of Areas	**3,197,688.49**	**100.00%**
Total	**3,197,688.49**	**100.00%**

BELFOR Property Restoration

4132 Will Rogers Parkway Suite 500 - Oklahoma City, OK 73108
(405) 917-7067 Tel. - (405) 917-7094 Fax.
Fed ID # 84-1309171

Recap by Category

O&P Items	Total	%
GENERAL DEMOLITION	3,194,590.49	83.25%
LABOR ONLY	3,098.00	0.08%
O&P Items Subtotal	3,197,688.49	83.33%
Overhead	319,768.85	8.33%
Profit	319,768.85	8.33%
Total	3,837,226.19	100.00%

ALL MEDIA INTEGRATION

Connecting YOUR Business to Todays Technologies

QUOTE

Date: 08/22/25
Quote #: AMIQ17680
Terms: Net 15 (WAC)
Sales Person: Jordan Watkins

Please E-mail or Fax Orders to:
E-mail: purchasing@pro-ami.com
Fax: (918) 516-0353

Sold To: Belfor
Jason Arbogast

Phone: 484-459-4366
Fax:

Here is the quote you requested!

Qty	Description	Unit Price	Ext. Price
58	24 Monitor - P2425, IPS, Flat, WUXGA 1920 x 1200, 24Inch, 16.7 million, 8Ms(normal), 5Ms (fast), 100 Hz, 0.2700mm, 1500:1, 300 cd/m2, 178/178, 16:10, 99% sRGB, Anti-glare with 3H hardness, 100 x 100mm	$332.50	$19,285.00
20	55" 3840x2160 4K 440nit, 24/7 display - Black	$1,318.75	$26,375.00
17	32" 3840x2160 4K LED Bravia Display 24/7 - Black	$598.75	$10,178.75
16	43" 3840X2160 4K, 350nit, 16/7 Display	$567.50	$9,080.00
22	F7 LED FRESNEL - 160W - Variable White 2800K-6600K	$3,850.00	$84,700.00
10	Soft LED 1 - 60W - Variable White 2800K-6600K - Includes Narrow and Medium Black Honeycomb	$3,034.00	$30,340.00
21	SoftLED 2 - 120W - Variable White 2800K-6600K - Includes Narrow and Medium Black Honeycomb	$3,559.00	$74,739.00
2	SoftLED 4 - 180W - Variable White 2800K-6600K - Includes Narrow and Medium Black Honeycomb	$4,333.50	$8,667.00
1	Colorsource 40AV Console with network, audio and video features.	$5,551.56	$5,551.56
1	Dust Cover for Colorsource Console	$79.69	$79.69
1	Ross Video Media I/O is a highly flexible capture and playout solution supporting baseband and network signals such as SDI, NDI, and 2110. It supports a wide range of codecs and is deployable on purpose built hardware, virtualized, or in the cloud. The software can be integrated with newsroom computer systems through the included MOS integration, and supports both VDCP and AMP playout controls.	$154,357.51	$154,357.51

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Qty	Description	Unit Price	Ext. Price
1	Ross Video Streamline Academic Edition is a comprehensive media asset management solution for graphics and video production, providing rich order management, file based asset ingest and search, powerful reporting and analytics, video proxy, and asset lifecycle management.	$48,762.60	$48,762.60
1	Ross Video Ultrix Carbonite Ultra Engine	$73,516.90	$73,516.90
1	Ross Video Inception Server with Software - Enter the world of idea-centric news production with the most modern newsroom on the planet. Built on a web technology platform with social media integrated right into the core	$45,845.04	$45,845.04
3	Ross Video openGear OGX Frame with Cooling and Advanced Networking - Includes Power Supply and Rear Support Brackets	$3,731.26	$11,193.78
3	Analog Video Utility Distribution Amplifier with 20-Slot frame Rear Module, R2L-8705, Looping input	$478.13	$1,434.39
6	12G/6G/3G/HD/SD/MADI Distribution Amplifier 2 In / 16 Out with full rear module	$1,406.25	$8,437.50
6	12G/6G/3G/HD/SD/MADI Distribution Amplifier 2 In / 10 Out with full rear module	$1,031.25	$6,187.50
6	12G/6G/3G/HD/SD/MAD Distribution Amplifier 1 In / 4 Out	$590.63	$3,543.78
1	Ross Video SPG9000 Master Sync Generator	$21,817.50	$21,817.50
1	Ross Video XPression Studio Flex	$193,485.18	$193,485.18
1	Ross Video Raiden Creator and Data Aggregator	$67,498.13	$67,498.13
1	Ross Video Ultrix Video Router	$239,960.63	$239,960.63
1	Digital Intercom Matrix Central Station w/ Licenses	$191,834.06	$191,834.06
1	Primary Control Panel: 3Ø, 4 wire, 208Y/120Vac, 225A Main, Holds 48 controlled circuits plus 3 uncontrolled circuits. Controls up to 162 breakers. Includes LCP controller in separate enclosure	$10,994.63	$10,994.63
48	Bolt-on Motorized Breaker, Square D #ECB14020G3, 20 Amp. 65K AIR, UL/CSA Listed.	$248.70	$11,937.60

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Qty	Description	Unit Price	Ext. Price
1	Secondary Control Panel: 3Ø, 4 wire, 208Y/120Vac, 225A Main, Holds 48 controlled circuits plus 6 uncontrolled circuits	$8,369.48	$8,369.48
48	Bolt-on Motorized Breaker, Square D #ECB14020G3, 20 Amp. 65K AIR, UL/CSA Listed.	$248.70	$11,937.60
48	Lighting Dimmers	$390.63	$18,750.24
1	Wheatstone IP based audio console that has dedicated faders for eight subgroups and two masters along with 32 physical faders that can be layered for up to 64 channels. -Includes 32 channel Stagebox and support for Analog Audio, SDI Embedded Audio, MADI & AES67	$135,129.46	$135,129.46
2	Indoor Rated High Resolution 1.5 SMD LED wall	$30,373.80	$60,747.60
12	2 RU Midsize (Mini-WECO) Video Patch Panel - 2 x 32 - Normaled - Terminating	$1,632.73	$19,592.76
36	3' 3G HD-SDI Video patch cords for mini weco patch panels	$26.95	$970.20
1	High Performance KVM-over-IP Switch 16 server ports, 8 remote users, 1 local port for use at the rack	$23,990.27	$23,990.27
1	High Definition Rackmount KVM Console	$2,927.79	$2,927.79
2	48x1G PoE+ Stackable Managed Switch	$3,112.50	$6,225.00
3	24x1G PoE+ Stackable Managed Switch	$2,418.75	$7,256.25
10	10GE LR-LITE SFP+ MODULE	$321.51	$3,215.10
1	4-Channel Digital Wireless Mic System	$8,510.83	$8,510.83
3	Dual Channel Frame Synchronizer and Converter	$5,145.00	$15,435.00
10	Triple 5" 1920X1080 LCD 2RU Rack Mount Monitor	$1,528.31	$15,283.10
1	Dual 7" 3RU Rack Monitor with Waveform	$932.63	$932.63
4	4" 100W Powered Speaker	$1,181.95	$4,727.80
2	8" 230W Powered Reference Monitor	$1,048.75	$2,097.50
3	8-inch Bi-Amplified Master Reference Studio Monitor	$1,871.69	$5,615.07
2	Dual 7” 1920 x 1200 LCD 3RU Rack Mount Monitor	$935.81	$1,871.62

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Qty	Description	Unit Price	Ext. Price
4	1RU Digital Audio Rack-Mount monitor w/LCD	$891.24	$3,564.96
1	4K LED 4K Multi-Touch Display w/ USB Type-C, Includes Flat Panel Cart	$6,501.25	$6,501.25
1	Terminal Gear	$116,660.23	$116,660.23
1	Cables, Connectors & Hardware	$356,991.53	$356,991.53
1	Mounts and Micro Converters	$116,889.56	$116,889.56
1	Installation Labor and Onsite Commissioning	$879,984.64	$879,984.64
	Labor to Install		
	(2) Project Management - 1 Day		
	(2) Raiden Commissioning - 1 Day		
	(2) Raiden Training (per day)		
	Ultrix Onsite Commissioning - 1 Day		
	Carbonite Commissioning - 1 Day		
	(2) Carbonite Operations Training - 1 Day		
	(2) XPression Commissioning - 1 Day		
	(3) XPression Operational Training - 1 Day		
	(2) Streamline - On-Site Operational Training - 1 Day		
	(2) Streamline - On-Site Commissioning - 1 Day		
	Inception - On-Site Commissioning - 1 Day		
	(3) Inception - On-Site Operational Training - 1 Day		
	Ross EVO Storage Onsite Commissioning - 1 Day		
	(2) On-Site Commissioning - 1 Day		
	(2) On-Site Operational Training - 1 Day		

SubTotal	$3,193,980.20
Sales Tax	$0.00
Shipping	$0.00
Total	**$3,193,980.20**

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Please contact me if I can be of further assistance.

Please fax or send Acceptance of Proposal & PO's to purchasing@pro-ami.com

Prices Subject to change and will not be guaranteed beyond 30 days of the Quotation Date - Prices based upon Total Purchase.
Unless otherwise stated, Sales tax, shipping, and insurance costs are not included
in this proposal total. Sales tax will be invoiced according to point of delivery,
unless a valid tax exemption certificate is provided. All shipping and insurance
costs will be added to the invoice.

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I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES

2. Request approval to engage with Telco Supply through a state contract (SW1030) for the comprehensive information technology (IT) data recabling of the Langston University - Oklahoma City Campus.

   This project will entail the furnishing and installation of like kind and quality IT cabling to replace the materials damaged in the November 2024 storm which was later designated as a natural disaster by FEMA. The full estimate for equipment and labor is enclosed.

   Langston University has worked closely with OMES Risk Management to incorporate this project into the overall claim for the LU-OKC campus restoration. Mr. Heath Hodges, CIO for the Oklahoma A&M System, in conjunction with Mrs. Ayana Talley, Executive Director for Information Technology Services at Langston University, have led this effort and engagement with Telco Supply.

   The enclosed estimate has been vetted through OMES Risk Management and approved for incorporation into our overall claim. Langston University will front the full cost with the expectation of being reimbursed by our insurance provider, making the expected final out-of-pocket deductible cost $50,000.00, for the total project. The estimated cost of this expenditure is $257,333.06, and will be paid through legally available funds (Auxilary Enterprise, LU-OKC Restoration).

Telco Supply Company

PO Box 775 Sulphur, Oklahoma 73086

Date:06/11/2025
Estimate #:0611250814
State Contract# SW1030
TO:OSU Stillwater
ATTN: Daniel Miley
101 IT Bldg.
Stillwater, OK 74078
405-744-7198
dmiley@okstate.edu

Chase Honea
Sales/Design
Office 580-622-0243
Fax 580-622-8888
Cell 580-222-3207
chonea@chickasawphone.net

Banks O'Kelley
Sales/Design
Office 580-622-0244
Fax 580-622-8888
Cell 580-618-5619
bokelley@chickasawphone.net

Greg Taylor
Sales Manager
Office 580-622-0258
Fax 580-622-8888
Cell 580-221-3663
gtaylor@chickasawphone.net

Scope of Work: **OKC langston complete recable**

Install (506 total) cat6a drops to locations on map, install lightning protection on outdoor camer lines and leave OSP patch cord plughged in to protector. drops located under windows can be moved to the nearest location that is accesible. Remove basket tray in MDF and install runway over existing cabinets and around room, bond together and to bus bar. Install 2nd floor IDF closet and fiber. MDF ceiling is three layer thick drywall and wood studs above.

2025-2026
CS-Commscope Solution-ISP Pricing

ITEM #	DESCRIPTION	PART NUMBER		QUANTITY	UNIT PRICE	TOTAL
1	Cat6a cable, green, 760253625 |	2091SDB GRN C6A 4/23 U/UTP R1	FT	108000	$0.90	$97,200.00
2	Cat6a jacks, orange, commscope		EA	1012	$15.41	$15,594.92
3	Cat6a rj45		EA	25	$1.25	$31.25
4	D-rings/Jhooks		EA	420	$8.00	$3,360.00
5	2 port faceplates, ivory, commscope		EA	224	$2.25	$504.00
6	MPLS brackets		EA	200	$2.10	$420.00
7	2 port surface mount box, ivory		EA	56	$4.32	$241.92
8	48 port patch panels, commscope	760207282 | CPP-UDDM-M-2U-	EA	12	$112.98	$1,355.76
9	2u management	760072959 | HTK-19-SS-2U	EA	14	$89.82	$1,257.48
10	15" runway 10 foot long		EA	12	$189.30	$2,271.60
11	All thread supports form ceiling		EA	6	$102.00	$612.00
12	Swivel butt splice kit	10487-701	EA	4	$43.79	$175.16
13	Swivel junction splice kit	10488-701	EA	2	$43.79	$87.58
14	Runway junction splice		EA	6	$15.54	$93.24
15	Runway butt splice		EA	7	$14.85	$103.95
16	15" runway to wall bracket	11421-715	EA	8	$38.63	$309.04
17	Triangular wall brackets	11312-718	EA	8	$103.07	$824.56
18	#6 ground wire		FT	200	$1.10	$220.00
19	Misc items		EA	1	$1,897.56	$1,897.56
20	Lightning protection		EA	25	$111.25	$2,781.25
21	#10 ground wire		FT	250	$0.88	$220.00
22	Building ground lug		EA	25	$13.46	$336.50
23	Cat6a patch cords 7ft		EA	506	$14.95	$7,564.70
24	Cat6a patch cords 10ft		EA	506	$19.86	$10,049.16
25	Cat6a patch cord 14ft, OSP		EA	25	$26.84	$671.00
26	2 post rack		EA	1	$254.70	$254.70
27	Rack top plate		EA	1	$61.14	$61.14
28	8" F/R management, Commscope	760244816 | VCM-SS-96-8B	EA	4	$1,386.40	$5,545.60
29	Grounding busbar		EA	1	$200.96	$200.96
30	Runway vertical wall mount brackets		EA	4	$29.12	$116.48
31	12FSM interlock		FT	400	$1.40	$560.00
32	1u fiber patch panel		EA	2	$304.25	$608.50
33	12FSM splice cassette LC/SM		EA	2	$414.25	$828.50
34						$0.00
35						$0.00
36						$0.00
37	Over 200 cat6a pulls 1-150ft		EA	300	$171.99	$51,597.93
38	Over 200 cat6a pulls 151-300ft		EA	206	$193.85	$39,932.62
39	General labor		MHR	120	$62.71	$7,525.20
40	Installation of fiber		FT	400	$1.65	$660.00
41	Fusion splices		EA	24	$52.45	$1,258.80
42						$0.00
43						$0.00
44						$0.00
45	Pricing valid for 30 days.			**Labor & Materials:**		**$257,333.06**
46					**Tax**	Exempt
47					**TOTAL JOB COST**	**$257,333.06**
C.H.	Notes:					

J – PURCHASE REQUESTS

Grant Funds

1. Request approval to engage with Quality Fence Company, Inc., through the state contract (SW0740), for the replacement, repair, and installation of fencing systems in various agricultural areas. The complete estimate is enclosed for review and consideration.

   This project is necessary to address ongoing challenges related to animal containment, infrastructure deterioration, and access inefficiencies. The improvements will enhance perimeter security, ensure proper containment of small ruminants (such as goats and sheep), reduce future maintenance costs, and optimize operational logistics through the addition of wider access gates. Engaging with the original installer also ensures compatibility with the existing infrastructure and maintains technical continuity. Quality Fence Company, Inc. is a State Contractor and has successfully completed several similar projects for Langston University.

   Funds for this project will be provided by Land-Grant Capacity appropriations (USDA funds). All purchases will comply with the policies and procedures of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, as well as applicable statutes. The estimated cost for this expenditure is $317,165.28 and will be paid through legally available funds.

Quality Fence Co. Inc.

(2-1/2 mi. West of Walters Highway 5)
Route 2, Box 41 Walters, OK 73572
(580) 875-3726
Fax (580) 875-3066

Date: August 11, 2025

Re: Langston University

Lagoon – 6’ Chain link Fence Estimate

SW0704

Attn: JR

Scope of Work

Furnish all Materials and Labor to install 841’ of 6’ chain link with 3 strands of 4-point barbwire to include 2 – 16’ double swing gates.

Total $24,097.65

Thank you!

Mikel Spence, President
Quality Fence Co., Inc.

Quality Fence Co. Inc.

(2-1/2 mi. West of Walters Highway 5)
Route 2, Box 41 Walters, OK 73572
(580) 875-3726
Fax (580) 875-3066

Date: August 11, 2025

Re: Main Farm Estimate

Langston University

SW0704

Scope of Work (Alleyway 3 barbwire)

Furnish all Materials and Labor to replace 80’ of 3 Strands of barbwire on top of 6’ chain link fence to include 3 new barb arms.

Total $568.00

Scope of Work (Dairy Barn West 4’ Chain Link)

Furnish all Materials and Labor to replace 50’ of 4’ chain link fence to include 1 – 20’ double swing gates.

Total $1,586.00

Scope of Work (Dairy Barn North 6’ Chain Link)

Furnish all Materials and Labor to replace 42’ of 6’ chain link fence to include 2 – 4’ swing gates.

Total $4,192.00

Grand Total $6,346.00

Thank you!

Mikel Spence, President
Quality Fence Co., Inc.

Quality Fence Co. Inc.

(2-1/2 mi. West of Walters Highway 5)
Route 2, Box 41 Walters, OK 73572
(580) 875-3726
Fax (580) 875-3066

Quote good for 90 days.

Date: August 11, 2025

Re: Langston University

Old Barn East - New Fence Estimate

SW704

Scope of Work

Furnish all Materials and Labor to install 630’ of 5’ solid sheet metal fence with 2 3/8” top rail and bottom rail to include 12 - 10’ gates with welded pipe headers.

Total $115,907.36

Thank you!

Mikel Spence
President
Quality Fence Co., Inc.

Quality Fence Co. Inc.

(2-1/2 mi. West of Walters Highway 5)
Route 2, Box 41 Walters, OK 73572
(580) 875-3726
Fax (580) 875-3066

Quote good for 90 days.

Date: August 11, 2025

Re: Langston University

Old Barn West - New Fence Estimate

SW704

Scope of Work

Furnish all Materials and Labor to install 430’ of 5’ solid sheet metal fence with 2 3/8” top rail and bottom rail to include 7 - 10’ gates with welded pipe headers.

Total $96,648.20

Thank you!

Mikel Spence
President
Quality Fence Co., Inc.

Quality Fence Co. Inc.

(2-1/2 mi. West of Walters Highway 5)
Route 2, Box 41 Walters, OK 73572
(580) 875-3726
Fax (580) 875-3066

Quote good for 90 days.

Date: August 11, 2025

Re: Langston University

Q 2 - New Fence Estimate

SW704

Scope of Work

Furnish all Materials and Labor to install 529’ of 4’ goat and sheep fence with 2 strands of 4-point barbwire on top with 1 - 16’ gates.

Total $11,442.00

Thank you!

Mikel Spence
President
Quality Fence Co., Inc.

Quality Fence Co. Inc.

(2-1/2 mi. West of Walters Highway 5)
Route 2, Box 41 Walters, OK 73572
(580) 875-3726
Fax (580) 875-3066

Quote good for 90 days.

Date: August 11, 2025

Re: Langston University

Q 1 - New Fence Estimate

SW704

Scope of Work

Furnish all Materials and Labor to install 1,161’ of 4’ goat and sheep fence with 2 strands of 4-point barbwire on top with 4 - 16’ gates.

Total $15,930.00

Thank you!

Mikel Spence
President
Quality Fence Co., Inc.

Quality Fence Co. Inc.

(2-1/2 mi. West of Walters Highway 5)
Route 2, Box 41 Walters, OK 73572
(580) 875-3726
Fax (580) 875-3066

Quote good for 90 days.
Date: August 11, 2025

Re: CS & SB Pen Fence Estimate

Langston University

SW0704

Attn: JR

Scope of Work
CS Pen 6 (Repair Estimate)

Furnish all Materials and Labor to remove and replace 90’ of 4’ goat and sheep fence with 2 strands of 4-point barbwire one on top.

Total $1,745.07

SB Pens 4 – 7

Furnish all Materials and Labor to remove and replace 2,371’ of 4’ goat and sheep fence with 2 strands of 4-point barbwire one on top to include 4 – 16’ gate and 4 – 8’ gate.

Total $45,049.00

Grand Total $46,794.07

Thank you!

Mikel Spence, President
Quality Fence Co., Inc.

J – PURCHASE REQUESTS

Grant Funds

2. Request approval through Sole Source to engage Overhead Door Company of Stillwater for the replacement, repair, and installation of overhead doors in various agricultural areas.

   This project is necessary to address ongoing challenges related to animal containment, infrastructure deterioration, and access inefficiencies. Engaging with the original installer, Overhead Door Company of Stillwater, ensures compatibility with the existing infrastructure and maintains technical continuity. The use of a Sole Source procurement approach will also ensure compliance with federal grant guidelines.

   Funds for this project will be provided by Land-Grant Capacity appropriations (USDA funds). All purchases will comply with the policies and procedures of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, as well as applicable statutes. The estimated cost for this expenditure is $137,099.00 and will be paid through legally available funds.

Overhead Door Co. of Stillwater
502 E. 12th
Stillwater, Oklahoma 74074
(405) 372-6186

Estimate

DATE	ESTIMATE NO.
9/24/2025	113187

NAME / ADDRESS
Langston University P.O. Box 967 Langston, OK 73050

P.O. NO.	TERMS	PROJECT
	Due on receipt	Goat Farm, West Bldg.

QTY	DESCRIPTION	RATE	TOTAL
	West Building:		
1	12/2 x 14/1 Overhead Door Commercial Series 416 Heavy-duty, 16-ga. galvanized steel sections - Flush panel design Non-insulated Reverse angle track - Lift clearance, 82" HR Chain hoist Installed, includes removal of old door	9,304.00	9,304.00
3	12/2 x 12/1 Overhead Door Commercial Series 416 Heavy-duty, 16-ga. galvanized steel sections - Flush panel design Non-insulated Reverse angle track - Standard lift Chain hoist Installed, includes removal of old door	9,406.00	28,218.00
1	12/2 x 12/1 Overhead Door Commercial Series 416 Heavy-duty, 16-ga. galvanized steel sections - Flush panel design Non-insulated Reverse angle track - Standard lift Model RSX Operator, Drawbar, (3) Remotes Installed, includes removal of old door	10,502.00	10,502.00
10	12/2 x 12/1 Overhead Door Commercial Series 416 Heavy-duty, 16-ga. galvanized steel sections - Flush panel design Non-insulated Reverse angle track - Lift clearance, 22" HR Chain hoist Installed, includes removal of old door	7,522.00	75,220.00
	Storage Room, West Building:		
1	10/2 x 8/1 Overhead Door Commercial Series 418 Heavy-duty, 16-ga. galvanized steel sections - Flush panel design Insulated Reverse angle track - Lift clearance, 27" HR Installed, includes removal of old door	6,888.00	6,888.00
Please note that pricing is subject to change without notice.		**TOTAL**	

SIGNATURE

Overhead Door Co. of Stillwater
502 E. 12th
Stillwater, Oklahoma 74074
(405) 372-6186

Estimate

DATE	ESTIMATE NO.
9/24/2025	113187

NAME / ADDRESS
Langston University P.O. Box 967 Langston, OK 73050

P.O. NO.	TERMS	PROJECT
	Due on receipt	Goat Farm, West Bldg.

QTY	DESCRIPTION	RATE	TOTAL
1	10/2 x 8/1 Overhead Door Commercial Series 418 Heavy-duty, 16-ga. galvanized steel sections - Flush panel design Insulated Reverse angle track - Lift clearance, 52" HR Installed, includes removal of old door	6,967.00	6,967.00
		TOTAL	$137,099.00

Please note that pricing is subject to change without notice.

SIGNATURE _____

Oklahoma State University

Stillwater, Oklahoma

Agenda for the Regular Meeting of the Board of Regents for OSU and the A&M Colleges
October 24, 2025

Dear Board Members:

Subject to budgetary limitations and availability of funds, the following expenditures are submitted for Board approval with purchases to be coordinated through the Chief Procurement Officer, Oklahoma State University. We recommend the following business for your consideration and approval.

A-GENERAL INFORMATION/REPORTS REQUIRING NO ACTION BY THE BOARD

1. Remarks by President Jim Hess

B-MEMORIAL RESOLUTIONS

1. Request adoption of Memorial Resolutions for Kenneth Graham, Ulrich Karl Melcher, and Rupinder Sandhu – *(Ref. Doc. B-1)*.

C-POLICY AND OPERATIONAL PROCEDURES

1. Request approval of posthumous degree – OSU-STW *(Ref. Doc. C-1).*
2. Request approval of OSU-CHS Policy and Procedures 4-70125, Complaints of Research Misconduct – OSU-CHS *(Ref. Doc. C-2).*

D-PERSONNEL ACTIONS in compliance with Board Policies 3.01, 3.02, and 3.03

1. Request approval of personnel actions. Personnel items not requiring action by the Board are provided for informational purposes only – OSU-SYSTEM *(Ref. Doc. D-1).*
    a. 1 new appointment
    b. 2 changes in appointments
    c. 5 retirements or separations for information only

E-INSTRUCTIONAL PROGRAMS

1. Request acceptance of Academic Review Report – OSU-STW *(Ref. Doc. E-1*).
2. Summary of Planned Curricular Actions for informational purposes only – OSU-SYSTEM (*Ref. Doc. E-2).*
3. Request approval of curricular changes – OSU-SYSTEM *(Ref. Doc. E-3).*
    a. OSU-STW
        i. 3 new certificates

ii. 8 curricular modifications

b. OSUIT
   i. 2 new programs
   ii. 2 program discontinuations
   iii. 6 new certificates
   iv. 3 program modifications

c. OSU-OKC
   i. 4 new programs
   ii. 2 program discontinuations
   iii. 6 new certificates
   iv. 8 program modifications

F-BUDGETARY ACTIONS -- *None*

G-OTHER BUSINESS AND FINANCIAL MATTERS

1. Request approval of a Peace Officer action – OSU-STW *(Ref. Doc. G-1).*
2. Request approval to execute a certificate of completion and acceptance for the James Mountain Inhofe VA Medical Center – OSU-CHS *(Ref. Doc. G-2).*

H-CONTRACTUAL AGREEMENTS (other than construction and renovation)

1. Request approval to execute a contract to receive restricted funding from the State of Oklahoma to support projects at OSU Veterinary Medicine – OSU-STW *(Ref. Doc. H-1).*
2. Request approval of Police Service Memorandums of Understanding between OSU, Payne County Sheriff's Office, Stillwater Police Department, and Noble County Sheriff's Office – OSU-STW *(Ref. Doc. H-2).*

I-NEW CONSTRUCTION OR RENOVATION OF FACILITIES

1. Request approval to proceed with an on-call construction management firm to replace the vet cooler and railing system in the Oklahoma Animal Disease Diagnostic Laboratory – OSU-STW *(Ref. Doc. I-1).*

J-PURCHASE REQUESTS

1. Request approval of four purchasing items – OSU-STW *(Ref. Doc. J-1).*

K-STUDENT SERVICES/ACTIVITIES -- *None*

L-NEW BUSINESS UNFORESEEN AT TIME AGENDA WAS POSTED -- *None*

M-OTHER INFORMATIONAL MATTERS NOT REQUIRING ACTION OF THE BOARD -- *None*

KENNETH E. GRAHAM

Kenneth E. Graham was born on January 5, 1941, in Oklahoma City, Oklahoma. He received his B.S. degree in Zoology and M.S. in Natural Science from Oklahoma State University in 1966. After graduation, he served from 1966 to 1969 in the U.S. Marines as an Infantry Platoon Commander in South Vietnam. After his military service, he obtained his teaching certificate and then taught science and math at the Tulsa Public Schools' Project 12, which served high school dropouts, from 1971 to 1976.

In 1979, Kenneth received his Doctor of Osteopathy from Oklahoma State University College of Osteopathic Medicine (OSU-COM), Tulsa, and the following year completed his internship at Hillcrest Osteopathic Hospital in Oklahoma City.

Dr. Graham dedicated his life to teaching Osteopathic Principles and Manipulative Medicine. For 24 years, he served on the faculty at Oklahoma State University College of Medicine (OSU-COM), in addition to leading the Department of Osteopathic Principles and Practices for many years. Furthermore, he spent a decade as Director of Osteopathic Manipulative Medicine at Oklahoma State University Medical Center, overseeing the inpatient hospital service in this specialty.

Dr. Graham authored the influential Osteopathic Manipulative Medicine Guidelines for the Hospitalized Patient and dedicated much of his career to caring for those with traumatic brain injuries. He began an Osteopathic Manipulative Medicine practice with the Veterans Administration (VA) in 2013, treating veterans with mTBI and PTSD, and later opened a private practice focused on athletes with head injuries. A gifted instructor, he shared his expertise in osteopathy in the cranial field across the U.S., Europe, and Japan. He served on the board of the Sutherland Cranial Teaching Education Foundation. His many contributions were recognized with honors, including the A.T. Still Award of Excellence (2006) and his appointment as a Fellow of the Osteopathic Cranial Academy.

Dr. Kenneth Graham retired from full-time teaching at OSU-COM on December 31, 2010. He continued to teach part-time at OSU-COM until 2015. He retired in 2022.

Dr. Kenneth E. Graham passed away on July 18, 2025, at the age of 84.

Ulrich Karl Melcher

Ulrich Karl Melcher was born in London, UK, on July 7, 1945. His family immigrated to the United States in 1951. He grew up in Queens, New York, and graduated from Staples High School in Westport, Connecticut. He went on to earn a B.S. in Biochemistry from the University of Chicago and a Ph.D. in Biochemistry. His postdoctoral training took him abroad and across the U.S., first as a NATO Postdoctoral Fellow at the University of Aarhus in Denmark, and then as an NIH Postdoctoral Fellow at both New York University Medical School and the University of Texas Southwestern Medical School.

Dr. Melcher began his faculty career as an Assistant Professor in the Department of Microbiology at UT Southwestern Medical School. In 1989, he joined the Department of Biochemistry at Oklahoma State University (OSU), where he would spend the remainder of his career. Rising through the academic ranks, he was ultimately honored as a Regents Professor, the highest faculty distinction at OSU.

During his tenure at OSU, Dr. Melcher took a Fulbright-supported sabbatical at the Laboratory of Plant Virology at the Institute of Cellular and Molecular Biology in Strasbourg, France. He served as president of OSU's Sigma Xi chapter and received its Chapter Lectureship Award.

Dr. Melcher's scientific reputation extended well beyond OSU. He was named a Fellow of both the American Phytopathological Society and the Victoria Agricultural Biotechnology Consortium. He was also selected as the Matthews Memorial Distinguished Lecturer at the Australasian Plant Virology Workshop. His service to the American Phytopathological Society included roles as associate editor of *Phytopathology*, organizer of Virus Evolution Symposia, and member of the Microbial Forensics Interest Group.

Within OSU's Department of Biochemistry and Molecular Biology, Dr. Melcher was a pillar of leadership and service. He authored the department's first "Retention, Promotion, and Tenure" document, which has guided faculty advancement ever since. As Director of the Recombinant DNA/Protein Resource Facility, he provided vital research support across the life sciences. He also played a key role in establishing the OSU Institute for Biosecurity and Microbial Forensics. Beyond the department, he served as president and treasurer of OSU's chapter of the American Association of University Professors and held leadership roles in the Oklahoma Academy of Science.

Throughout his career at OSU, Dr. Melcher made significant contributions to viral evolution, biodiversity, microbial forensics, and plant-pathogen interactions. He secured over $6 million in research funding and published more than 150 scientific papers, which have been cited over 6,000 times. He mentored 9 postdoctoral fellows, 20 Ph.D. students, 11 master's students, and 43 undergraduate researchers—many of whom went on to distinguished careers. He also guided 18 technical staff and student workers.

Ulrich Karl Melcher passed away on July 13, 2025, at the age of 80.

RUPINDER K. SANDHU

Rupinder “Roop” K. Sandhu was born on December 31, 1932, in what was then Lahore, India. Her college education began at Panjab University, where she earned a Bachelor of Arts in 1969 and then a Master of Library Science from the University of Western Ontario in 1971.

Roop joined the OSU library faculty in April 1973 as an Assistant Professor and served until her retirement on May 1, 1999. Over her 25 years at OSU, she worked through one of the most significant technological transformations in library history. She began creating catalog cards by hand, then adapted as libraries moved to machine-readable cataloging records and eventually to fully online systems. Throughout this shift, Roop cataloged journal titles and serials, learning new technology while maintaining the precision her work required.

She approached her work with flexibility and care, becoming a trusted resource for librarians and users who needed help with bibliographic and holdings information. By her retirement as Senior Cataloger, Roop had worked steadily through years of substantial change in the profession. Her department head, Co-ming Chan, described Roop as personable, sincere, and friendly. She built strong relationships with faculty and staff throughout the library and beyond.

After retirement, she and her husband, Dr. Harjit Sandhu, a 30-year member of the OSU Sociology department, moved to an area near the San Francisco Bay.

Rupinder Sandhu passed away on August 4, 2025, at the age of 92.

OFFICE OF THE
PROVOST

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September 30, 2025

MEMORANDUM

TO: Dr. Jim Hess
President

FROM: Jeanette M. Mendez
Provost and Senior Vice President

SUBJECT: *Request to Award Posthumous Degree*

Dr. Melinda Cro, Dean, College of Arts and Sciences, request that Cory Coburn, be granted a posthumous Bachelor of Arts in history degree from Oklahoma State University to be awarded in December 2025. Dr. Cro shared that Cory was expected to graduate in December 2025 and was in good academic standing.

This posthumous degree request is supported by the Dean, Melinda Cro. As such, this request is in accordance with the OSRHE Policy 3.14.6, *Posthumous Degrees*, as well as OSU's Policy and Procedure Letter 2-0114, *Awarding Posthumous Degrees*, which allows the institution to confer a posthumous degree to recognize a student who has "completed the majority of the degree requirements" and was "currently enrolled in good academic standing."

Upon review of the above-mentioned policies and supporting documentation from Dr. Cro, I concur with this recommendation and request your concurrence to include a request to grant this posthumous degree as part of the OSU agenda for the October 24th meeting of the OSU/A&M Board of Regents. Thank you for your consideration.

COLLEGE OF
ARTS AND SCIENCES

Office of the Dean
201 Life Sciences East
Stillwater, OK 74078-3015
T | (405) 744-5663
cas.okstate.edu

October 24, 2025

Memorandum

Date: September 30, 2025

From: Dean Melinda Cro

Re: Posthumous Degree Request

To: Provost Mendez

The College of Arts and Sciences requests the awarding of a posthumous degree for Cory Coburn (A10034580).

Cory passed away on August 6, 2025, after an extended illness, hospitalization, and coma. He was anticipated to graduate in December 2025 with his BA in History at the age of 42.

Cory was an OSU Tulsa student. He had earned 174 total credit hours, including 45 at OSU. He was in good academic standing, with a 2.925 overall GPA and a 3.6 institutional GPA.

At the time of his illness and death, Cory was enrolled in 9 hours of summer courses and needed 9 additional hours this fall to graduate in December 2025.

His family has requested a posthumous degree, so that his children may recognize his accomplishment.

ONE-PAGE SUMMARY OF CHANGES FOR POLICY# 4-70125

Name of Policy: Complaints of Research Misconduct

Submitted by: Dawn Underwood, PhD, MBA **Phone #:** 918-561-1400
Vice President for Research
Department: OSU-CHS Office of Research and Sponsored Programs
Date: September 24, 2025

Significant Changes Made:
These revisions are necessary to align OSU-CHS policy with updated federal regulations taking effect on **January 1, 2026**. These changes include:

1. **Enhanced Reporting Requirements**: Clarified the content required in both the Initial Inquiry and Formal Investigation reports.
2. **Timeframes Extended: Formal Investigations now allowed up to 180 days; Initial Inquiries up to 90 days.**
3. **Defined Key Terms**: Added definitions for terms such as *intentionally* and *research record*.
4. **Refined Plagiarism Definition**: Clarified that plagiarism does **not** include authorship or credit disputes.
5. **Six-Year Rule Exceptions:** Added conditions under which older allegations may still be investigated.
6. **Expanded "Need to Know" Scope**: Included examples such as journal editors and publishers.
7. **Record Retention Clarifications**: Addressed issues related to respondent record retention.
8. **Access to Interview Transcripts**: Specified that respondents must be provided access to **all** transcripts.
9. **Research Record Sequestration**: Clarified that copies of research records may be sequestered.
10. **University vs. ORI Decisions**: Emphasized that university determinations are **independent** of ORI findings.
11. **Multi-Respondent/Institution Protocols**: Added procedures for cases involving multiple respondents or institutions.
12. **Appeals Process**: Defined grounds and procedures for appealing findings or actions.
13. **Sponsor Communication:** Specified what must be reported to research sponsors.
14. **Reputation & Retaliation Protections:** Strengthened protections for complainants, witnesses, and respondents.

Justification:
These updates are mandated by federal regulation 42 C.F.R. Part 93, which governs institutions receiving Public Health Service (PHS) support for biomedical or behavioral research. Specifically:

- Institutions must maintain written policies that comply with the Public Health Service Policies on Research Misconduct.

- The Office of Research Integrity (ORI) issued a new *Final Rule* in September 2024, requiring compliance by January 1, 2026.

Those Involved in These Changes (please list all councils/committee to which this policy was submitted):

This policy has been or will be reviewed by the following bodies:

- OSU-CHS Policy Committee (September 19, 2025)
- OSU-CHS Executive Leadership Team (September 22, 2025)
- Board of Regents (planned review Oct 2025)

Has this policy been revised to include the OSU-System?

This policy applies **only** to OSU-CHS, and is separate from the policy that applies to OSU Stillwater, OSU Tulsa, OSU IT, and OSU OKC.

Does this policy need Board approval? If there is any question about this, please check with Legal Counsel.

Yes

Do any other policies need to be updated to reference this policy?

No

Plans to communicate this policy or changes when policy is approved:

Once approved, we will communicate the revised policy and its associated changes to the academic community via the deans, research committee, and the campus-wide newsletter

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PURPOSE:

~~The integrity of the University and its academic endeavors require that faculty, researchers, staff, students, and other members of its community be dedicated to maintaining the highest ethical standards in their professional activities. In recognition of this need,~~ Oklahoma State University Center for Health Sciences (OSU~~-~~ CHS) is committed to upholding the highest standards of scientific rigor in research. OSU-CHS is committed~~has developed the following policy~~ to fostering an environment that promotes research integrity and the responsible conduct of research, discourages research misconduct, and deals promptly with ~~respond to~~ allegations or Evidence of possible research misconduct.

All faculty, staff, and students are expected to conduct research with honesty, rigor, and transparency. Each individual is responsible for contributing to an organizational culture that establishes, maintains, and promotes research integrity and the responsible conduct of research.

OSU-CHS strives to reduce the risk~~inform members~~ of research misconduct, support all good-faith efforts to report suspected misconduct, promptly and thoroughly address all allegations~~the community~~ of research misconduct, and seeks to rectify the scientific record and/or restore researchers' reputations, as appropriate.

Research misconduct is contrary ~~channels for bringing such matters~~ to the interests of OSU-CHS, the health and safety of the public, the integrity of research, and the conservation of public funds. Both the University and its Institutional Members have an affirmative duty to protect those funds from misuse by ensuring the integrity of all research conducted on behalf~~attention~~ of the University.

OSU-CHS will establish and maintain these policies and procedures, inform all Institutional Members about these policies and procedures, and make these policies and procedures publicly available. OSU-CHS is committed to following these policies and procedures when responding to allegations of research misconduct.

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POLICY:

All Institutional Members~~institutional members~~ will report observed, suspected, or apparent Research Misconduct~~research misconduct~~ to the Research Integrity Officer (RIO) appointed by the Vice President for Research. Allegations may be presented by any means of communication (written or oral) directly to the RIO or via the OSU/A&M EthicsPoint system. If an individual is unsure whether a suspected incident falls within the definition of Research Misconduct~~research misconduct~~, he/she may meet with or contact the RIO to discuss the suspected Research Misconduct~~research misconduct~~ informally, which may include discussing it anonymously and/or hypothetically. If the circumstances described by the individual do not meet the definition of Research Misconduct~~research misconduct~~, the RIO will refer the individual or Allegation~~allegation~~ to other offices or officials with responsibility for resolving the issue~~problem~~.

This policy applies to all Institutional Members at OSU-CHS. It also applies to former Institutional Members who were employed, an agent of, or were affiliated by contract or agreement with the Institution at the time of the alleged Research Misconduct.

~~This policy applies to all students, tenure-track and non- tenure track faculty as outlined in Section 1.5 Appointment for Non-Tenure-Track Faculty in the *OSU-CHS Reappointment, Promotion, and Tenure Guidelines*, and administrative, professional and classified staff at OSU CHS.~~

This statement of policy and procedures is intended to carry out OSU-CHS's~~this institution's~~ responsibilities to address Allegations of Research Misconduct. It ensures compliance with relevant federal agency regulations and policies, including those from the United States ~~under the~~ Public Health Service (“~~(~~PHS”), United States National Science Foundation (“NSF”), and United States Department of Energy (“DOE”).

Allegations of~~) Policies on~~ Research Misconduct reported more than six years after the alleged~~, 42 CFR Part 93. This document applies to allegations of research~~ misconduct occurred will not be addressed through this policy unless the RIO determines there are special circumstances which warrant otherwise. The six-year limit does not apply in the following instances:

Commented [NA1]: should we list the following reasons why we would waive this timeframe?
a. Exceptions to the Six-Year Limitation: The six-year limit does not apply in the following instances: (1) Subsequent Use Exception. The Respondent continues or renews any incident of alleged research misconduct that occurred before the six-year limitation through the use of, republication of, or citation to the portion(s) of the research record (e.g., processed data, journal articles, funding proposal, data repositories) alleged to have been fabricated, falsified, or plagiarized for the potential benefit of the Respondent. When the Respondent uses, republishes, or cites to the portion(s) of the research record that is alleged to have been fabricated, falsified, or plagiarized, in submitted or published manuscripts, submitted grant applications, progress reports submitted to research sponsors, posters, presentations, or other research records within six years of when the allegations were received by the institution, this exception applies. For research misconduct that *appears* subject to the subsequent use exception, the institution will document the determination that the subsequent use exception does not apply. (2) Exception for the Health or Safety of the Public: If the institution, following consultation with a research sponsor (if applicable), determines that the alleged research misconduct, if it occurred, would possibly have a substantial adverse effect on the health or safety of the public, this exception applies; (3) if an applicable research sponsor, law, or regulation requires research misconduct proceedings be initiated for research misconduct occurring (and/or alleged to have occurred) longer than six years from the date the institution receives an allegation of research misconduct

Commented [HA2R1]: yes, agreed

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(1) Subsequent Use Exception. The Respondent continues or renews any incident of alleged Research Misconduct that occurred before the six-year limitation through the use of, republication of, or citation to the portion(s) of the Research Record (e.g., processed data, journal articles, funding proposal, data repositories) alleged to have been fabricated, falsified, or plagiarized for the potential benefit of the Respondent. When the Respondent uses, republishes, or cites to the portion(s) of the Research Record that is alleged to have been Fabricated, Falsified, or Plagiarized, in submitted or published manuscripts, submitted grant applications, progress reports submitted to Research Sponsors, posters, presentations, or other Research Records within six years of when the Allegations were received by the Institution, this exception applies. For Research Misconduct that *appears* subject to the subsequent use exception, the Institution will document the determination that the subsequent use exception does not apply.

(2) Exception for the Health or Safety of the Public: If the Institution, following consultation with a Research Sponsor (if applicable), determines that the alleged Research Misconduct, if it occurred, would possibly have a substantial adverse effect on the health or safety of the public, this exception applies;

(3) if an applicable Research Sponsor, law, or regulation requires Research Misconduct proceedings be initiated for Research Misconduct occurring (and/or alleged to have occurred) longer than six years from the date the Institution receives an Allegation of Research Misconduct.

This policy applies to all Research, whether federally funded or not, though reporting to federal agencies is not necessary for non-federally funded Research. This policy encompasses Allegations of Research Misconduct (Fabrication, Falsification, or Plagiarism~~(fabrication, falsification, or plagiarism~~ in proposing, performing, or reviewing Research~~research~~, or in reporting Research~~research~~ results~~).) involving:~~

- ~~A person who, at the time of the alleged research misconduct, was employed by, was an agent of, or was affiliated by contract or agreement with this institution; AND~~
- ~~(1) PHS support biomedical or behavioral research, research training or activities related to that research or research training, such as the operation of tissue and data banks and the dissemination of research information, (2)~~

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~~applications or proposals for PHS support for biomedical or behavioral research, research training or activities related to that research or research training, or (3) plagiarism of research records produced in the course of PHS supported research, research training or activities related to that research or research training. This includes any research proposed, performed, reviewed, or reported, or any research record generated from that research, regardless of whether an application or proposal for PHS funds resulted in a grant, contract, cooperative agreement, or other form of PHS support.~~

This statement of policy and procedures does not apply to authorship or collaboration disputes.

OSU-CHS policies may not conflict with state and federal laws. The procedures outlined in this policy may be adjusted as necessary to comply with current federal regulations, State of Oklahoma laws, and applicable Research Sponsor requirements.

Commented [NA3]: I think we should define sponsor since we are making this policy applicable to all sponsors, not just federal sponsors.

Commented [HA4R3]: added to the definitions list

DEFINITIONS:

"Accepted practices of the relevant Research community" means those practices established by commonly accepted professional codes or norms within the overarching community of researchers.

"Allegation" is a disclosure of possible Research Misconduct through any means of communication and brought directly to the attention of an Institutional official or a Research Sponsor.

"Assessment" means a consideration by the RIO of whether an Allegation of Research Misconduct appears to fall within the definition of Research Misconduct and is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified. The Assessment~~applies~~ only involves the review of readily accessible information relevant to the Allegation.~~to allegations of research misconduct that occurred within six years of the date the institution or PHS received the allegation, subject to the~~

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~~subsequent use, health or safety of the public, and grandfather exceptions in 42 CFR 93.105(b).~~

~~DEFINITION:~~

"Complainant" means the person or entity~~persons~~ making Allegations~~allegations~~ of Research Misconduct~~research misconduct~~. The Complainant is responsible for making Allegations~~allegations~~ in Good Faith~~good faith~~, maintaining confidentiality, and cooperating with the Inquiry~~inquiry~~ and Investigation~~investigation~~.

"Day" means calendar day unless otherwise specified. If a policy deadline falls on a Saturday, Sunday, or OSU-CHS holiday or other closure (e.g., closure for inclement weather), the deadline will be extended to the next day that is not a Saturday, Sunday, or OSU closure unless the deadline is set by applicable law or regulation.

"Deciding Official (DO)" means the Institutional~~institutional~~ official who makes final determinations on Allegations of Research Misconduct~~allegations of research misconduct~~ and any Institutional~~institutional~~ administrative actions. The Vice President for Research~~Provost~~ will normally act as the DO or may appoint a DO. This person will not be the same individual as the RIO~~Research Integrity Officer~~ and should have no direct prior involvement in the Institution's Inquiry, Investigation~~institution's inquiry, investigation~~, or Allegation Assessment.~~allegation assessment.~~ A DO's appointment of an individual to assess Allegations~~allegations~~ of Research Misconduct~~research misconduct~~, or to serve on an Inquiry~~inquiry~~ or Investigation~~investigation~~ committee, is not considered to be direct prior involvement.

"Evidence" means anything offered or obtained during a Research Misconduct Proceeding that tends to prove or disprove the existence of an alleged fact. Evidence includes documents, whether in hard copy or electronic form, information, tangible items, and testimony.

"Fabrication" means making up data or results and recording or reporting them.

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“Falsification” means manipulating Research~~research~~ materials, equipment or processes, or changing or omitting data or results such that the Research~~research~~ is not accurately represented in the Research Record~~research record~~.

"Formal Investigation" or “Investigation” means the formal examination and evaluation of all relevant facts to determine if Research Misconduct~~scientific misconduct~~ has occurred.

“Good Faith” as applied to a Complainant or witness means having a belief in the truth of one’s Allegation or testimony based on the information known to the Complainant or witness at the time. An Allegation of or cooperation with a Research Misconduct Proceeding is not in Good Faith if made with knowledge of or Reckless disregard for information that would negate the Allegation or testimony. Good Faith as applied to an Institutional or committee member means cooperating with the Research Misconduct Proceeding by impartially carrying out the duties assigned for the purpose of helping the Institution meet its responsibilities under this policy and applicable law. An Institutional or committee member does not act in Good Faith if their acts or omissions during the Research Misconduct Proceedings are dishonest or influenced by personal, professional, or financial conflicts of interest with those involved in the Research Misconduct Proceeding.

"Initial Inquiry" or “Inquiry” means preliminary information gathering and preliminary~~initial~~ fact-finding to determine whether an Allegation~~allegation~~ or apparent instance of Research Misconduct~~scientific misconduct~~ warrants a Formal Investigation.

“Institution” means Oklahoma State University Center for Health Sciences (OSU-CHS).

“Institutional Member” means an individual (or individuals) who is employed by, is an agent of, or is affiliated by contract or agreement with OSU-CHS or its governing Board of Regents. Institutional Members may include, but are not limited to, officials, tenured and non-tenured faculty, teaching and support staff, researchers, research coordinators, graduate research assistants, and employees or agents of contractors, subcontractors, or sub-awardees.

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"Institutional Record" comprises: (a) The records that the Institution compiled or generated during the Research Misconduct Proceeding, except records the Institution did not consider or rely on. These records include but are not limited to (1) documentation of the Assessment (2) if an Inquiry is conducted, the Inquiry report and all records (other than drafts of the report) considered or relied on during the Inquiry, including, but not limited to, Research Records and the transcripts of any transcribed interviews conducted during the Inquiry, information the Respondent provided to the Institution, and the documentation of any decision not to investigate; (3) if an Investigation is conducted, the Investigation report and all records (other than drafts of the report) considered or relied on during the Investigation, including, but not limited to, Research Records, the transcripts of each interview conducted, and information the Respondent provided to the Institution; (4) decision(s) by the DO, such as the written decision from the DO; (5) the complete record of any Institutional appeal; (b) a single index listing all the Research Records and Evidence that the Institution compiled during the Research Misconduct Proceeding, except records the Institution did not consider or rely on; and (c) a general description of the Records that were sequestered but not considered or relied on.

"Intentionally" means to act with the aim of carrying out the act. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Knowingly" means to act with awareness of the act. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Plagiarism" means the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Plagiarism includes the unattributed verbatim or nearly verbatim copying of sentences and paragraphs from another's work that materially misleads the reader regarding the contributions of the author. It does not include the limited use of identical or nearly identical phrases that describe a commonly used methodology. Plagiarism does not include self-plagiarism, authorship disputes, or credit disputes, including without limitation, disputes among collaborators who participated jointly in the development or conduct of a Research project. Self-plagiarism and authorship disputes do not meet the definition of Research Misconduct, and such matters shall be referred to the Office of the Provost for review and action.

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"Preponderance of the Evidence" means proof by Evidence that, compared with Evidence opposing it, leads to the conclusion that that fact at issue is more likely true than not. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Recklessly" means to propose, perform, or review Research, or report Research results, with indifference to known risk of Fabrication, Falsification, or Plagiarism. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Research" is defined as all basic, applied, and demonstration Research in all fields of science, engineering, and mathematics. This includes, but is not limited to, Research in economics, education, linguistics, medicine, psychology, social sciences, statistics, and Research involving human subjects or animals. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Research Integrity Officer (RIO)" means the Institutional~~institutional~~ official responsible for: (1) assessing Allegations of Research Misconduct~~allegations of research misconduct~~ to determine if they fall within the definition of Research Misconduct, ~~research misconduct, are covered by 42 CFR Part 93,~~and warrant an Inquiry~~inquiry~~ on the basis that the Allegation~~allegation~~ is sufficiently credible and specific so that potential Evidence~~evidence~~ of Research Misconduct~~research misconduct~~ may be identified; (2) overseeing Initial Inquiries~~initial inquiries~~ and Formal Investigations; and (3) carrying out the other responsibilities described in this policy.

"Research Misconduct" means Fabrication, Falsification, Plagiarism~~fabrication, falsification, plagiarism~~, or other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, performing~~conducting~~, or reviewing Research, or in reporting Research results.~~research.~~ It does not include honest error or differences in opinion. It also does not include misconduct that would be deemed illegal outside of the Research context (e.g., misappropriation of funds, discrimination based on a protected class, assault, etc.); Allegations of those types of

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misconduct should be reported and addressed via the relevant authorities (e.g., law enforcement, Office of Equal Opportunity, etc.).

"Research Misconduct Proceeding" means any actions related to alleged Research Misconduct taken under this policy, including Allegation Assessments, Initial Inquiries, Formal Investigations, and appeals.

"Research records" means any data or results which embody the facts resulting from scholarly inquiry. A Research Record may include, but is not limited to, the following:

- Abstracts
- Animal facility records
- Biological materials
- Clinical research records
- Computer files and printouts
- Consent forms
- Correspondence
- Email and online content
- Equipment use logs
- Grant or contract applications (funded or unfunded)
- Grant or contract progress and other reports
- Human and animal subject protocols
- Laboratory notebooks and records
- Laboratory procurement records
- Lab meeting reports
- Manuscripts
- Manuscripts and publications
- Medical charts
- Photographs
- Raw data
- Research proposals
- Slides
- Study records
- Theses or dissertations

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- Videos
- X-ray film

"Research Sponsor" is any entity - federal, state, local, private, corporate, foundation, or other - that provides financial or material support for Research activities. Research Sponsors may set specific requirements for the conduct, reporting, and oversight of Research, and must be notified in cases of confirmed Research Misconduct involving their funded projects.

"Respondent" means the individual against whom an Allegation of Research Misconduct is directed or who is the subject of a Research Misconduct Proceeding.

"Retaliation" means an adverse action taken against a Complainant, witness, or committee member by an Institution or one of its members in response to (a) a Good Faith Allegation of Research Misconduct or (b) Good Faith cooperation with a Research Misconduct Proceeding.

ROLES, RIGHTS, AND RESPONSIBILITIES

Institution

OSU-CHS's General Responsibilities

To the extent possible, OSU-CHS will limit disclosure of the identity of Respondents, Complainants, and witnesses while conducting the Research Misconduct Proceedings to those who need to know, inform all Institutional Members about these policies and procedures, and make these policies and procedures publicly available. This limitation on disclosure no longer applies once the Institution has made a final determination of Research Misconduct findings. The Institution will respond to each Allegation of Research Misconduct in a thorough, competent, objective, and fair manner. The Institution will take all reasonable and practical steps to ensure the cooperation of Respondents and other Institutional Members with Research Misconduct Proceedings, including, but not limited to, their providing information, Research Records, and other Evidence. The Institution agrees to cooperate with Research Sponsors during any Research Misconduct

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Proceeding or compliance review, including addressing deficiencies or additional Allegations in the Institutional Record if directed by the Research Sponsor and to assist in administering and enforcing any Research Sponsor's administrative actions imposed on Institutional Members. The Institution may also take steps to manage published data or acknowledge that data may be unreliable.

OSU-CHS's Responsibilities During and After a Research Misconduct Proceeding

Except as may otherwise be prescribed by applicable law, OSU-CHS will maintain confidentiality for any records or Evidence from which Research subjects might be identified and will limit disclosure to those who need to know to carry out a Research Misconduct Proceeding. Before or at the time of notifying the Respondent of the Allegation(s) and whenever additional items become known or relevant, OSU-CHS will promptly take all reasonable and practical steps to obtain all Research Records and other Evidence and sequester them securely. OSU-CHS will ensure that the Institutional Record contains all required elements, i.e., Research Records that were compiled and considered during the proceedings, Assessment documentation, and Inquiry and/or Investigation reports. Upon completion of the Inquiry, the Institution will provide the Research Sponsor with the complete Inquiry report and add it to the Institutional Record. OSU-CHS will maintain the Institutional Record and all sequestered Research Records and other Evidence in a secure manner for seven years after completion of the Institutional proceeding. If applicable laws, regulations, or Research Sponsor requirements specify a longer retention period, OSU-CHS will comply accordingly.

OSU-CHS will provide information related to the alleged Research Misconduct and Proceedings to the Research Sponsor upon request and transfer custody or provide copies of the Institutional Record or any component of it and any sequestered Evidence to the Research Sponsor, regardless of whether the Evidence is included in the Institutional Record. Additionally, the Institution will promptly notify the Research Sponsor of any special circumstances that may arise.

Disclosure of the identity of Respondents, Complainants, and witnesses while the Institution is conducting the Research Misconduct Proceedings is limited to those who need to know, which OSU-CHS will determine consistent with a thorough, competent,

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objective, and fair Research Misconduct Proceeding, and as allowed by law. Those who need to know may include Institutional review boards, journals, editors, publishers, co-authors, and collaborating Institutions.

OSU-CHS's Responsibilities to the Complainant(s)

OSU-CHS will provide confidentiality for all Complainants in a Research Misconduct Proceeding. OSU-CHS will also take precautions to ensure that individuals responsible for carrying out any part of the Research Misconduct Proceeding do not have potential, perceived, or actual personal, professional, or financial conflicts of interest with the Complainant(s). OSU-CHS will take all reasonable and practical steps to protect the positions and reputations of Complainants and to protect these individuals from Retaliation by Respondents and/or other Institutional Members. If OSU-CHS chooses to notify one Complainant of the Inquiry results in a case, all Complainants will be notified by the Institution, to the extent possible.

OSU-CHS's Responsibilities to the Respondent(s)

As with Complainants, OSU-CHS will provide confidentiality to all Respondents in Research Misconduct Proceedings. OSU-CHS will make a good-faith effort to notify the Respondent(s) in writing of the Allegations being made against them. The Institution will take precautions to ensure that individuals responsible for carrying out any part of the Research Misconduct Proceeding do not have unresolved personal, professional, or financial conflicts of interest with the Respondent. OSU-CHS is responsible for giving the Respondent(s) copies of or supervised access to the sequestered Research Records. OSU-CHS will notify the Respondent whether the Inquiry found that an Investigation is warranted, provide the Respondent an opportunity to review and comment on the Inquiry report, and attach their comments to the Inquiry report. If an Investigation is commenced, OSU-CHS must notify the Respondent, give written notice of any additional Allegations raised against them not previously addressed by the Inquiry report, and allow the Respondent(s) an opportunity to review the witness transcripts. The Institution will give the Respondent(s) an opportunity to read and comment on the draft Investigation report and any information or Allegations added to the Institutional Record. OSU-CHS will give due consideration to admissible, credible Evidence of honest error or difference of opinion presented by the Respondent.

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OSU-CHS will bear the burden of proof, by a Preponderance of the Evidence, for making a finding of Research Misconduct. OSU-CHS will make all reasonable, practical efforts, if requested and as appropriate, to protect or restore the reputation of Respondents against whom no finding of Research Misconduct is made.

OSU-CHS's Responsibilities to Committee Members

OSU-CHS will ensure that a committee or person acting on the Institution's behalf conducts Research Misconduct Proceedings in compliance with the relevant regulations and this Policy. OSU-CHS will take all reasonable and practical steps to protect the positions and reputations of good-faith committee members and to protect these individuals from Retaliation.

OSU-CHS's Responsibilities to the Witness[es]

OSU-CHS will provide confidentiality for all witnesses. OSU-CHS will take precautions to ensure that individuals responsible for carrying out any part of the proceedings do not have unresolved personal, professional, or financial conflicts of interest with the witnesses. OSU-CHS will also take all reasonable and practical steps to protect the positions and reputations of witnesses and to protect these individuals from Retaliation.

Research Integrity Officer

The Research Integrity Officer (RIO) is the Institutional official responsible for administering OSU-CHS's written policies and procedures for addressing Allegations of Research Misconduct. The same individual will not serve as both the DO and the RIO. OSU-CHS may choose to have the RIO or another designated Institutional official conduct the Inquiry in lieu of a committee, and, if needed, this individual may utilize one or more subject matter experts to assist them in the Inquiry.

Upon receiving an Allegation of Research Misconduct, the RIO will promptly assess the Allegation to determine whether the Allegation (a) is within the definition of Research Misconduct, (b) is within the applicability criteria of the relevant regulation, and (c) is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified. If the RIO determines that the requirements for an Inquiry are met, they shall

document the Assessment, promptly sequester all Research Records and other Evidence, and promptly initiate the Inquiry. If the RIO determines that requirements for an Inquiry are not met, they will keep sufficiently detailed documentation of the Assessment to permit a later review by the Research Sponsor of the reasons why OSU-CHS did not conduct an Inquiry. OSU-CHS will keep this documentation and related records in a secure manner for seven years, or other time period as required, and provide them to the Research Sponsor upon request.

Complainant
The Complainant is the person who in Good Faith makes an Allegation of Research Misconduct. The Complainant brings Research Misconduct Allegations directly to the attention of an Institutional official through any means of communication. The Complainant will make Allegations in Good Faith, as having a reasonable belief in the truth of one's Allegation or testimony, based on the information known to the Complainant at the time.

Respondent
The Respondent is the individual against whom an Allegation of Research Misconduct is directed or who is the subject of a Research Misconduct Proceeding. The Respondent has the burden of raising and proving, by a Preponderance of Evidence, any applicable affirmative defenses. The Respondent's destruction of Research Records documenting the questioned Research is Evidence of Research Misconduct where a Preponderance of Evidence establishes that the Respondent Intentionally or Knowingly destroyed records after being informed of the Research Misconduct Allegations. The Respondent's failure to provide Research Records documenting the questioned Research is Evidence of Research Misconduct where the Respondent claims to possess the records but refuses to provide them upon request.

The Respondent will not be present during the witnesses' interviews but will be provided a transcript of the interview after it takes place. The Respondent will have opportunities to (a) view and comment on the Inquiry report, (b) view and comment on the Investigation report, and (c) submit any comments on the draft Investigation report to OSU-CHS within 30 Days of receiving it.

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If admitting to Research Misconduct, the Respondent will sign a written statement specifying the affected Research Records and confirming the misconduct was Falsification, Fabrication, and/or Plagiarism; ~~or persons (faculty, staff or students) who are alleged to have~~ committed Intentionally, Knowingly, or Recklessly; and a significant departure from Accepted Practices of the relevant Research community.

Committee Members

Committee members are experts who act in Good Faith to cooperate with the Research Misconduct Proceedings by impartially carrying out their assigned duties for the purpose of helping OSU-CHS meet its responsibilities. Committee members will have relevant scientific expertise and be free of real or perceived conflicts of interest with any of the parties involved.~~misconduct.~~

Committee members, or anyone acting on behalf of OSU-CHS, will conduct Research Misconduct Proceedings consistent with the relevant regulations and this Policy. They will keep the identities of Respondents, Complainants, and witnesses confidential, as appropriate in accordance with this Policy, determine whether an Investigation is warranted, documenting the decision in an Inquiry report. During an Investigation, committee members participate in recorded interviews of each Respondent, Complainant, and any other available person who has been reasonably identified as having information regarding any relevant aspects of the Investigation, including witnesses identified by the Respondent(s). They will also determine whether or not the Respondent(s) engaged in Research Misconduct and document the decision in the Investigation report. They consider Respondent and/or Complainant comments on the Inquiry/Investigation report(s) and document that consideration in the Investigation report.

An Investigation into multiple Respondents may, but is not required to, convene with the same Investigation committee members , but there will be separate Investigation reports and separate Research Misconduct determinations for each Respondent. Committee members may serve for more than one Investigation, in cases with multiple Respondents.

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Committee members may also serve on committees for both the Inquiry and the Investigation.

Witnesses
Witnesses are people whom OSU-CHS has reasonably identified as having information regarding any relevant aspects of the Investigation. Witnesses provide information for review during Research Misconduct Proceedings. Witnesses will cooperate with the Research Misconduct Proceedings in Good Faith and have a reasonable belief in the truth of their testimony, based on the information known to them at the time.

Deciding Official
The DO makes the final determination of Research Misconduct findings. The DO cannot serve as the RIO. The DO documents their determination in a written decision that includes whether Research Misconduct occurred, and if so, what kind and who committed it, and a description of the relevant actions OUS-CHS has taken or will take. The DO's written decision becomes part of the Institutional Record.

PROCEDURES FOR ADDRESSING ALLEGATIONS OF RESEARCH MISCONDUCT:

I. ASSESSMENT

A. **Purpose of Assessment:** The purpose of an Assessment is to determine whether an Allegation warrants an Initial Inquiry.

Conducting the Assessment:

~~**PROCEDURE:**~~

~~I. PRELIMINARY REVIEW AND INITIAL INQUIRY~~

B. Upon receiving an Allegation~~allegation~~ of Research Misconduct~~research misconduct~~, the RIO will promptly~~immediately~~ assess the Allegation to determine whether it meets the criteria for an Initial Inquiry. An Initial Inquiry must be conducted if RIO determines the Allegation (1) falls within the definition

Commented [NA5]: bolding these for readability. you can reject if you do not like it.

of Research Misconduct; and (2)~~allegation to determine whether it~~ is sufficiently credible and specific so that potential Evidence~~evidence~~ of Research Misconduct~~research misconduct~~ may be identified.

~~A.~~C. **Assessment Outcomes:** If~~, and whether~~ the RIO determines that requirements for an Initial Inquiry~~allegation falls within the definition of research misconduct. An inquiry must be conducted if these criteria~~ are met in Section I.B., the RIO must: (1) document the Assessment; (2) promptly sequester all Research Records and other Evidence, and (3) promptly initiate the Initial Inquiry. If the RIO determines that requirements for an Initial Inquiry are not met, the RIO will keep sufficiently detailed documentation of the Assessment to permit a later review of the reasons why the Institution did not conduct an Inquiry.

~~B.~~D. **Time for Completion:** The Assessment~~The assessment~~ period should be brief, preferably concluded within a week. ~~—~~In conducting the Assessment~~assessment~~, the RIO is~~need~~ not required to interview the Respondent, Complainant~~, Respondent~~, or other witnesses, or gather information beyond any ~~that may have been~~ submitted with the Allegation. However, the RIO may conduct interviews and gather information if it would assist in evaluating whether the requirements for an Initial Inquiry are met~~allegation, except as necessary to determine whether the allegation is sufficiently credible and specific so that potential evidence of research misconduct may be identified. The RIO shall, on or before the date on which the Respondent is notified of the allegation, obtain custody of, inventory, and sequester all known research records and evidence needed to conduct the research misconduct proceeding~~.

E. **Allegations That Do Not Meet the Definition of Research Misconduct:** During the Assessment, if the RIO determines that the Allegation is sufficiently credible and specific but does not fall within the definition of Research Misconduct, the RIO will discuss the Allegation with the DO. If the DO concurs, the DO will direct the RIO to refer the individual or Allegation to other Institutional offices or officials with responsibility for addressing the Allegation. This may result in a separate Institutional investigation not governed by this Policy.

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II. INQUIRY

A. **Criteria Warranting an Initial Inquiry:** An Initial Inquiry is warranted if the Allegation meets the following two criteria: (1) falls within the definition of Research Misconduct; and (2) is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified.

~~C.~~B. **Purpose of the Initial Inquiry:** The purpose of the Initial Inquiry~~If the RIO determines that the criteria for an inquiry are met, he/she will immediately initiate the Initial Inquiry process. The purpose of the inquiry~~ is to conduct an initial review of the Evidence~~available evidence~~ to determine whether ~~to conduct~~ an Allegation warrants a Formal Investigation~~investigation~~. An Initial Inquiry does not require a full review of ~~all~~ the Evidence~~evidence~~ related to the Allegation~~allegation~~.

C. **Notice to Respondent:** At the time of or before beginning an Initial Inquiry, the RIO must ~~make a good faith effort to~~ notify the Respondent in writing. ~~I~~If the Initial Inquiry~~inquiry~~ subsequently identifies additional Respondents, the RIO must notify such additional Respondents in writing. Only Allegations specific to a particular Respondent are to be included in the notification to that Respondent. If additional Allegations are raised during the course of the Research Misconduct Proceedings, the Respondent(s) must be notified in writing of the additional Allegations raised against them.

D. **Sequestration of Research Records:** Before or at the time of notifying the Respondent(s), the RIO will obtain the original or substantially equivalent copies of all Research Records and other Evidence that are pertinent to the proceeding, inventory these materials, and sequester the materials in a secure manner.

E. **Notifying Research Sponsor**: The RIO will notify the Research Sponsor of the decision to begin an Initial Inquiry if required by the Research Sponsor.

F. **Conducting the Initial Inquiry**: An Initial Inquiry committee of qualified experts at the DO's discretion may be convened to conduct a review at the Initial Inquiry stage to determine whether a Formal Investigation is warranted. Alternatively, the Initial Inquiry review may be done by the RIO or another designated Institutional official in lieu of a committee at the DO's discretion. The Initial

Commented [NA6]: if we do convene a committee how do we want it to be structured? the regulation only says "of experts". we may want a little more flexibility here, so maybe just "of qualified experts at the DO's discretion" or something like that?

Inquiry committee or the RIO, as applicable, may utilize one or more subject matter experts to assist them in the Initial Inquiry. Interviews with witnesses or Respondents that would provide additional information for the review may be conducted. An interview conducted during the Initial Inquiry may be used as Evidence in the Formal Investigation if it was conducted according to the requirements for an investigatory interview in Section III.M.

G. **Initial Inquiry Outcomes:** A Formal Investigation is warranted if (1) there is reasonable basis for concluding that the Allegation falls within the definition of Research Misconduct; and (2) preliminary information-gathering and fact-finding from the Initial Inquiry indicates that the Allegation may have substance. Findings of Research Misconduct, including the determination of whether the alleged misconduct is Intentional, Knowing, or Reckless, cannot be made at the Initial Inquiry stage.

H. **Elements of the Initial Inquiry Report:** A written report will be prepared that meets the requirements of Section I.M. If there is potential Evidence of honest error or difference of opinion, this must be noted in the Initial Inquiry Report. The Respondent must be provided an opportunity to review and comment on the Initial Inquiry report. The Respondent will be given thirty (30) Days to provide comments, and any comments received must be attached to the report.

I. **Time for Completion:** The Initial Inquiry must be completed within 90 Days of its initiation unless circumstances warrant a longer period. If the Initial Inquiry takes longer than 90 Days to complete, the Initial Inquiry report must document the reasons for exceeding the 90-Day period.

J. **Review by Institutional Counsel:** University legal counsel may review the report for legal sufficiency. Modifications to the report may be made as appropriate in consultation with the RIO and Initial Inquiry Committee (if applicable).

K. **Notification of the Results to Respondent:** The RIO must notify the Respondent whether the Initial Inquiry found that a Formal Investigation is warranted. The notice must include a copy of the Initial Inquiry report for comment and include a copy of or refer to this Policy. Unless otherwise specified by the RIO, the Respondent will have ten Days to provide any comments.

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L. **Notification to the Complainant:** The RIO is not required to notify a Complainant whether the Initial Inquiry found that a Formal Investigation is warranted. The RIO may, but is not required to, provide relevant portions of the report to a Complainant for comment. If the RIO provides notice to one Complainant in a case, it must provide notice, to the extent possible, to all Complainants in the case. A confidentiality agreement may be a condition for access to the report. Unless otherwise specified by the RIO, the Complainant will have ten Days to provide any comments.

M. **Written Initial Inquiry Report:** The Initial Inquiry report will include the following information:

1. The names, professional aliases, and positions of the Respondent(s); and Complainant(s);
2. A description of the Allegation(s) of Research Misconduct;
3. The Research Sponsor support, including, for example, grant numbers, grant applications, contracts, and publications listing Research Sponsor support;
4. The composition of the Initial Inquiry committee, if used, including name(s), position(s), and subject matter expertise;
5. Inventory of sequestered Research Records and other Evidence and description of how sequestration was conducted;
6. Transcripts of any transcribed interviews;
7. Timeline and procedural history;
8. Any scientific or forensic analyses conducted;
9. The basis for recommending that the Allegation(s) warrant an Investigation;
10. The basis on which any Allegation(s) do not merit an Investigation;
11. Any comments on the Initial Inquiry report by the Respondent or the Complainant; and
12. Any Institutional actions implemented, including communications with journals or Research Sponsors.

N. **Approval by the Deciding Official**: The Initial Inquiry report must be provided to the DO for approval. If the Initial Inquiry report concludes that a Formal

Investigation is warranted, such determination shall be final upon approval of the report by the DO.

O. **Written Report to Research Sponsor:** If applicable, the RIO will provide the Research Sponsor with a copy of the final written Initial Inquiry report within 30 Days of the final determination that a Formal Investigation is warranted. If required by the Research Sponsor, the report may be provided earlier. The RIO will also provide the following information to the Research Sponsor whenever requested: (1) Institutional policies and procedures under which the Initial Inquiry was conducted; and (2) Research Records and other Evidence reviewed, and copies of all relevant documents.

P. **Retention of Initial Inquiry Documents:** The Institution will keep detailed documentation of Initial Inquiries to permit a later Assessment by Research Sponsors of the reasons why the Institution decided not to proceed to the Formal Investigation. Such documentation will be retained in accordance with Section VIII.

III. ~~they must be notified in writing.~~ FORMAL INVESTIGATION

A. **Criteria Warranting Formal Investigation:** A Formal Investigation is warranted if (1) there is reasonable basis for concluding that the Allegation falls within the definition of research misconduct; and (2) preliminary information-gathering and fact-finding from the Initial Inquiry indicated that the Allegation may have substance.

B. **Purpose of the Formal Investigation:** The purpose of the Formal Investigation is to conduct a formal review of the Evidence, develop a factual record, pursue leads, examine the record, and recommend finding(s) to the DO, who will make the final decision, based on a Preponderance of Evidence, on each Allegation and any Institutional actions to determine whether Research Misconduct occurred.

C. **Timing:** A Formal Investigation must begin within 30 Days after the final determination that a Formal Investigation is warranted.

D. **Notifying the Respondent:** The RIO must notify the Respondent in writing of the Allegation(s) within a reasonable amount of time after determining that a

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Formal Investigation is warranted, but before the Formal Investigation begins. The RIO must give the Respondent written notice of any Allegation(s) of Research Misconduct not addressed during the Initial Inquiry or in the initial notice of the Formal Investigation within a reasonable amount of time of deciding to pursue such Allegation(s). If additional Respondents are identified during the Formal Investigation, a separate Initial Inquiry may be conducted but is not required for each new Respondent. If any additional Respondents are identified during the Formal Investigation, they must be notified of the Allegation(s) and given an opportunity to respond. While an Investigation into multiple Respondents can convene with the same Formal Investigation committee members, separate Formal Investigation reports and Research Misconduct determinations are required for each Respondent.

~~D.~~E. **Notifying Institutional Administrators:** On or before the date on which the Formal Investigation begins, the RIO must notify the Provost, the VPR, and the appropriate Dean(s), department head(s), and/or unit administrator(s) of the final determination that a Formal Investigation is warranted and provide a copy of the Initial Inquiry report. If the Respondent is a student, notice may also be provided to the student's program administrator, advisor, and/or college if applicable~~Respondent is notified, or an inquiry begins, whichever is earlier, the RIO must take all reasonable and practical steps to obtain custody of all the research records and evidence need to conduct the research misconduct proceeding, inventory the records and evidence and sequester them in a secure manner, except that where the research records or evidence encompass research instruments shared by a number of users, custody may be limited to copies of the data or evidence on such instruments, so long as those copies are substantially equivalent to the evidentiary value of the instruments~~.

~~E.~~ **Notifying Research Sponsor:** If applicable,~~Upon making a determination that allegations warrant further review, the RIO, in consultation with other institutional officials as appropriate, will appoint an Initial Inquiry Committee as soon as is practical. The Inquiry Committee shall select one of its members to serve as Chair. The Initial Inquiry Committee must consist of three (3) tenured faculty members of the University holding~~

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~~academic rank at least equal to that of the Respondent accused of research misconduct. These individuals should not have unresolved personal, professional, or financial conflicts of interest with those involved with the inquiry and should include individuals with the appropriate research expertise to evaluate the evidence and issues related to the allegation, interview the principals and key witnesses, and conduct the inquiry. The purpose of the Initial Inquiry Committee is to determine whether sufficient evidence exists to warrant the convening of a Formal Investigation.~~

~~F. The RIO will prepare a charge for the Initial Inquiry Committee that:~~

~~1. Sets forth the time for completion of the inquiry;~~

~~2. Describes the allegations and any related issues identified during the allegation assessment;~~

~~3. States that the purpose of the inquiry is to conduct an initial review of the evidence, including the testimony of the Respondent, Complainant and key witnesses, to determine whether an investigation is warranted, not to determine whether research misconduct definitely occurred or who was responsible;~~

~~4. States that an investigation is warranted if the committee determines:~~

~~a) There is a reasonable basis for concluding that the allegation falls within the definition of research misconduct, and~~

~~b) The allegation may have substance, based~~ on ~~the committee's review during the inquiry.~~

~~5. Informs the inquiry committee that they are responsible for preparing or directing the preparation of a written report of the inquiry that meets the requirements of this policy.~~

~~G. At the committee's first meeting, the RIO will review the charge with the committee, discuss the allegations, any related issues, and the appropriate procedures for conducting the inquiry, assist the committee with organizing plans for the inquiry, and answer any questions raised by the committee. The RIO will be present or available throughout the inquiry to advise the committee as needed.~~

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~~H. The Initial Inquiry Committee will normally interview the Complainant, the Respondent, and key witnesses as well as examine relevant research records and materials. The Initial Inquiry Committee will evaluate the evidence, including the testimony obtained during the inquiry. After consultation with the RIO, the committee members will decide whether a formal investigation is warranted based on the criteria of this policy. The scope of the Initial Inquiry is not required to and does not normally include deciding whether misconduct definitely occurred, determining definitely who committed the research misconduct or conducting exhaustive interviews and analyses. However, if an admission of research misconduct is made by the Respondent, misconduct may be determined at the Initial Inquiry stage.~~

~~I. The Chair of the Inquiry Committee will prepare a formal written report regarding the findings of the Initial Inquiry.~~

~~J. The Initial Inquiry report shall contain, at the minimum:~~

~~1. A recitation of the evidence reviewed;~~
~~2. The identity of the persons interviewed;~~
~~3. A summary of the substance of such interviews;~~
~~4. Findings of fact based upon such evidence and interviews; and~~
~~5. A recommendation to the RIO as to whether sufficient evidence exists to warrant conducting a Formal Investigation into the allegations in question.~~

~~K. Unless admitted by the Respondent, the recommendation will not address the ultimate determination of whether research misconduct has occurred, but only if the matter should be processed further.~~

~~II. FORMAL INVESTIGATION~~

~~A. The Formal Investigation must begin within thirty (30) calendar days after the determination by the DO that an investigation is warranted. The purpose of the Formal Investigation is to develop a factual record by exploring the allegations in detail and examining the evidence in depth,~~

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~~leading to recommended findings on whether research misconduct has been committed, by whom, and to what extent. The Formal Investigation will also determine whether there are additional instances of possible research misconduct that would justify broadening the scope beyond the initial allegations. This is particularly important where the alleged research misconduct involves clinical trials or potential harm to human subjects or the general public or it if affects research that forms the basis for public policy, clinical practice, or public health practice.~~

~~B.~~F. ~~On~~ or before the date on which the Formal Investigation~~investigation~~ begins, the RIO will~~must: (1)~~ notify the ~~Provost, the Vice President for~~ Research Sponsor~~, and the appropriate Academic Dean~~ of the ~~DO's~~ decision to begin ~~a~~the Formal Investigation and provide the final Initial Inquiry report. ~~a copy of the Initial Inquiry report; and (2) notify the Respondent in writing of the allegations to be investigated. The RIO must also give the Respondent written notice of any new allegations of research misconduct within a reasonable amount of time of deciding to pursue allegations not addressed during the Initial Inquiry or in the initial notice of investigation.~~

G. **Sequestration of Research Records:** The RIO will obtain, inventory, and sequester in a secure manner all Research Records and other Evidence needed to conduct the Formal Investigation.

~~C.~~ **Appointment of the Formal Investigation Committee:** The ~~The RIO will, prior to notifying Respondent of the allegations, take all reasonable and practical steps to obtain custody of and sequester in a secure manner all known research records and evidence needed to conduct the research misconduct proceeding that were not previously sequestered during the Initial Inquiry. The need for additional sequestration of records for the investigation may occur for any number of reasons including the institution's decision to investigate additional allegations not considered during the Initial Inquiry stage or the identification of records during the Initial Inquiry process that had not been previously secured. The procedures to be followed for sequestration during the investigation are the same procedures that apply during the Initial Inquiry.~~

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H. ~~The~~ RIO, in consultation with other Institutional~~institutional~~ officials as appropriate, will appoint a Formal Investigation committee~~Committee~~ and the committee chair as soon after the beginning of the Formal Investigation~~investigation~~ as is practical. ~~—~~The Formal Investigation committee~~Committee~~ must consist of at least three (3) ~~tenured~~ faculty members of the University holding academic rank at least equal to ~~that of~~ the Respondent accused of Research Misconduct. Committee members from the Initial Inquiry may be used for the Formal Investigation.

~~D.~~I. **Ensuring a Fair Formal Investigation:** The RIO and Formal Investigation committee will take reasonable steps to ensure an impartial and unbiased Formal Investigation to the maximum extent practicable, including participation of persons with appropriate scientific expertise who do~~research misconduct. These individuals should~~ not have unresolved personal, professional, or financial conflicts of interest relevant to the Formal Investigation. ~~with those involved with the investigation and should include individuals with appropriate research expertise to evaluate the evidence and issues related to the allegation, interview the Respondent and Complainant and conduct the investigation.~~

~~E.~~J. **Charge to the Formal Investigation Committee:** The RIO will define the subject matter of the Formal Investigation~~investigation~~ in a written charge to the committee that:

1. Describes the Allegations~~allegations~~ and related issues identified during the Initial Inquiry~~inquiry~~;
2. Identifies the Respondent;
3. Informs the committee it must conduct the Formal Investigation as prescribed in this section by conducting interviews, pursuing leads, and examining all Research Records and other Evidence relevant to reaching a decision on the merits of the Allegations;
4. Defines Research Misconduct according to this Policy;
5. Informs the committee it must evaluate the Evidence and testimony to determine whether, based on a Preponderance of the Evidence, Research Misconduct occurred and, if so, the type and extent of it, and who was responsible;

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~~3.~~6. Informs the committee that it must use diligent efforts to ensure that the Investigation is thorough, sufficiently documented, and impartial and unbiased to the maximum extent practicable;~~conduct the investigation as prescribed in Section II.G.;~~

~~4. Defines research misconduct;~~

~~5. Informs the committee that it must evaluate the evidence and testimony to determine whether, based on a preponderance of the evidence, research misconduct occurred and, if so, the type and extent of it and who was responsible;~~

~~6.~~7. Informs the committee that in order to determine ~~that~~ the Respondent committed Research Misconduct,~~research misconduct~~ it must find ~~that~~ a Preponderance~~preponderance~~ of the Evidence ~~evidence~~ establishes that:

a. Research Misconduct~~misconduct~~, as defined in this Policy~~policy~~, occurred; and

~~a) (Respondent has~~ the Research Misconduct~~burden of proving by a preponderance of the evidence any affirmative defenses raised, including honest errors or a difference of opinion);~~

~~b)~~b. ~~The research misconduct~~ is a significant departure from Accepted Practices~~accepted practices~~ of the relevant Research~~research~~ community; and

~~c)~~c. ~~the~~~~The~~ Respondent committed the Research Misconduct Intentionally, Knowingly, or Recklessly~~research misconduct intentionally, knowingly, or recklessly~~.

~~7.~~8. Informs the committee ~~that~~ it must prepare or direct the preparation of a written Formal Investigation ~~investigation~~ report meeting~~that meets~~ the requirements of this Policy~~policy~~.

~~F.~~K. **First Meeting:** The RIO will convene the first meeting of the Formal Investigation committee~~Committee~~ to review the charge, the Initial Inquiry~~initial inquiry~~ report, and the prescribed procedures and standards for conducting the Formal Investigation~~the conduct of the investigation~~, including the necessity for confidentiality and for developing a specific Investigation~~investigation~~ plan.

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The Formal Investigation committee~~Committee~~ will be provided with a copy of this statement of policy and procedures. The RIO will be present or available throughout the Formal Investigation~~investigation~~ to advise the committee as needed.

~~G.~~ **Documentation:** The~~The Formal Investigation Committee and the~~ RIO and Formal Investigation committee will use~~must:~~

~~1.~~L. ~~Use~~ diligent efforts to ensure that the Formal Investigation~~investigation~~ is thorough and sufficiently ~~documented~~ and includes examination of all Research Records~~research records~~ and other Evidence ~~evidence~~ relevant to reaching a decision on the merits of the Allegation(s).~~each allegation;~~

~~2.~~ **Interviews:** The Formal Investigation committee must interview~~Take reasonable steps to ensure an impartial and unbiased investigation to the maximum extent practical;~~

~~3.~~M. ~~Interview~~ each Respondent, Complainant, and Witnesses who have~~any other available person who has~~ been reasonably identified as having information regarding any relevant aspects of the Formal Investigation~~investigation~~, including Witnesses~~witnesses~~ identified by the Respondent. Interviews during the Investigation must be recorded and transcribed. Any exhibits shown to ~~, and record or transcribe each interview, provide the recording or transcript to~~ the interviewee during the interview must be numbered and referred to by that number in the interview. The transcript of the interview must be made available to the relevant interviewee for correction. The transcript(s) with any corrections and numbered exhibits must be included in the Institutional Record of the Formal Investigation. The Respondent must not be present during the witnesses' interviews but must be provided a transcript of the interview, with redactions as appropriate to maintain confidentiality. ~~, and include the recording or transcript in the record of the investigation; and~~

N. **Multiple Respondents:** The Formal Investigation Committee will consider the prospect of additional researchers being responsible for the alleged Research Misconduct.

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O. **Multiple Institutions:** If applicable, a Formal Investigation involving multiple Institutions will be conducted in coordination with this Policy and the other institution(s) research misconduct policy and applicable law and regulation.

~~4.~~P. **Pursue Leads:** The Formal Investigation Committee will pursue ~~Pursue~~ diligently all significant issues and leads discovered that are ~~—~~determined relevant to the Formal Investigation~~investigation~~, including any Evidence~~evidence~~ of additional ~~—~~instances of possible Research Misconduct~~research misconduct~~, and continue the Formal Investigation~~investigation~~ to ~~—~~completion. If additional Allegations are raised, the Respondent(s) must be notified in writing of the additional Allegations raised against them as required by this policy.

~~H.~~Q. **Investigation Time Limits:** All aspects of the~~The~~ Formal Investigation are~~is~~ to be completed within 180 Days of beginning it or the timeframe required by an applicable Research Sponsor, if different~~120 days~~, including conducting the Formal Investigation~~investigation~~, preparing the draft report for each Respondent~~of findings~~, providing the draft report to each Respondent for comment, and transmitting the Institutional Record including ~~and sending~~ the final Investigation report and decision by~~to~~ the DO to the Research Sponsor, if applicable.~~—~~ However, if the RIO determines that the Formal Investigation~~investigation~~ will not be completed in the prescribed time~~within this 120-day~~ period, they~~he/she~~ will submit to the DO and Research Sponsor, if applicable, a written request for an extension that includes the circumstances or issues warranting additional time. If the request for an extension is granted, the ~~, setting forth the reasons for dely. The~~ RIO will ensure ~~that~~ periodic progress reports are filed with the DO and Research Sponsor, if applicable, and the RIO will direct~~if the request for an extension is granted and directs~~ the filing of such reports. If the Formal Investigation takes longer than the prescribed time period to complete, the Formal Investigation report must include the reasons for exceeding the prescribed time period.

Example Formal Investigation Timeline (Without Extensions)

Event	Day
Formal Investigation Begins	0

Commented [NA7]: I know this is what the Stillwater policy says, but do we know how this would work in practice? Do we need to expand at all? or say something like "in coordination with this policy and the other institution(s) research misconduct policy and applicable law and regulation"?

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Formal Investigation conducted by committee	0-80
Initial draft report prepared by committee	80-110
Draft report provided to Office of Legal Counsel for review	110
Office of Legal provides comments for committee to consider	120
Committee updates draft report to address comments, if applicable	120-130
Draft Report provided to Respondent (and if applicable, Complainant)	130
Respondent's (and if applicable, Complainant's) deadline to provide comments	160
Committee updates Draft Report to address comments, if applicable	160-170
Final report provided to Deciding Official	170
Written decision of Deciding Official	180
Notice and Institutional Record provided to Research Sponsor, if applicable	180

~~In order to meet the requirements of this section, all parties have a responsibility to respond in a timely manner.~~

IV. ~~III.~~ THE FORMAL INVESTIGATION REPORT

A. **Elements of the Formal Investigation Report:** The Formal Investigation committee~~Committee~~ and the RIO are responsible for preparing a final written Investigation~~draft~~ report for each Respondent~~of the investigation~~ that includes the following:

1. Description of~~Describes~~ the nature of the Allegation(s) of Research Misconduct~~allegation of research misconduct~~, including any additional Allegation(s) addressed during the Research Misconduct Proceeding~~the identification of the Respondent~~;
2. Description~~Describes~~ and documentation of any~~documents the~~ federal, state, private, and/or other Research Sponsors~~sponsors of support~~, including, for example, any grant~~the~~ numbers ~~of any grants~~

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~~that are involved~~, grant applications, contracts, and publications listing the Research Sponsor~~sponsor of support~~;

3. Description of~~Describes~~ the specific Allegation(s) of Research Misconduct for consideration in the Formal Investigation of the Respondent;
4. Composition of the Formal Investigation committee, including names, positions, and subject matter expertise;
~~3.~~5. Inventory of sequestered Research Records and other Evidence, except records the Institution did not consider or rely on; and a description of how any sequestration was conducted during the Investigation. This inventory must include manuscripts and funding proposals that were~~allegations of research misconduct~~ considered or relied on during the Formal Investigation~~in the investigation~~;
6. Transcripts of all interviews conducted;
7. Identification of the specific published papers, manuscripts submitted but not accepted for publication (including online publication), external funding applications, progress reports, presentations, posters, or other Research Records that allegedly contained the falsified, fabricated, or plagiarized material;
8. Any scientific or forensic analyses conducted;
9. A copy of the University policies and procedures under which the Formal Investigation was conducted;
10. Any comments made by the Respondent and Complainant on the draft investigation report and the Formal Investigation Committee's consideration of those comments;

~~4. A~~~~Identifies and summarizes the research records and evidence reviewed and identifies any evidence taken into custody but not reviewed; and~~

~~5. Includes a~~ statement for each separate Allegation of ~~of findings for each allegation of research misconduct identified during the investigation. Each statement of findings must:~~

~~a)~~11. ~~Identify~~ whether the Formal Investigation Committee recommends a finding of Research Misconduct~~research misconduct was~~

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~~falsification, fabrication, or plagiarism, and whether it was committed intentionally, knowingly, or recklessly~~;

12. If the Formal Investigation committee recommends a finding of Research Misconduct for an Allegation, the Formal Investigation committee must, for that Allegation:
    a. Identify the individual(s) who committed the Research Misconduct;
    b. Indicate whether the Research Misconduct was Falsification, Fabrication, and/or Plagiarism;
    c. Indicate whether the Research Misconduct was committed Intentionally, Knowingly, or Recklessly;
    d. State whether the other requirements for a finding of Research Misconduct have been met;
    ~~b)~~e. Summarize the facts and the analysis which~~that~~ support the conclusion and consider the merits of any ~~reasonable~~ explanation by the Respondent~~, including any effort by Respondent to establish by a preponderance of the evidence that he/she did not engage in research misconduct because of honest error or a difference of opinion~~;
    ~~c)~~f. Identify the specific sponsored support;
    ~~d)~~g. Identify whether any publications or other materials need correction or retraction;

13. If the Formal Investigation committee does not recommend a finding of Research Misconduct for an Allegation, the Final Investigation report must provide a detailed rationale.

~~e) Identify the person(s) responsible for the misconduct; and~~

~~f)~~14. List of any current support or known applications or proposal~~proposals~~ for support that the Respondent has pending with funding ~~non-PHS federal~~ agencies.

B. **Review by Institutional Counsel:** University legal counsel may review~~The RIO must give~~ the draft report for legal sufficiency. Modifications may be made

as appropriate in consultation with the RIO and Formal Investigation committee.

~~B.~~C. **Respondent's Opportunity to Comment:** The Respondent must receive a copy of the draft Investigation~~investigation~~ report ~~for comment~~ and, concurrently, a copy of, or supervised access to, the Research Records and other Evidence that the Formal Investigation Committee considered or relied on. ~~the evidence on which the report is based.~~ The Respondent must submit any ~~will be allowed at least 30 days from the date he/she receives the report to submit~~ comments on the draft report to the RIO within 30 Days of receiving the draft Investigation report. ~~.~~ The Formal Investigation committee must include and consider any ~~Respondent's~~ comments made by the Respondent ~~must be included and considered~~ in the final report.

D. **Complainant's Opportunity to Comment:** The Complainant may receive a copy of the ~~In distributing the~~ draft Formal Investigation report~~,~~ or relevant portions of that report. The comments of ~~thereof, to~~ the Complainant, if any, must be submitted within 30 Days of ~~Respondent,~~ the date on ~~RIO will inform the recipient of the confidentiality under~~ which the Complainant received the draft report or relevant portions of it. The Formal Investigation committee must include~~is made available~~ and consider any comments made by the Complainant in the final report.

~~C.~~E. **Transmission of the Final Formal Investigation Report**~~may establish reasonable conditions~~ **to the Deciding Official:** The RIO will assist the Formal Investigation committee in transmitting the final Formal Investigation report to the DO. The report must be provided to the DO with sufficient time for review and preparation of the written determination, normally 10 Days prior to the completion deadline for the Formal Investigation~~ensure such confidentiality. For example, the RIO may require that the recipient sign a confidentiality agreement~~.

F. **Written Decision by the Deciding Official:** The DO is responsible for making a final determination of Research Misconduct findings. This determination must be provided in a written decision that includes: (1) whether the Institution found Research Misconduct and, if so, who committed the misconduct; and (2) a description of the relevant Institutional actions taken or to be taken.

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~~D.~~ **~~Notifying Relevant Parties and Transmitting the Institutional Record:~~** The RIO will ~~The RIO will assist the Formal Investigation committee in finalizing the draft investigation report, including ensuring that the Respondent's comments are included and considered, and transmit the final investigation report to the DO. The DO will determine in writing: (1) whether the institution accepts the investigation report, its findings, and the recommended institutional actions; and (2) the appropriate institutional actions in response to the accepted findings of research misconduct. If this determination varies from the findings of the Formal Investigation committee, the DO will, as part of his/her written determination, explain in detail the basis for rendering a decision different from the findings of the Formal Investigation committee. Alternatively, the DO may return the report to the Formal Investigation committee with a request for further fact-finding or analysis.~~

~~E.~~G. ~~When a final decision on the case has been reached, the RIO will normally~~ notify ~~both~~ the Respondent and will normally notify the Complainant in writing of the final determination by the DO. In addition, the RIO will notify Institutional administrators as~~. After informing the~~ appropriate. The ~~officials, the~~ DO will determine whether Research Sponsors~~funding sources~~, law enforcement agencies, professional societies, professional licensing boards, editors of journals in which falsified reports may have been published, collaborators of the Respondent in the work, or other relevant parties should be notified of the outcome of the case. ~~–~~The RIO is responsible for ensuring the Institution's compliance with all notification requirements of the Research Sponsor and applicable law. If required by the Research Sponsor and/~~funding~~ or applicable law, the RIO will logically organize the Institutional Record and transmit it to the Research Sponsor~~sponsoring agencies~~.

~~IV. APPEALS~~

~~A. If the sanctions involve the recommendation for termination of employment, the applicable academic termination procedures will be initiated. The faculty Respondent shall be notified in writing of the~~

~~sanctions from the Provost and of the right of the faculty Respondent to appeal the imposition of sanctions as set forth in the "Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University."~~

~~B. If the Respondent is a member of the administrative/professional or classified staff of the University, then the staff Respondent shall be notified in writing of the sanctions from the applicable Dean or Vice President and of the right of the staff Respondent to appeal the imposition of sanctions as set forth in the University Policies and Procedures regarding staff grievances.~~

~~C. If the Respondent is a graduate student, the student Respondent shall be subject to the Academic Integrity Policies and Procedures, and could be subject to immediate dismissal from his/her program. Graduate students have the right to appeal the imposition of sanctions through an academic integrity hearing, using the process outlined in the Academic Integrity Policies and Procedures.~~

~~D. If the Respondent is a medical student, the student Respondent shall adhere to AOA code of ethics and OSU CHS Academic Standards. Medical students have the right to appeal the imposition of sanctions through the process outlined in the OSU CHS Academic Standards Handbook.~~

~~V. NOTICE TO PROVOST OF INSTITUTIONAL FINDINGS AND ACTIONS~~

~~A. Unless an extension has been granted, the RIO must, at his/her earliest convenience, submit the following to the Provost:~~

~~1. A copy of the final investigation report with all attachments and any appeal;~~

~~2. A statement of whether the institution accepts the findings of the investigation report and the outcome of the appeal, if any;~~

~~3. A statement of whether the institution found misconduct and, if so, who committed the misconduct; and~~

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~~4. A description of any pending or completed administrative actions against the Respondent.~~

~~VI. MAINTAINING RECORDS FOR REVIEW BY PROVOST~~

~~A. The RIO must maintain and provide to Provost upon request "records of research misconduct proceedings." Records of research misconduct proceedings must be maintained in a secure manner for seven (7) years after completion of the proceeding or the completion of any funding proceeding involving the research misconduct allegation. The RIO is also responsible for providing any information, documentation, research records, evidence or clarification requested by the Formal Investigation committee to carry out its review of an allegation of research misconduct or of the institution's handling of such an allegation.~~

V. ~~VII.~~ COMPLETION OF CASES; REPORTING PREMATURE CLOSURES

Premature Closure:

A. Generally, all Initial Inquiries and Formal Investigations~~inquiries and investigations~~ will be carried through to completion, and all significant issues and credible Allegations of Research Misconduct will be pursued diligently. The RIO will~~must~~ notify the DO and Research Sponsor (if applicable)~~Provost~~ in advance if there are plans to close a Research Misconduct Proceeding at the Assessment, Initial Inquiry, Formal Investigation~~case at the initial inquiry, formal investigation~~, or appeal stage on the basis that the Respondent has admitted to committing Research Misconduct or~~responsibility for a violation of the policy,~~ a settlement with the Respondent has been reached.

B. **Admissions of Research Misconduct:** A Respondent's admission of Research Misconduct must be made in writing and signed by the Respondent. An admission must specify the Falsification, Fabrication, and/or Plagiarism that occurred and which Research Records were affected. The admission statement must meet all elements required for a Research Misconduct finding and must be provided to the DO and Research Sponsor (if applicable) before

the Institution closes its Research Misconduct Proceeding. If applicable, the RIO will also provide a statement to the Research Sponsor describing how it determined that the scope of the misconduct was fully addressed by the admission and confirmed the Respondent's culpability.

~~A.~~C. **Termination or Resignation Prior to Completion of Initial Inquiry or Formal Investigation:** The termination of a Respondent's institutional employment or student status - whether by resignation, probation, expulsion, or other means - before or after an Allegation of possible Research Misconduct has been reported, does not preclude or terminate the Research Misconduct Proceeding, nor does it limit the Institution's responsibilities under~~, or for any other reason, except: (1) closing of a case at the inquiry stage on the basis that a formal investigation is not warranted; or (2) a finding of no misconduct at the investigation stage, which must be reported to the Public Health Service Office of Research Integrity (ORI), as prescribed in~~ this Policy. If the Respondent resigns or withdraws without admitting to misconduct, the Institution will continue with the Assessment of the Allegation, and proceed with the Initial Inquiry and Formal Investigation as appropriate. Should the Respondent decline to participate following resignation or withdrawal, the RIO and any Inquiry or Investigation Committee will make best efforts to reach a conclusion, documenting the Respondent's non-cooperation and its impact on the available Evidence~~policy~~.

Commented [NA8]: I think C and D could be combined. thoughts?

VI. ~~VIII.~~ INSTITUTIONAL ADMINISTRATIVE ACTIONS

A. **Administrative Actions to Protect Institutional Research:** If the DO determines that Research Misconduct~~research misconduct~~ is substantiated by the findings, they~~he/she~~ will determine the appropriate actions to be taken~~, after consultation with the RIO.~~ The administrative actions may include, but are not limited to:

1. Withdrawal or correction of all pending or published abstracts, papers, reports or other materials emanating from the Research~~research~~ where Research Misconduct~~research misconduct~~ was found;

2. Removal of the responsible person from the particular project, letter of reprimand, special monitoring of future work, probation, suspension, expulsion, salary reduction, or initiation of steps leading to possible rank reduction or termination of employment;
3. Restitution of funds to the Research Sponsor~~grantor agency~~ as appropriate; and
4. Other action appropriate to the Research Misconduct~~research misconduct~~;

B. **Institutional Actions Recommended by Committees:** The Initial Inquiry committee and the Formal Investigation committee may recommend administrative actions and disciplinary actions in their respective reports, but such recommendations are not binding on the Institution. The committees do not have authority to take administrative or disciplinary action on behalf of the Institution.

C. **Disciplinary Action for Faculty:** If a Respondent is a member of the faculty, disciplinary actions stemming from a finding of Research Misconduct under this policy must comply with the "Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University Center for Health Sciences" and any other applicable Institution policies. The faculty Respondent shall be notified in writing of the disciplinary actions from the Provost, DO, and/or Dean and of the right of the faculty Respondent to appeal.

D. **Disciplinary Action for Staff:** If the Respondent is a member of the administrative/professional or classified staff of the Institution, disciplinary actions stemming from a finding of Research Misconduct under this policy must comply with Oklahoma State University Center for Health Sciences Policy 3-70720 "Corrective Actions and Dismissals for Staff" and any other applicable Institution policies. The staff Respondent shall be notified in writing of the disciplinary actions from the Provost, DO, and/or applicable Dean or Department Chair.

E. **Disciplinary Action for Students:** If the Respondent is student, the student Respondent shall be subject to the relevant Academic Integrity Policies and Procedures, Student Code of Conduct, AOA code of ethics and/or applicable

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Academic Standards or student handbook. Students may have the right to appeal the imposition of sanctions through the process in the applicable policy.

F. **Research Sponsor's Findings:** A Research Sponsor's Investigation of an Allegation of Research Misconduct is independent from the Institution's Research Misconduct Proceedings. Accordingly, a Research Sponsor's findings do not overturn the Institution's Research Misconduct findings. If the Research Sponsor identifies additional Evidence of Misconduct and/or reaches a different finding from the Institution, the DO may direct the Formal Investigation committee to reopen the Formal Investigation to consider such additional Evidence and/or review or revise their earlier written determination.

G. **Application of the Formal Investigation Report:** If the applicable Institutional policies identified require an Investigation or similar proceeding prior to implementation of a disciplinary action, the Provost may determine whether the Formal Investigation completed under this policy can substitute for all or part of such requirement.

VII. APPEALS

A. **Respondent's Notice of Intent to Appeal:** Unless otherwise indicated in the written notice to Respondent, a Respondent shall have 7 calendar Days to provide notice to the RIO that they intend to file an appeal of a finding of Research Misconduct or resulting Institutional action. The notice of intent to appeal must be in writing and identify the specific finding(s) and/or actions to be appealed and the grounds for the appeal. Following receipt of the notice of intent to appeal, an appropriate Institutional official will identify the applicable appeals process under Institutional policy and provide written notice of the same to the Respondent.

B. **Grounds for Appeal:** Unless otherwise required by applicable law, regulation, Research Sponsor, or Institutional policy, the permitted grounds for appeal are limited to (i) a procedural irregularity that affected the outcome of the matter, (ii) new Evidence that was not reasonably available during the Formal Investigation that could affect the outcome of the matter, (iii) a conflict of interest or bias that affected the outcome of the matter, or (iv) the Institutional

actions were not appropriate for the misconduct. The fact that a Research Sponsor reached a different finding than the Institution is not a permitted basis for appeal.

C. **Notification to Research Sponsor:** If a Respondent appeals the Institution's finding(s) of Research Misconduct or resulting Institutional actions, the RIO will promptly notify the Research Sponsor, if applicable.

D. **Transmission of Institutional Record during Appeal:** If the RIO has not yet transmitted its Institutional Record to the Research Sponsor prior to the appeal, the RIO may ask for an extension from the Research Sponsor to permit the appeal to reach a conclusion and be incorporated into the Institutional Record prior to transmission. If the RIO has transmitted its Institutional Record to the Research Sponsor prior to the appeal or does not receive a requested extension, the RIO will provide the Research Sponsor a complete record of the appeal once the appeal is concluded.

E. **Appeals Limited to Research Misconduct Finding:** If a Respondent's appeal is limited in scope to the Institution's finding of Research Misconduct and does not appeal any Institutional actions so that another policy would apply, the appeal may be handled according to the following procedure: Respondent shall submit a written appeal to the RIO within 10 Days of submitting Respondent's notice of intent to appeal. The appeal should specifically identify which findings are being appealed and provide a detailed explanation for the grounds of appeal and any supporting Evidence. Within 10 Days of receipt of the appeal, the RIO will consult with the Formal Investigation committee to prepare the committee's response. The DO will have 15 Days to review the appeal and the committee's response and provide a final written determination. The appeal, response, and final determination will be added to the Institutional Record and shared with the Respondent and, if applicable, the Research Sponsor.

VIII. RETENTION AND CUSTODY OF THE INSTITUTIONAL RECORD AND ALL SEQUESTERED EVIDENCE

A. **Maintenance of Institutional Record and all Sequestered Evidence:** The Institution will maintain the Institutional Record and all sequestered Evidence

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including physical objects (regardless of whether the Evidence is part of the Institutional Record) in a secure manner for at least seven years or other time period as required after completion of the proceeding or the completion of any proceeding conducted by a Research Sponsor involving the Research Misconduct Allegation, whichever is later, unless custody has been transferred to the Research Sponsor or the Research Sponsor advises otherwise in writing.

B. **Provision for Sponsor Custody:** On request, the Institution will transfer custody or provide copies to the Research Sponsor of the Institutional Record or any component of the Institutional Record and any sequestered Evidence (regardless of whether the Evidence is included in the Institutional Record) for the Research Sponsor to conduct its oversight review, develop the administrative record, or present the administrative record in their proceeding.

C. **Obligations Under Record Retention Laws:** Nothing herein shall prevent the Institution from complying with its obligations under applicable record retention laws and regulations. Such laws include without limitation the Oklahoma Records Management Act.

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IX. OTHER CONSIDERATIONS

5. **Restoration of the Respondent's Reputation:** Following a final determination of no Research Misconduct, the RIO will~~Classified, administrative and professional staff are subject to corrective action up to and including termination.~~
6. ~~Students are subject to sanctions in the Student Code of Conduct.~~

~~IX. OTHER CONSIDERATIONS~~

~~A. The termination of the Respondent's institutional employment or student capacity by resignation, probation, expulsion or otherwise, before or after an allegation of possible research misconduct has been reported will not preclude or terminate the research misconduct proceeding or otherwise limit any of the institution's responsibilities.~~

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~~B. If the Respondent, without admitting to the misconduct, elects to resign his/her position or withdraw as a student after the institution receives an allegation of research misconduct, the assessment of the allegation will proceed, as well as the inquiry and investigation, as appropriate based on the outcome of the preceding steps. If the Respondent refuses to participate in the process after resignation, the RIO and any inquiry or investigation committee will use his/her best efforts to reach a conclusion concerning the allegations, noting in the report the Respondent's failure to cooperate and its effect on the evidence.~~

~~C.~~A. ~~Following a final recommendation of no research misconduct, including Office of Research Integrity (ORI) concurrence where required, the RIO must~~, at the request of the Respondent, undertake all reasonable and practical efforts to restore the Respondent's reputation. ~~—~~Depending on the particular circumstances and the views of the Respondent, the RIO should consider notifying those individuals aware of or involved in the Formal Investigation~~investigation~~ of the final outcome, publicizing the final outcome in any forum in which the Allegation~~allegation~~ of Research Misconduct~~research misconduct~~ was previously publicized, and expunging all reference to the Research Misconduct Allegation~~research misconduct allegation~~ from the Respondent's personnel file, student records, etc. Any Institutional~~institutional~~ actions to restore the Respondent's reputation will~~must~~ first be approved by the DO.

~~D.~~B. **Protection of the Complainant, Witnesses and Committee Members:** During the Research Misconduct Proceeding~~research misconduct proceeding~~ and upon its completion, regardless of whether the Institution~~institution~~ or the Research Sponsor, if applicable,~~ORI~~ determines Research Misconduct~~that research misconduct~~ occurred, the RIO will~~must~~ undertake all reasonable and practical efforts to protect the position and reputation of, or to counter potential or actual Retaliation~~retaliation~~ against, any Complainant who made Allegations~~allegations~~ of Research Misconduct~~research misconduct~~ in Good Faith~~good faith~~ and of any witnesses and committee members who cooperated~~cooperate~~ in Good Faith~~good faith~~ with the Research Misconduct Proceeding~~research misconduct proceeding~~ (see Board of Regents' Policy

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3.06~~11~~, Non-Retaliation). The DO will determine, after consulting with the RIO and with the Complainant, witnesses, or committee members~~, respectively~~, what steps, if any, are needed to restore their respective positions or reputations or to counter potential or actual Retaliation~~retaliation~~ against them. The RIO is responsible for implementing any steps the DO approves.

~~E.~~C. **Allegations Not Made in Good Faith:** If relevant, the DO will determine whether the Complainant's Allegations~~allegations~~ of Research Misconduct~~research misconduct~~ were made in Good Faith~~good faith~~ or whether a witness or committee member acted in Good Faith.~~good faith.~~ If the DO determines there was an absence of Good Faith, they~~good faith he/she~~ will, in consultation with the Provost, determine whether Institutional~~any administrative~~ action should be taken against the person or persons who failed to act in Good Faith~~good faith~~.

REFERENCES:

42 CFR Part~~PART~~ 93
45 CFR Part 689
10 CFR Part 733
DoD Instruction 3210.7
7 CFR Part 3022
Board of Regents' Policy 3.06 "Non-Retaliation"
Policy 3-70720 "Corrective Actions and Dismissals for Staff"
Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University Center for Health Sciences

DOCUMENT HISTORY:

Adapted from OSU Policy 4-0125
Approved by OSU CHS executive team: December 2016
Updated to Federal Policy Changes, July 2025

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PURPOSE:
Oklahoma State University Center for Health Sciences (OSU-CHS) is committed to upholding the highest standards of scientific rigor in research. OSU-CHS is committed to fostering an environment that promotes research integrity and the responsible conduct of research, discourages research misconduct, and deals promptly with allegations or Evidence of possible research misconduct.

All faculty, staff, and students are expected to conduct research with honesty, rigor, and transparency. Each individual is responsible for contributing to an organizational culture that establishes, maintains, and promotes research integrity and the responsible conduct of research.

OSU-CHS strives to reduce the risk of research misconduct, support all good-faith efforts to report suspected misconduct, promptly and thoroughly address all allegations of research misconduct, and seeks to rectify the scientific record and/or restore researchers' reputations, as appropriate.

Research misconduct is contrary to the interests of OSU-CHS, the health and safety of the public, the integrity of research, and the conservation of public funds. Both the University and its Institutional Members have an affirmative duty to protect those funds from misuse by ensuring the integrity of all research conducted on behalf of the University.

OSU-CHS will establish and maintain these policies and procedures, inform all Institutional Members about these policies and procedures, and make these policies and procedures publicly available. OSU-CHS is committed to following these policies and procedures when responding to allegations of research misconduct.

POLICY:
All Institutional Members will report observed, suspected, or apparent Research Misconduct to the Research Integrity Officer (RIO) appointed by the Vice President for Research. Allegations may be presented by any means of communication (written or oral) directly to the RIO or via the OSU/A&M EthicsPoint system. If an individual is unsure whether a suspected incident falls within the definition of Research Misconduct, he/she may meet with or contact the RIO to discuss the suspected Research Misconduct informally, which may include discussing it anonymously and/or hypothetically. If the circumstances described by the individual do not meet the definition of Research Misconduct, the RIO will refer the individual or Allegation to other offices or officials with responsibility for resolving the issue.

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This policy applies to all Institutional Members at OSU-CHS. It also applies to former Institutional Members who were employed, an agent of, or were affiliated by contract or agreement with the Institution at the time of the alleged Research Misconduct.

This statement of policy and procedures is intended to carry out OSU-CHS's responsibilities to address Allegations of Research Misconduct. It ensures compliance with relevant federal agency regulations and policies, including those from the United States Public Health Service ("PHS"), United States National Science Foundation ("NSF"), and United States Department of Energy ("DOE").

Allegations of Research Misconduct reported more than six years after the alleged misconduct occurred will not be addressed through this policy unless the RIO determines there are special circumstances which warrant otherwise. The six-year limit does not apply in the following instances:

(1) Subsequent Use Exception. The Respondent continues or renews any incident of alleged Research Misconduct that occurred before the six-year limitation through the use of, republication of, or citation to the portion(s) of the Research Record (e.g., processed data, journal articles, funding proposal, data repositories) alleged to have been fabricated, falsified, or plagiarized for the potential benefit of the Respondent. When the Respondent uses, republishes, or cites to the portion(s) of the Research Record that is alleged to have been Fabricated, Falsified, or Plagiarized, in submitted or published manuscripts, submitted grant applications, progress reports submitted to Research Sponsors, posters, presentations, or other Research Records within six years of when the Allegations were received by the Institution, this exception applies. For Research Misconduct that *appears* subject to the subsequent use exception, the Institution will document the determination that the subsequent use exception does not apply.

(2) Exception for the Health or Safety of the Public: If the Institution, following consultation with a Research Sponsor (if applicable), determines that the alleged Research Misconduct, if it occurred, would possibly have a substantial adverse effect on the health or safety of the public, this exception applies;

(3) if an applicable Research Sponsor, law, or regulation requires Research Misconduct proceedings be initiated for Research Misconduct occurring (and/or alleged to have occurred) longer than six years from the date the Institution receives an Allegation of Research Misconduct.

This policy applies to all Research, whether federally funded or not, though reporting to federal agencies is not necessary for non-federally funded Research. This policy encompasses Allegations of Research Misconduct (Fabrication, Falsification, or

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Plagiarism in proposing, performing, or reviewing Research, or in reporting Research results). This statement of policy and procedures does not apply to authorship or collaboration disputes.

OSU-CHS policies may not conflict with state and federal laws. The procedures outlined in this policy may be adjusted as necessary to comply with current federal regulations, State of Oklahoma laws, and applicable Research Sponsor requirements.

DEFINITIONS:

“Accepted practices of the relevant Research community” means those practices established by commonly accepted professional codes or norms within the overarching community of researchers.

“Allegation” is a disclosure of possible Research Misconduct through any means of communication and brought directly to the attention of an Institutional official or a Research Sponsor.

“Assessment” means a consideration by the RIO of whether an Allegation of Research Misconduct appears to fall within the definition of Research Misconduct and is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified. The Assessment only involves the review of readily accessible information relevant to the Allegation.

"Complainant" means the person or entity making Allegations of Research Misconduct. The Complainant is responsible for making Allegations in Good Faith, maintaining confidentiality, and cooperating with the Inquiry and Investigation.

“Day” means calendar day unless otherwise specified. If a policy deadline falls on a Saturday, Sunday, or OSU-CHS holiday or other closure (e.g., closure for inclement weather), the deadline will be extended to the next day that is not a Saturday, Sunday, or OSU closure unless the deadline is set by applicable law or regulation.

“Deciding Official (DO)” means the Institutional official who makes final determinations on Allegations of Research Misconduct and any Institutional administrative actions. The Vice President for Research will normally act as the DO or may appoint a DO. This person will not be the same individual as the RIO and should have no direct prior involvement in the Institution’s Inquiry, Investigation, or Allegation Assessment. A DO’s appointment of an

individual to assess Allegations of Research Misconduct, or to serve on an Inquiry or Investigation committee, is not considered to be direct prior involvement.

“Evidence” means anything offered or obtained during a Research Misconduct Proceeding that tends to prove or disprove the existence of an alleged fact. Evidence includes documents, whether in hard copy or electronic form, information, tangible items, and testimony.

“Fabrication” means making up data or results and recording or reporting them.

“Falsification” means manipulating Research materials, equipment or processes, or changing or omitting data or results such that the Research is not accurately represented in the Research Record.

"Formal Investigation" or “Investigation” means the formal examination and evaluation of all relevant facts to determine if Research Misconduct has occurred.

“Good Faith” as applied to a Complainant or witness means having a belief in the truth of one’s Allegation or testimony based on the information known to the Complainant or witness at the time. An Allegation of or cooperation with a Research Misconduct Proceeding is not in Good Faith if made with knowledge of or Reckless disregard for information that would negate the Allegation or testimony. Good Faith as applied to an Institutional or committee member means cooperating with the Research Misconduct Proceeding by impartially carrying out the duties assigned for the purpose of helping the Institution meet its responsibilities under this policy and applicable law. An Institutional or committee member does not act in Good Faith if their acts or omissions during the Research Misconduct Proceedings are dishonest or influenced by personal, professional, or financial conflicts of interest with those involved in the Research Misconduct Proceeding.

"Initial Inquiry" or “Inquiry” means preliminary information gathering and preliminary fact-finding to determine whether an Allegation or apparent instance of Research Misconduct warrants a Formal Investigation.

“Institution” means Oklahoma State University Center for Health Sciences (OSU-CHS).

“Institutional Member” means an individual (or individuals) who is employed by, is an agent of, or is affiliated by contract or agreement with OSU-CHS or its governing Board of Regents. Institutional Members may include, but are not limited to, officials, tenured

and non-tenured faculty, teaching and support staff, researchers, research coordinators, graduate research assistants, and employees or agents of contractors, subcontractors, or sub-awardees.

"Institutional Record" comprises: (a) The records that the Institution compiled or generated during the Research Misconduct Proceeding, except records the Institution did not consider or rely on. These records include but are not limited to (1) documentation of the Assessment (2) if an Inquiry is conducted, the Inquiry report and all records (other than drafts of the report) considered or relied on during the Inquiry, including, but not limited to, Research Records and the transcripts of any transcribed interviews conducted during the Inquiry, information the Respondent provided to the Institution, and the documentation of any decision not to investigate; (3) if an Investigation is conducted, the Investigation report and all records (other than drafts of the report) considered or relied on during the Investigation, including, but not limited to, Research Records, the transcripts of each interview conducted, and information the Respondent provided to the Institution; (4) decision(s) by the DO, such as the written decision from the DO; (5) the complete record of any Institutional appeal; (b) a single index listing all the Research Records and Evidence that the Institution compiled during the Research Misconduct Proceeding, except records the Institution did not consider or rely on; and (c) a general description of the Records that were sequestered but not considered or relied on.

"Intentionally" means to act with the aim of carrying out the act. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Knowingly" means to act with awareness of the act. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Plagiarism" means the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Plagiarism includes the unattributed verbatim or nearly verbatim copying of sentences and paragraphs from another's work that materially misleads the reader regarding the contributions of the author. It does not include the limited use of identical or nearly identical phrases that describe a commonly used methodology. Plagiarism does not include self-plagiarism, authorship disputes, or credit disputes, including without limitation, disputes among collaborators who participated jointly in the development or conduct of a Research project. Self-plagiarism and authorship disputes do not meet the definition of Research Misconduct, and such matters shall be referred to the Office of the Provost for review and action.

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"Preponderance of the Evidence" means proof by Evidence that, compared with Evidence opposing it, leads to the conclusion that that fact at issue is more likely true than not. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Recklessly" means to propose, perform, or review Research, or report Research results, with indifference to known risk of Fabrication, Falsification, or Plagiarism. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Research" is defined as all basic, applied, and demonstration Research in all fields of science, engineering, and mathematics. This includes, but is not limited to, Research in economics, education, linguistics, medicine, psychology, social sciences, statistics, and Research involving human subjects or animals. This definition will apply unless an applicable Research Sponsor, law, or regulation requires a different definition.

"Research Integrity Officer (RIO)" means the Institutional official responsible for: (1) assessing Allegations of Research Misconduct to determine if they fall within the definition of Research Misconduct, and warrant an Inquiry on the basis that the Allegation is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified; (2) overseeing Initial Inquiries and Formal Investigations; and (3) carrying out the other responsibilities described in this policy.

"Research Misconduct" means Fabrication, Falsification, Plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, performing, or reviewing Research, or in reporting Research results. It does not include honest error or differences in opinion. It also does not include misconduct that would be deemed illegal outside of the Research context (e.g., misappropriation of funds, discrimination based on a protected class, assault, etc.); Allegations of those types of misconduct should be reported and addressed via the relevant authorities (e.g., law enforcement, Office of Equal Opportunity, etc.).

"Research Misconduct Proceeding" means any actions related to alleged Research Misconduct taken under this policy, including Allegation Assessments, Initial Inquiries, Formal Investigations, and appeals.

"Research records" means any data or results which embody the facts resulting from scholarly inquiry. A Research Record may include, but is not limited to, the following:

- Abstracts

- Animal facility records
- Biological materials
- Clinical research records
- Computer files and printouts
- Consent forms
- Correspondence
- Email and online content
- Equipment use logs
- Grant or contract applications (funded or unfunded)
- Grant or contract progress and other reports
- Human and animal subject protocols
- Laboratory notebooks and records
- Laboratory procurement records
- Lab meeting reports
- Manuscripts
- Manuscripts and publications
- Medical charts
- Photographs
- Raw data
- Research proposals
- Slides
- Study records
- Theses or dissertations
- Videos
- X-ray film

“Research Sponsor” is any entity - federal, state, local, private, corporate, foundation, or other - that provides financial or material support for Research activities. Research Sponsors may set specific requirements for the conduct, reporting, and oversight of Research, and must be notified in cases of confirmed Research Misconduct involving their funded projects.

"Respondent" means the individual against whom an Allegation of Research Misconduct is directed or who is the subject of a Research Misconduct Proceeding.

“Retaliation” means an adverse action taken against a Complainant, witness, or committee member by an Institution or one of its members in response to (a) a Good Faith Allegation of Research Misconduct or (b) Good Faith cooperation with a Research Misconduct Proceeding.

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ROLES, RIGHTS, AND RESPONSIBILITIES

Institution

OSU-CHS's General Responsibilities

To the extent possible, OSU-CHS will limit disclosure of the identity of Respondents, Complainants, and witnesses while conducting the Research Misconduct Proceedings to those who need to know, inform all Institutional Members about these policies and procedures, and make these policies and procedures publicly available. This limitation on disclosure no longer applies once the Institution has made a final determination of Research Misconduct findings. The Institution will respond to each Allegation of Research Misconduct in a thorough, competent, objective, and fair manner. The Institution will take all reasonable and practical steps to ensure the cooperation of Respondents and other Institutional Members with Research Misconduct Proceedings, including, but not limited to, their providing information, Research Records, and other Evidence. The Institution agrees to cooperate with Research Sponsors during any Research Misconduct Proceeding or compliance review, including addressing deficiencies or additional Allegations in the Institutional Record if directed by the Research Sponsor and to assist in administering and enforcing any Research Sponsor's administrative actions imposed on Institutional Members. The Institution may also take steps to manage published data or acknowledge that data may be unreliable.

OSU-CHS's Responsibilities During and After a Research Misconduct Proceeding

Except as may otherwise be prescribed by applicable law, OSU-CHS will maintain confidentiality for any records or Evidence from which Research subjects might be identified and will limit disclosure to those who need to know to carry out a Research Misconduct Proceeding. Before or at the time of notifying the Respondent of the Allegation(s) and whenever additional items become known or relevant, OSU-CHS will promptly take all reasonable and practical steps to obtain all Research Records and other Evidence and sequester them securely. OSU-CHS will ensure that the Institutional Record contains all required elements, i.e., Research Records that were compiled and considered during the proceedings, Assessment documentation, and Inquiry and/or Investigation reports. Upon completion of the Inquiry, the Institution will provide the Research Sponsor with the complete Inquiry report and add it to the Institutional Record. OSU-CHS will maintain the Institutional Record and all sequestered Research Records and other Evidence in a secure manner for seven years after completion of the Institutional proceeding. If applicable laws, regulations, or Research Sponsor requirements specify a longer retention period, OSU-CHS will comply accordingly.

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OSU-CHS will provide information related to the alleged Research Misconduct and Proceedings to the Research Sponsor upon request and transfer custody or provide copies of the Institutional Record or any component of it and any sequestered Evidence to the Research Sponsor, regardless of whether the Evidence is included in the Institutional Record. Additionally, the Institution will promptly notify the Research Sponsor of any special circumstances that may arise.

Disclosure of the identity of Respondents, Complainants, and witnesses while the Institution is conducting the Research Misconduct Proceedings is limited to those who need to know, which OSU-CHS will determine consistent with a thorough, competent, objective, and fair Research Misconduct Proceeding, and as allowed by law. Those who need to know may include Institutional review boards, journals, editors, publishers, co-authors, and collaborating Institutions.

OSU-CHS's Responsibilities to the Complainant(s)
OSU-CHS will provide confidentiality for all Complainants in a Research Misconduct Proceeding. OSU-CHS will also take precautions to ensure that individuals responsible for carrying out any part of the Research Misconduct Proceeding do not have potential, perceived, or actual personal, professional, or financial conflicts of interest with the Complainant(s). OSU-CHS will take all reasonable and practical steps to protect the positions and reputations of Complainants and to protect these individuals from Retaliation by Respondents and/or other Institutional Members. If OSU-CHS chooses to notify one Complainant of the Inquiry results in a case, all Complainants will be notified by the Institution, to the extent possible.

OSU-CHS's Responsibilities to the Respondent(s)
As with Complainants, OSU-CHS will provide confidentiality to all Respondents in Research Misconduct Proceedings. OSU-CHS will make a good-faith effort to notify the Respondent(s) in writing of the Allegations being made against them. The Institution will take precautions to ensure that individuals responsible for carrying out any part of the Research Misconduct Proceeding do not have unresolved personal, professional, or financial conflicts of interest with the Respondent. OSU-CHS is responsible for giving the Respondent(s) copies of or supervised access to the sequestered Research Records. OSU-CHS will notify the Respondent whether the Inquiry found that an Investigation is warranted, provide the Respondent an opportunity to review and comment on the Inquiry report, and attach their comments to the Inquiry report. If an Investigation is commenced, OSU-CHS must notify the Respondent, give written notice of any additional Allegations raised against them not previously addressed by the Inquiry report, and allow the

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Respondent(s) an opportunity to review the witness transcripts. The Institution will give the Respondent(s) an opportunity to read and comment on the draft Investigation report and any information or Allegations added to the Institutional Record. OSU-CHS will give due consideration to admissible, credible Evidence of honest error or difference of opinion presented by the Respondent.

OSU-CHS will bear the burden of proof, by a Preponderance of the Evidence, for making a finding of Research Misconduct. OSU-CHS will make all reasonable, practical efforts, if requested and as appropriate, to protect or restore the reputation of Respondents against whom no finding of Research Misconduct is made.

OSU-CHS's Responsibilities to Committee Members
OSU-CHS will ensure that a committee or person acting on the Institution's behalf conducts Research Misconduct Proceedings in compliance with the relevant regulations and this Policy. OSU-CHS will take all reasonable and practical steps to protect the positions and reputations of good-faith committee members and to protect these individuals from Retaliation.

OSU-CHS's Responsibilities to the Witness[es]
OSU-CHS will provide confidentiality for all witnesses. OSU-CHS will take precautions to ensure that individuals responsible for carrying out any part of the proceedings do not have unresolved personal, professional, or financial conflicts of interest with the witnesses. OSU-CHS will also take all reasonable and practical steps to protect the positions and reputations of witnesses and to protect these individuals from Retaliation.

Research Integrity Officer
The Research Integrity Officer (RIO) is the Institutional official responsible for administering OSU-CHS's written policies and procedures for addressing Allegations of Research Misconduct. The same individual will not serve as both the DO and the RIO. OSU-CHS may choose to have the RIO or another designated Institutional official conduct the Inquiry in lieu of a committee, and, if needed, this individual may utilize one or more subject matter experts to assist them in the Inquiry.

Upon receiving an Allegation of Research Misconduct, the RIO will promptly assess the Allegation to determine whether the Allegation (a) is within the definition of Research Misconduct, (b) is within the applicability criteria of the relevant regulation, and (c) is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified. If the RIO determines that the requirements for an Inquiry are met, they shall document the Assessment, promptly sequester all Research Records and other

Evidence, and promptly initiate the Inquiry. If the RIO determines that requirements for an Inquiry are not met, they will keep sufficiently detailed documentation of the Assessment to permit a later review by the Research Sponsor of the reasons why OSU-CHS did not conduct an Inquiry. OSU-CHS will keep this documentation and related records in a secure manner for seven years, or other time period as required, and provide them to the Research Sponsor upon request.

Complainant
The Complainant is the person who in Good Faith makes an Allegation of Research Misconduct. The Complainant brings Research Misconduct Allegations directly to the attention of an Institutional official through any means of communication. The Complainant will make Allegations in Good Faith, as having a reasonable belief in the truth of one's Allegation or testimony, based on the information known to the Complainant at the time.

Respondent
The Respondent is the individual against whom an Allegation of Research Misconduct is directed or who is the subject of a Research Misconduct Proceeding. The Respondent has the burden of raising and proving, by a Preponderance of Evidence, any applicable affirmative defenses. The Respondent's destruction of Research Records documenting the questioned Research is Evidence of Research Misconduct where a Preponderance of Evidence establishes that the Respondent Intentionally or Knowingly destroyed records after being informed of the Research Misconduct Allegations. The Respondent's failure to provide Research Records documenting the questioned Research is Evidence of Research Misconduct where the Respondent claims to possess the records but refuses to provide them upon request.

The Respondent will not be present during the witnesses' interviews but will be provided a transcript of the interview after it takes place. The Respondent will have opportunities to (a) view and comment on the Inquiry report, (b) view and comment on the Investigation report, and (c) submit any comments on the draft Investigation report to OSU-CHS within 30 Days of receiving it.

If admitting to Research Misconduct, the Respondent will sign a written statement specifying the affected Research Records and confirming the misconduct was Falsification, Fabrication, and/or Plagiarism; committed Intentionally, Knowingly, or Recklessly; and a significant departure from Accepted Practices of the relevant Research community.

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Committee Members
Committee members are experts who act in Good Faith to cooperate with the Research Misconduct Proceedings by impartially carrying out their assigned duties for the purpose of helping OSU-CHS meet its responsibilities. Committee members will have relevant scientific expertise and be free of real or perceived conflicts of interest with any of the parties involved.

Committee members, or anyone acting on behalf of OSU-CHS, will conduct Research Misconduct Proceedings consistent with the relevant regulations and this Policy. They will keep the identities of Respondents, Complainants, and witnesses confidential, as appropriate in accordance with this Policy, determine whether an Investigation is warranted, documenting the decision in an Inquiry report. During an Investigation, committee members participate in recorded interviews of each Respondent, Complainant, and any other available person who has been reasonably identified as having information regarding any relevant aspects of the Investigation, including witnesses identified by the Respondent(s). They will also determine whether or not the Respondent(s) engaged in Research Misconduct and document the decision in the Investigation report. They consider Respondent and/or Complainant comments on the Inquiry/Investigation report(s) and document that consideration in the Investigation report.

An Investigation into multiple Respondents may, but is not required to, convene with the same Investigation committee members , but there will be separate Investigation reports and separate Research Misconduct determinations for each Respondent. Committee members may serve for more than one Investigation, in cases with multiple Respondents. Committee members may also serve on committees for both the Inquiry and the Investigation.

Witnesses
Witnesses are people whom OSU-CHS has reasonably identified as having information regarding any relevant aspects of the Investigation. Witnesses provide information for review during Research Misconduct Proceedings. Witnesses will cooperate with the Research Misconduct Proceedings in Good Faith and have a reasonable belief in the truth of their testimony, based on the information known to them at the time.

Deciding Official
The DO makes the final determination of Research Misconduct findings. The DO cannot serve as the RIO. The DO documents their determination in a written decision that includes whether Research Misconduct occurred, and if so, what kind and who committed

it, and a description of the relevant actions OUS-CHS has taken or will take. The DO's written decision becomes part of the Institutional Record.

PROCEDURES FOR ADDRESSING ALLEGATIONS OF RESEARCH MISCONDUCT:

I. ASSESSMENT

A. **Purpose of Assessment:** The purpose of an Assessment is to determine whether an Allegation warrants an Initial Inquiry.
B. **Conducting the Assessment:** Upon receiving an Allegation of Research Misconduct, the RIO will promptly assess the Allegation to determine whether it meets the criteria for an Initial Inquiry. An Initial Inquiry must be conducted if RIO determines the Allegation (1) falls within the definition of Research Misconduct; and (2) is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified.
C. **Assessment Outcomes:** If the RIO determines that requirements for an Initial Inquiry are met in Section I.B., the RIO must: (1) document the Assessment; (2) promptly sequester all Research Records and other Evidence, and (3) promptly initiate the Initial Inquiry. If the RIO determines that requirements for an Initial Inquiry are not met, the RIO will keep sufficiently detailed documentation of the Assessment to permit a later review of the reasons why the Institution did not conduct an Inquiry.
D. **Time for Completion:** The Assessment period should be brief, preferably concluded within a week. In conducting the Assessment, the RIO is not required to interview the Respondent, Complainant, or other witnesses, or gather information beyond any submitted with the Allegation. However, the RIO may conduct interviews and gather information if it would assist in evaluating whether the requirements for an Initial Inquiry are met.
E. **Allegations That Do Not Meet the Definition of Research Misconduct:** During the Assessment, if the RIO determines that the Allegation is sufficiently credible and specific but does not fall within the definition of Research Misconduct, the RIO will discuss the Allegation with the DO. If the DO concurs, the DO will direct the RIO to refer the individual or Allegation to other Institutional offices or officials with responsibility for addressing the Allegation. This may result in a separate Institutional investigation not governed by this Policy.

II. INQUIRY

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A. **Criteria Warranting an Initial Inquiry:** An Initial Inquiry is warranted if the Allegation meets the following two criteria: (1) falls within the definition of Research Misconduct; and (2) is sufficiently credible and specific so that potential Evidence of Research Misconduct may be identified.
B. **Purpose of the Initial Inquiry:** The purpose of the Initial Inquiry is to conduct an initial review of the Evidence to determine whether an Allegation warrants a Formal Investigation. An Initial Inquiry does not require a full review of the Evidence related to the Allegation.
C. **Notice to Respondent:** At the time of or before beginning an Initial Inquiry, the RIO must notify the Respondent in writing. If the Initial Inquiry subsequently identifies additional Respondents, the RIO must notify such additional Respondents in writing. Only Allegations specific to a particular Respondent are to be included in the notification to that Respondent. If additional Allegations are raised during the course of the Research Misconduct Proceedings, the Respondent(s) must be notified in writing of the additional Allegations raised against them.
D. **Sequestration of Research Records:** Before or at the time of notifying the Respondent(s), the RIO will obtain the original or substantially equivalent copies of all Research Records and other Evidence that are pertinent to the proceeding, inventory these materials, and sequester the materials in a secure manner.
E. **Notifying Research Sponsor**: The RIO will notify the Research Sponsor of the decision to begin an Initial Inquiry if required by the Research Sponsor.
F. **Conducting the Initial Inquiry**: An Initial Inquiry committee of qualified experts at the DO's discretion may be convened to conduct a review at the Initial Inquiry stage to determine whether a Formal Investigation is warranted. Alternatively, the Initial Inquiry review may be done by the RIO or another designated Institutional official in lieu of a committee at the DO's discretion. The Initial Inquiry committee or the RIO, as applicable, may utilize one or more subject matter experts to assist them in the Initial Inquiry. Interviews with witnesses or Respondents that would provide additional information for the review may be conducted. An interview conducted during the Initial Inquiry may be used as Evidence in the Formal Investigation if it was conducted according to the requirements for an investigatory interview in Section III.M.
G. **Initial Inquiry Outcomes:** A Formal Investigation is warranted if (1) there is reasonable basis for concluding that the Allegation falls within the definition of Research Misconduct; and (2) preliminary information-gathering and fact-finding from the Initial Inquiry indicates that the Allegation may have substance. Findings of Research Misconduct, including the determination of whether the

alleged misconduct is Intentional, Knowing, or Reckless, cannot be made at the Initial Inquiry stage.

H. **Elements of the Initial Inquiry Report:** A written report will be prepared that meets the requirements of Section I.M. If there is potential Evidence of honest error or difference of opinion, this must be noted in the Initial Inquiry Report. The Respondent must be provided an opportunity to review and comment on the Initial Inquiry report. The Respondent will be given thirty (30) Days to provide comments, and any comments received must be attached to the report.

I. **Time for Completion:** The Initial Inquiry must be completed within 90 Days of its initiation unless circumstances warrant a longer period. If the Initial Inquiry takes longer than 90 Days to complete, the Initial Inquiry report must document the reasons for exceeding the 90-Day period.

J. **Review by Institutional Counsel:** University legal counsel may review the report for legal sufficiency. Modifications to the report may be made as appropriate in consultation with the RIO and Initial Inquiry Committee (if applicable).

K. **Notification of the Results to Respondent:** The RIO must notify the Respondent whether the Initial Inquiry found that a Formal Investigation is warranted. The notice must include a copy of the Initial Inquiry report for comment and include a copy of or refer to this Policy. Unless otherwise specified by the RIO, the Respondent will have ten Days to provide any comments.

L. **Notification to the Complainant:** The RIO is not required to notify a Complainant whether the Initial Inquiry found that a Formal Investigation is warranted. The RIO may, but is not required to, provide relevant portions of the report to a Complainant for comment. If the RIO provides notice to one Complainant in a case, it must provide notice, to the extent possible, to all Complainants in the case. A confidentiality agreement may be a condition for access to the report. Unless otherwise specified by the RIO, the Complainant will have ten Days to provide any comments.

M. **Written Initial Inquiry Report:** The Initial Inquiry report will include the following information:

1. The names, professional aliases, and positions of the Respondent(s); and Complainant(s);
2. A description of the Allegation(s) of Research Misconduct;
3. The Research Sponsor support, including, for example, grant numbers, grant applications, contracts, and publications listing Research Sponsor support;

4. The composition of the Initial Inquiry committee, if used, including name(s), position(s), and subject matter expertise;
5. Inventory of sequestered Research Records and other Evidence and description of how sequestration was conducted;
6. Transcripts of any transcribed interviews;
7. Timeline and procedural history;
8. Any scientific or forensic analyses conducted;
9. The basis for recommending that the Allegation(s) warrant an Investigation;
10. The basis on which any Allegation(s) do not merit an Investigation;
11. Any comments on the Initial Inquiry report by the Respondent or the Complainant; and
12. Any Institutional actions implemented, including communications with journals or Research Sponsors.

N. **Approval by the Deciding Official**: The Initial Inquiry report must be provided to the DO for approval. If the Initial Inquiry report concludes that a Formal Investigation is warranted, such determination shall be final upon approval of the report by the DO.

O. **Written Report to Research Sponsor:** If applicable, the RIO will provide the Research Sponsor with a copy of the final written Initial Inquiry report within 30 Days of the final determination that a Formal Investigation is warranted. If required by the Research Sponsor, the report may be provided earlier. The RIO will also provide the following information to the Research Sponsor whenever requested: (1) Institutional policies and procedures under which the Initial Inquiry was conducted; and (2) Research Records and other Evidence reviewed, and copies of all relevant documents.

P. **Retention of Initial Inquiry Documents:** The Institution will keep detailed documentation of Initial Inquiries to permit a later Assessment by Research Sponsors of the reasons why the Institution decided not to proceed to the Formal Investigation. Such documentation will be retained in accordance with Section VIII.

III. FORMAL INVESTIGATION

A. **Criteria Warranting Formal Investigation:** A Formal Investigation is warranted if (1) there is reasonable basis for concluding that the Allegation falls within the definition of research misconduct; and (2) preliminary information-gathering and fact-finding from the Initial Inquiry indicated that the Allegation may have substance.

B. **Purpose of the Formal Investigation:** The purpose of the Formal Investigation is to conduct a formal review of the Evidence, develop a factual record, pursue leads, examine the record, and recommend finding(s) to the DO, who will make the final decision, based on a Preponderance of Evidence, on each Allegation and any Institutional actions to determine whether Research Misconduct occurred.
C. **Timing:** A Formal Investigation must begin within 30 Days after the final determination that a Formal Investigation is warranted.
D. **Notifying the Respondent:** The RIO must notify the Respondent in writing of the Allegation(s) within a reasonable amount of time after determining that a Formal Investigation is warranted, but before the Formal Investigation begins. The RIO must give the Respondent written notice of any Allegation(s) of Research Misconduct not addressed during the Initial Inquiry or in the initial notice of the Formal Investigation within a reasonable amount of time of deciding to pursue such Allegation(s). If additional Respondents are identified during the Formal Investigation, a separate Initial Inquiry may be conducted but is not required for each new Respondent. If any additional Respondents are identified during the Formal Investigation, they must be notified of the Allegation(s) and given an opportunity to respond. While an Investigation into multiple Respondents can convene with the same Formal Investigation committee members, separate Formal Investigation reports and Research Misconduct determinations are required for each Respondent.
E. **Notifying Institutional Administrators:** On or before the date on which the Formal Investigation begins, the RIO must notify the Provost, the VPR, and the appropriate Dean(s), department head(s), and/or unit administrator(s) of the final determination that a Formal Investigation is warranted and provide a copy of the Initial Inquiry report. If the Respondent is a student, notice may also be provided to the student's program administrator, advisor, and/or college if applicable.
F. **Notifying Research Sponsor:** If applicable, on or before the date on which the Formal Investigation begins, the RIO will notify the Research Sponsor of the decision to begin a Formal Investigation and provide the final Initial Inquiry report.
G. **Sequestration of Research Records:** The RIO will obtain, inventory, and sequester in a secure manner all Research Records and other Evidence needed to conduct the Formal Investigation.
H. **Appointment of the Formal Investigation Committee:** The RIO, in consultation with other Institutional officials as appropriate, will appoint a Formal Investigation committee and the committee chair as soon after the

beginning of the Formal Investigation as is practical. The Formal Investigation committee must consist of at least three (3) faculty members of the University holding academic rank at least equal to the Respondent accused of Research Misconduct. Committee members from the Initial Inquiry may be used for the Formal Investigation.

I. **Ensuring a Fair Formal Investigation:** The RIO and Formal Investigation committee will take reasonable steps to ensure an impartial and unbiased Formal Investigation to the maximum extent practicable, including participation of persons with appropriate scientific expertise who do not have unresolved personal, professional, or financial conflicts of interest relevant to the Formal Investigation.

J. **Charge to the Formal Investigation Committee:** The RIO will define the subject matter of the Formal Investigation in a written charge to the committee that:

1. Describes the Allegations and related issues identified during the Initial Inquiry;
2. Identifies the Respondent;
3. Informs the committee it must conduct the Formal Investigation as prescribed in this section by conducting interviews, pursuing leads, and examining all Research Records and other Evidence relevant to reaching a decision on the merits of the Allegations;
4. Defines Research Misconduct according to this Policy;
5. Informs the committee it must evaluate the Evidence and testimony to determine whether, based on a Preponderance of the Evidence, Research Misconduct occurred and, if so, the type and extent of it, and who was responsible;
6. Informs the committee that it must use diligent efforts to ensure that the Investigation is thorough, sufficiently documented, and impartial and unbiased to the maximum extent practicable;
7. Informs the committee that in order to determine the Respondent committed Research Misconduct, it must find a Preponderance of the Evidence establishes that:
    a. Research Misconduct, as defined in this Policy, occurred; and
    b. the Research Misconduct is a significant departure from Accepted Practices of the relevant Research community; and
    c. the Respondent committed the Research Misconduct Intentionally, Knowingly, or Recklessly.

8. Informs the committee it must prepare or direct the preparation of a written Formal Investigation report meeting the requirements of this Policy.

K. **First Meeting:** The RIO will convene the first meeting of the Formal Investigation committee to review the charge, the Initial Inquiry report, and the prescribed procedures and standards for conducting the Formal Investigation, including the necessity for confidentiality and for developing a specific Investigation plan. The Formal Investigation committee will be provided with a copy of this statement of policy and procedures. The RIO will be present or available throughout the Formal Investigation to advise the committee as needed.

L. **Documentation:** The RIO and Formal Investigation committee will use diligent efforts to ensure that the Formal Investigation is thorough and sufficiently documented and includes examination of all Research Records and other Evidence relevant to reaching a decision on the merits of the Allegation(s).

M. **Interviews:** The Formal Investigation committee must interview each Respondent, Complainant, and Witnesses who have been reasonably identified as having information regarding any relevant aspects of the Formal Investigation, including Witnesses identified by the Respondent. Interviews during the Investigation must be recorded and transcribed. Any exhibits shown to the interviewee during the interview must be numbered and referred to by that number in the interview. The transcript of the interview must be made available to the relevant interviewee for correction. The transcript(s) with any corrections and numbered exhibits must be included in the Institutional Record of the Formal Investigation. The Respondent must not be present during the witnesses' interviews but must be provided a transcript of the interview, with redactions as appropriate to maintain confidentiality.

N. **Multiple Respondents:** The Formal Investigation Committee will consider the prospect of additional researchers being responsible for the alleged Research Misconduct.

O. **Multiple Institutions:** If applicable, a Formal Investigation involving multiple Institutions will be conducted in coordination with this Policy and the other institution(s) research misconduct policy and applicable law and regulation.

P. **Pursue Leads:** The Formal Investigation Committee will pursue diligently all significant issues and leads discovered that are determined relevant to the Formal Investigation, including any Evidence of additional instances of possible Research Misconduct, and continue the Formal Investigation to completion. If additional Allegations are raised, the Respondent(s) must be notified in writing of the additional Allegations raised against them as required by this policy.

Q. **Investigation Time Limits:** All aspects of the Formal Investigation are to be completed within 180 Days of beginning it or the timeframe required by an applicable Research Sponsor, if different, including conducting the Formal Investigation, preparing the draft report for each Respondent, providing the draft report to each Respondent for comment, and transmitting the Institutional Record including the final Investigation report and decision by the DO to the Research Sponsor, if applicable. However, if the RIO determines that the Formal Investigation will not be completed in the prescribed time period, they will submit to the DO and Research Sponsor, if applicable, a written request for an extension that includes the circumstances or issues warranting additional time. If the request for an extension is granted, the RIO will ensure periodic progress reports are filed with the DO and Research Sponsor, if applicable, and the RIO will direct the filing of such reports. If the Formal Investigation takes longer than the prescribed time period to complete, the Formal Investigation report must include the reasons for exceeding the prescribed time period.

Example Formal Investigation Timeline (Without Extensions)

Event	**Day**
Formal Investigation Begins	0
Formal Investigation conducted by committee	0-80
Initial draft report prepared by committee	80-110
Draft report provided to Office of Legal Counsel for review	110
Office of Legal provides comments for committee to consider	120
Committee updates draft report to address comments, if applicable	120-130
Draft Report provided to Respondent (and if applicable, Complainant)	130
Respondent's (and if applicable, Complainant's) deadline to provide comments	160
Committee updates Draft Report to address comments, if applicable	160-170
Final report provided to Deciding Official	170
Written decision of Deciding Official	180
Notice and Institutional Record provided to Research Sponsor, if applicable	180

IV. THE FORMAL INVESTIGATION REPORT

CENTER FOR HEALTH SCIENCES	COMPLAINTS OF RESEARCH MISCONDUCT	Research 4-70125 August 2025

A. **Elements of the Formal Investigation Report:** The Formal Investigation committee and the RIO are responsible for preparing a final written Investigation report for each Respondent that includes the following:

1. Description of the nature of the Allegation(s) of Research Misconduct, including any additional Allegation(s) addressed during the Research Misconduct Proceeding;
2. Description and documentation of any federal, state, private, and/or other Research Sponsors, including, for example, any grant numbers, grant applications, contracts, and publications listing the Research Sponsor;
3. Description of the specific Allegation(s) of Research Misconduct for consideration in the Formal Investigation of the Respondent;
4. Composition of the Formal Investigation committee, including names, positions, and subject matter expertise;
5. Inventory of sequestered Research Records and other Evidence, except records the Institution did not consider or rely on; and a description of how any sequestration was conducted during the Investigation. This inventory must include manuscripts and funding proposals that were considered or relied on during the Formal Investigation;
6. Transcripts of all interviews conducted;
7. Identification of the specific published papers, manuscripts submitted but not accepted for publication (including online publication), external funding applications, progress reports, presentations, posters, or other Research Records that allegedly contained the falsified, fabricated, or plagiarized material;
8. Any scientific or forensic analyses conducted;
9. A copy of the University policies and procedures under which the Formal Investigation was conducted;
10. Any comments made by the Respondent and Complainant on the draft investigation report and the Formal Investigation Committee's consideration of those comments;
11. A statement for each separate Allegation of whether the Formal Investigation Committee recommends a finding of Research Misconduct;
12. If the Formal Investigation committee recommends a finding of Research Misconduct for an Allegation, the Formal Investigation committee must, for that Allegation:

a. Identify the individual(s) who committed the Research Misconduct;
b. Indicate whether the Research Misconduct was Falsification, Fabrication, and/or Plagiarism;
c. Indicate whether the Research Misconduct was committed Intentionally, Knowingly, or Recklessly;
d. State whether the other requirements for a finding of Research Misconduct have been met;
e. Summarize the facts and the analysis which support the conclusion and consider the merits of any explanation by the Respondent;
f. Identify the specific sponsored support;
g. Identify whether any publications or other materials need correction or retraction;

13. If the Formal Investigation committee does not recommend a finding of Research Misconduct for an Allegation, the Final Investigation report must provide a detailed rationale.
14. List of any current support or known applications or proposal for support that the Respondent has pending with funding agencies.

B. **Review by Institutional Counsel:** University legal counsel may review the draft report for legal sufficiency. Modifications may be made as appropriate in consultation with the RIO and Formal Investigation committee.
C. **Respondent's Opportunity to Comment:** The Respondent must receive a copy of the draft Investigation report and, concurrently, a copy of, or supervised access to, the Research Records and other Evidence that the Formal Investigation Committee considered or relied on. The Respondent must submit any comments on the draft report to the RIO within 30 Days of receiving the draft Investigation report. The Formal Investigation committee must include and consider any comments made by the Respondent in the final report.
D. **Complainant's Opportunity to Comment:** The Complainant may receive a copy of the draft Formal Investigation report or relevant portions of that report. The comments of the Complainant, if any, must be submitted within 30 Days of the date on which the Complainant received the draft report or relevant portions of it. The Formal Investigation committee must include and consider any comments made by the Complainant in the final report.
E. **Transmission of the Final Formal Investigation Report to the Deciding Official:** The RIO will assist the Formal Investigation committee in transmitting the final Formal Investigation report to the DO. The report must be provided to

the DO with sufficient time for review and preparation of the written determination, normally 10 Days prior to the completion deadline for the Formal Investigation.

F. **Written Decision by the Deciding Official:** The DO is responsible for making a final determination of Research Misconduct findings. This determination must be provided in a written decision that includes: (1) whether the Institution found Research Misconduct and, if so, who committed the misconduct; and (2) a description of the relevant Institutional actions taken or to be taken.

G. **Notifying Relevant Parties and Transmitting the Institutional Record:** The RIO will notify the Respondent and will normally notify the Complainant in writing of the final determination by the DO. In addition, the RIO will notify Institutional administrators as appropriate. The DO will determine whether Research Sponsors, law enforcement agencies, professional societies, professional licensing boards, editors of journals in which falsified reports may have been published, collaborators of the Respondent in the work, or other relevant parties should be notified of the outcome of the case. The RIO is responsible for ensuring the Institution's compliance with all notification requirements of the Research Sponsor and applicable law. If required by the Research Sponsor and/or applicable law, the RIO will logically organize the Institutional Record and transmit it to the Research Sponsor.

V. COMPLETION OF CASES; REPORTING PREMATURE CLOSURES

A. **Premature Closure:** Generally, all Initial Inquiries and Formal Investigations will be carried through to completion, and all significant issues and credible Allegations of Research Misconduct will be pursued diligently. The RIO will notify the DO and Research Sponsor (if applicable) in advance if there are plans to close a Research Misconduct Proceeding at the Assessment, Initial Inquiry, Formal Investigation, or appeal stage on the basis that the Respondent has admitted to committing Research Misconduct or a settlement with the Respondent has been reached.

B. **Admissions of Research Misconduct:** A Respondent's admission of Research Misconduct must be made in writing and signed by the Respondent. An admission must specify the Falsification, Fabrication, and/or Plagiarism that occurred and which Research Records were affected. The admission statement must meet all elements required for a Research Misconduct finding and must be provided to the DO and Research Sponsor (if applicable) before the Institution closes its Research Misconduct Proceeding. If applicable, the RIO will also provide a statement to the Research Sponsor describing how it

determined that the scope of the misconduct was fully addressed by the admission and confirmed the Respondent's culpability.

C. **Termination or Resignation Prior to Completion of Initial Inquiry or Formal Investigation:** The termination of a Respondent's institutional employment or student status - whether by resignation, probation, expulsion, or other means - before or after an Allegation of possible Research Misconduct has been reported, does not preclude or terminate the Research Misconduct Proceeding, nor does it limit the Institution's responsibilities under this Policy. If the Respondent resigns or withdraws without admitting to misconduct, the Institution will continue with the Assessment of the Allegation, and proceed with the Initial Inquiry and Formal Investigation as appropriate. Should the Respondent decline to participate following resignation or withdrawal, the RIO and any Inquiry or Investigation Committee will make best efforts to reach a conclusion, documenting the Respondent's non-cooperation and its impact on the available Evidence.

VI. INSTITUTIONAL ADMINISTRATIVE ACTIONS

A. **Administrative Actions to Protect Institutional Research:** If the DO determines that Research Misconduct is substantiated by the findings, they will determine the appropriate actions to be taken. The administrative actions may include, but are not limited to:
   1. Withdrawal or correction of all pending or published abstracts, papers, reports or other materials emanating from the Research where Research Misconduct was found;
   2. Removal of the responsible person from the particular project, letter of reprimand, special monitoring of future work, probation, suspension, expulsion, salary reduction, or initiation of steps leading to possible rank reduction or termination of employment;
   3. Restitution of funds to the Research Sponsor as appropriate; and
   4. Other action appropriate to the Research Misconduct;

B. **Institutional Actions Recommended by Committees:** The Initial Inquiry committee and the Formal Investigation committee may recommend administrative actions and disciplinary actions in their respective reports, but such recommendations are not binding on the Institution. The committees do not have authority to take administrative or disciplinary action on behalf of the Institution.

C. **Disciplinary Action for Faculty:** If a Respondent is a member of the faculty, disciplinary actions stemming from a finding of Research Misconduct under this

policy must comply with the "Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University Center for Health Sciences" and any other applicable Institution policies. The faculty Respondent shall be notified in writing of the disciplinary actions from the Provost, DO, and/or Dean and of the right of the faculty Respondent to appeal.

D. **Disciplinary Action for Staff:** If the Respondent is a member of the administrative/professional or classified staff of the Institution, disciplinary actions stemming from a finding of Research Misconduct under this policy must comply with Oklahoma State University Center for Health Sciences Policy 3-70720 "Corrective Actions and Dismissals for Staff" and any other applicable Institution policies. The staff Respondent shall be notified in writing of the disciplinary actions from the Provost, DO, and/or applicable Dean or Department Chair.
E. **Disciplinary Action for Students:** If the Respondent is student, the student Respondent shall be subject to the relevant Academic Integrity Policies and Procedures, Student Code of Conduct, AOA code of ethics and/or applicable Academic Standards or student handbook. Students may have the right to appeal the imposition of sanctions through the process in the applicable policy.
F. **Research Sponsor's Findings:** A Research Sponsor's Investigation of an Allegation of Research Misconduct is independent from the Institution's Research Misconduct Proceedings. Accordingly, a Research Sponsor's findings do not overturn the Institution's Research Misconduct findings. If the Research Sponsor identifies additional Evidence of Misconduct and/or reaches a different finding from the Institution, the DO may direct the Formal Investigation committee to reopen the Formal Investigation to consider such additional Evidence and/or review or revise their earlier written determination.
G. **Application of the Formal Investigation Report:** If the applicable Institutional policies identified require an Investigation or similar proceeding prior to implementation of a disciplinary action, the Provost may determine whether the Formal Investigation completed under this policy can substitute for all or part of such requirement.

VII. APPEALS

A. **Respondent's Notice of Intent to Appeal:** Unless otherwise indicated in the written notice to Respondent, a Respondent shall have 7 calendar Days to provide notice to the RIO that they intend to file an appeal of a finding of Research Misconduct or resulting Institutional action. The notice of intent to

appeal must be in writing and identify the specific finding(s) and/or actions to be appealed and the grounds for the appeal. Following receipt of the notice of intent to appeal, an appropriate Institutional official will identify the applicable appeals process under Institutional policy and provide written notice of the same to the Respondent.

B. **Grounds for Appeal:** Unless otherwise required by applicable law, regulation, Research Sponsor, or Institutional policy, the permitted grounds for appeal are limited to (i) a procedural irregularity that affected the outcome of the matter, (ii) new Evidence that was not reasonably available during the Formal Investigation that could affect the outcome of the matter, (iii) a conflict of interest or bias that affected the outcome of the matter, or (iv) the Institutional actions were not appropriate for the misconduct. The fact that a Research Sponsor reached a different finding than the Institution is not a permitted basis for appeal.

C. **Notification to Research Sponsor:** If a Respondent appeals the Institution's finding(s) of Research Misconduct or resulting Institutional actions, the RIO will promptly notify the Research Sponsor, if applicable.

D. **Transmission of Institutional Record during Appeal:** If the RIO has not yet transmitted its Institutional Record to the Research Sponsor prior to the appeal, the RIO may ask for an extension from the Research Sponsor to permit the appeal to reach a conclusion and be incorporated into the Institutional Record prior to transmission. If the RIO has transmitted its Institutional Record to the Research Sponsor prior to the appeal or does not receive a requested extension, the RIO will provide the Research Sponsor a complete record of the appeal once the appeal is concluded.

E. **Appeals Limited to Research Misconduct Finding:** If a Respondent's appeal is limited in scope to the Institution's finding of Research Misconduct and does not appeal any Institutional actions so that another policy would apply, the appeal may be handled according to the following procedure: Respondent shall submit a written appeal to the RIO within 10 Days of submitting Respondent's notice of intent to appeal. The appeal should specifically identify which findings are being appealed and provide a detailed explanation for the grounds of appeal and any supporting Evidence. Within 10 Days of receipt of the appeal, the RIO will consult with the Formal Investigation committee to prepare the committee's response. The DO will have 15 Days to review the appeal and the committee's response and provide a final written determination. The appeal, response, and final determination will be added to the Institutional Record and shared with the Respondent and, if applicable, the Research Sponsor.

CENTER FOR HEALTH SCIENCES	**COMPLAINTS OF RESEARCH MISCONDUCT**	**Research** **4-70125** **August 2025**

VIII. RETENTION AND CUSTODY OF THE INSTITUTIONAL RECORD AND ALL SEQUESTERED EVIDENCE

A. **Maintenance of Institutional Record and all Sequestered Evidence:** The Institution will maintain the Institutional Record and all sequestered Evidence including physical objects (regardless of whether the Evidence is part of the Institutional Record) in a secure manner for at least seven years or other time period as required after completion of the proceeding or the completion of any proceeding conducted by a Research Sponsor involving the Research Misconduct Allegation, whichever is later, unless custody has been transferred to the Research Sponsor or the Research Sponsor advises otherwise in writing.

B. **Provision for Sponsor Custody:** On request, the Institution will transfer custody or provide copies to the Research Sponsor of the Institutional Record or any component of the Institutional Record and any sequestered Evidence (regardless of whether the Evidence is included in the Institutional Record) for the Research Sponsor to conduct its oversight review, develop the administrative record, or present the administrative record in their proceeding.

C. **Obligations Under Record Retention Laws:** Nothing herein shall prevent the Institution from complying with its obligations under applicable record retention laws and regulations. Such laws include without limitation the Oklahoma Records Management Act.

IX. OTHER CONSIDERATIONS

A. **Restoration of the Respondent's Reputation:** Following a final determination of no Research Misconduct, the RIO will, at the request of the Respondent, undertake all reasonable and practical efforts to restore the Respondent's reputation. Depending on the particular circumstances and the views of the Respondent, the RIO should consider notifying those individuals aware of or involved in the Formal Investigation of the final outcome, publicizing the final outcome in any forum in which the Allegation of Research Misconduct was previously publicized, and expunging all reference to the Research Misconduct Allegation from the Respondent's personnel file, student records, etc. Any Institutional actions to restore the Respondent's reputation will first be approved by the DO.

B. **Protection of the Complainant, Witnesses and Committee Members:** During the Research Misconduct Proceeding and upon its completion, regardless of whether the Institution or the Research Sponsor, if applicable,

determines Research Misconduct occurred, the RIO will undertake all reasonable and practical efforts to protect the position and reputation of, or to counter potential or actual Retaliation against, any Complainant who made Allegations of Research Misconduct in Good Faith and of any witnesses and committee members who cooperated in Good Faith with the Research Misconduct Proceeding (see Board of Regents' Policy 3.06, Non-Retaliation). The DO will determine, after consulting with the RIO and with the Complainant, witnesses, or committee members, what steps, if any, are needed to restore their respective positions or reputations or to counter potential or actual Retaliation against them. The RIO is responsible for implementing any steps the DO approves.

C. **Allegations Not Made in Good Faith:** If relevant, the DO will determine whether the Complainant's Allegations of Research Misconduct were made in Good Faith or whether a witness or committee member acted in Good Faith. If the DO determines there was an absence of Good Faith, they will, in consultation with the Provost, determine whether Institutional action should be taken against the person or persons who failed to act in Good Faith.

REFERENCES:

42 CFR Part 93
45 CFR Part 689
10 CFR Part 733
DoD Instruction 3210.7
7 CFR Part 3022
Board of Regents' Policy 3.06 "Non-Retaliation"
Policy 3-70720 "Corrective Actions and Dismissals for Staff"
Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University Center for Health Sciences

DOCUMENT HISTORY:

Adapted from OSU Policy 4-0125
Approved by OSU CHS executive team: December 2016
Updated to Federal Policy Changes, July 2025

G. **Application of the Formal Investigation Report:** If the applicable Institutional policies identified require an Investigation or similar proceeding prior to implementation of a disciplinary action, the Provost may determine whether the Formal Investigation completed under this policy can substitute for all or part of such requirement.

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VIII. RETENTION AND CUSTODY OF THE INSTITUTIONAL RECORD AND ALL SEQUESTERED EVIDENCE

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Commented [NA9]: or different time period as required?

B. **Provision for Sponsor Custody:** On request, the Institution will transfer custody or provide copies to the Research Sponsor of the Institutional Record or any component of the Institutional Record and any sequestered Evidence (regardless of whether the Evidence is included in the Institutional Record) for the Research Sponsor to conduct its oversight review, develop the administrative record, or present the administrative record in their proceeding.

C. **Obligations Under Record Retention Laws:** Nothing herein shall prevent the Institution from complying with its obligations under applicable record retention laws and regulations. Such laws include without limitation the Oklahoma Records Management Act.

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B. **Protection of the Complainant, Witnesses and Committee Members:** During the Research Misconduct Proceeding and upon its completion, regardless of whether the Institution or the Research Sponsor, if applicable, determines Research Misconduct occurred, the RIO will undertake all reasonable and practical efforts to protect the position and reputation of, or to counter potential or actual Retaliation against, any Complainant who made Allegations of Research Misconduct in Good Faith and of any witnesses and committee members who cooperated in Good Faith with the Research Misconduct Proceeding (see Board of Regents' Policy 3.06, Non-Retaliation). The DO will determine, after consulting with the RIO and with the Complainant, witnesses, or committee members, what steps, if any, are needed to restore their respective positions or reputations or to counter potential or actual Retaliation against them. The RIO is responsible for implementing any steps the DO approves.

C. **Allegations Not Made in Good Faith:** If relevant, the DO will determine whether the Complainant's Allegations of Research Misconduct were made in Good Faith or whether a witness or committee member acted in Good Faith. If the DO determines there was an absence of Good Faith, they will, in consultation with the Provost, determine whether Institutional action should be taken against the person or persons who failed to act in Good Faith.

REFERENCES:

42 CFR Part 93
45 CFR Part 689

Commented [NA10]: should we include the list of institutional resources referenced as well? i.e. RTP policy, 3.06 BOR, discipline for staff, etc?

CENTER FOR HEALTH SCIENCES	**COMPLAINTS OF RESEARCH MISCONDUCT**	**Research** **4-70125** **August 2025**

10 CFR Part 733
DoD Instruction 3210.7
7 CFR Part 3022
Board of Regents' Policy 3.06 "Non-Retaliation"
Policy 3-70720 "Corrective Actions and Dismissals for Staff"
Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University Center for Health Sciences

DOCUMENT HISTORY:
Adapted from OSU Policy 4-0125
Approved by OSU CHS executive team: December 2016
Updated to Federal Policy Changes, July 2025

PERSONNEL ACTIONS
in compliance with
Board Policies 3.01, 3.02, and 3.03
October 24, 2025
OKLAHOMA STATE UNIVERSITY

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ALPHABETICAL INDEX OF INDIVIDUALS
WITHIN COLLEGE/DIVISION

PERSONNEL ACTIONS

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- Change
- Sabbatical
- Correction
- Separation/Retirement - For Information Only

OSU/A&M Board of Regents' approval is sought for the following personnel actions except for separation, retirement and death which are included as information items only.

ALPHABETICAL INDEX OF INDIVIDUALS

Name	College/Division	Action
Barringer, Bruce	Business	8
Carter, David	Business	2
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Eckhardt, Megan	Agriculture	1
McGuire, John	Arts and Sciences	7
McMurry, Scott	Arts and Sciences	5
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ALPHABETIC INDEX OF INDIVIDUALS WITHIN COLLEGE/DIVISION

Name	Action
AGRICULTURE	
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ARTS AND SCIENCES	
Cecil, Joe	6
McGuire, John	7
McMurry, Scott	5
BUSINESS	
Barringer, Bruce	8
Carter, David	2
ATHLETICS	
Weiberg, Chad	3

New Appointment

	Effective Dates From	To		Action
AGRICULTURE ANIMAL & FOOD SCIENCES				
Eckhardt, Megan Assistant Professor	12/31/2025	5/31/2030	11 mths	1

Change in Appointment

	Effective Date		Pay Rate From	Pay Rate To	Action
BUSINESS FINANCE					
Carter, David	10/27/2025	6/30/2028			2
Professor, Department Head, Chair					
Appointment to the Paul C Wise Chair.					
ATHLETICS ATHLETICS					
Weiberg, Chad	10/24/2025	12/31/2029	$750,000		3
Vice President, Athletic Programs and Director					
Action includes authority for President to approve and execute necessary contractual documents with approval of Board Legal Counsel. The term of this contract is through December 31, 2029. Compensation will continue to be $750,000, with extension of current benefits and perquisites, and monetary incentives tied to meeting overall Athletic Department financial goals coupled with athletic team performance in each sport, as determined by President.					

Retirement or Separation - For Information Only

	Effective Date	Action
AGRICULTURE ENTOMOLOGY & PLANT PATHOLOGY		
Mustafa, Jibrin Assistant Professor Separation with no annual leave due.	9/22/2025	4
ARTS AND SCIENCES BIOLOGY		
McMurry, Scott Regents Professor Retirement with no annual leave due.	1/5/2026	5
ARTS AND SCIENCES COMPUTER SCIENCES		
Cecil, Joe Professor Separation with no annual leave due.	10/31/2025	6
ARTS AND SCIENCES MEDIA & STRATEGIC COMMUNICATIONS		
McGuire, John Professor Retirement with no annual leave due.	6/1/2026	7
BUSINESS ENTREPRENEURSHIP		
Barringer, Bruce Professor, Department Head, Chair Retirement with no annual leave due.	1/10/2026	8

Academic Program Review Report 2025 Oklahoma State University

Prepared for the Oklahoma A&M Board of Regents

Reports included in this document are:

Ferguson College of Agriculture

BMB-Biochemistry and Molecular Biology-BSAG-216

BMB-Biochemistry and Molecular Biology-MS-027

BMB-Biochemistry and Molecular Biology-PhD-028

EPP-Entomology-MS-089

EPP-Entomology-PhD-090

College of Arts & Sciences

AMST-American Studies-BA-416

AMST-American Studies-BS-526

ART-Art History-BA-024

ART-Art History-MA-485

ART-Graphic Design-BFA-233

ART-Graphic Design-MFA-504

ART-Studio Art-BA-024

ART-Studio Art-BFA-233

CHEM-Biochemistry-BS-026

CHEM-Medicinal Chemistry-BS-530

DLL-American Sign Language-BA-293

DLL-German-BA-113

ECON-Economics-BA-249

ECON-Economics-BS-063

GEOG-Geospatial Information Sciences-BS-510

GEOG-Global Studies-BA-520

POLS-Peace Conflict and Security Studies-MA-321

PSYC-Psychology-BA-257

PSYC-Psychology-BS-176

PSYC-Psychology-MS-177

SMSC-Strategic Communication-BA-476

SMSC-Strategic Communication-BS-475

STAT-Applied Statistics-MS-507

STAT Statistics-BS-230

STAT-Statistics-MS-192

STAT-Statistics-PhD-193

TH-Acting-BFA-288

TH-Music Theatre-BFA-294

College of Engineering, Architecture, and Technology

CET-Construction Engineering Technology-BS-076

CHE-Petroleum Engineering-PhD-274

CIVI-Civil Engineering-BSCV-047

ECE-Electrical Engineering-ME-524

EET-Electrical Engineering Technology-BSET-077

ETM-Engineering and Technology Management-MS-411

FPST-Fire Protection and Safety-BSET-079

FPST-Fire Safety and Explosion-MSET-519

MSE-Materials Science Engineering-MEN-313

MET-Mechanical Engineering Technology-BSET-081

College of Education and Human Sciences

HCCP-Counseling Psychology-PhD-552

HCCP-Counseling-MS-194

HCCP-Public Health-BS-116

HDFS- Aging Studies-MS-287

HDFS-Early Child Care and Development-BSHS-537

KAHR-Health & Human Performance-PhD-337

KAHR-Health & Human Performance-MS-117

KAHR-Health Leisure and Human Performance-PhD-428

KAHR-Leisure Studies-MS-436

KAHR-Recreation and Athletic Management-BS-180

SEFLA-Aviation and Space-MS-486

SEFLA-Educational Leadership-MS-437

SEFLA-Educational Psychology-MS-068

SEFLA-Educational Psychology-PhD-070

STLES-Education-PhD-435

STLES-Family and Community Services-MS-304 STLES-

Family and Consumer Sciences Education-MS-544

STLES-School Psychology-EDS-291

STLES-Teaching, Learning and Leadership-MS-057

Global Studies

GS-Global Studies-MS-410

Spears School of Business

ACCT-Accounting-MS-002

ACCT-Accounting-BSBA-444

ACCT-Accounting-PhD-036

DEAN-Business Administration-PhD-036

ECON-Economics-PhD-065

ECON-Economics-BSBA-445

ECON-Economics-MS-064

FIN-Finance-BSBA-446

FIN-Quantitative Finance-MS-431

MGMT-Management-BSBA-449

MKTG-International Business-BSBA-448

MKTG-Marketing-BSBA-451

MSIS-Management Information Systems-BSBA-452

MSIS-Management Information Systems-MS-412

MULTIBU-General Business-BSBA-447

Academic Program Review Form

Oklahoma State University, Academic Program Review
Executive Summary

NOTE: By submitting the final report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of the program to ensure that the information and goals provided within are beneficial and agreed upon by all.

Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation? *
Biochemistry and Molecular Biology	BSAG	216	155.6	37.8	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Bachelor of Science in Agriculture (BSAG)

Author of report	Name only, not signature	Dr. John Gustafson and undergraduate committee members
Department Head	Name only, not signature	Dr. John Gustafson
Dean	Name only, not signature	Dr. Jayson Lusk

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation 1. The number of students within the BMB program has been reduced greatly since a high in 2016. This is likely in part due to competition with life sciences degrees offered within Oklahoma and the United States. We also compete internally with CAS STEM majors and a CAS biochemistry major, even though the entire BMB departmental budget is focused on teaching and research in biochemistry and molecular biology. The lack of elective hours on our degree sheet is also an impediment to recruitment and retention.

We need to re-envision what the BMB department provides to our undergraduates and their future and how specifically being in the FCA and our Department leads to student success. To accomplish this, we recommend developing and implementing a focused undergraduate recruiting program, which will be combined with development of a BMB science education track, an early-stage student-faculty careers and postgraduate mentoring program and an enhanced BMB undergraduate research program that will all target student persistence in our UG programs (See BMB undergraduate PEP).

Development and implementation of a recruiting plan and program could be guided by preparing a survey for students considering the BMB major or other STEM majors on campus, using information FCA acquires from incoming students and by interviewing our dedicated professional advisors. Interested, incoming, and lower division students, could be surveyed with questions that cover the following: Academic preparation (e.g. High school classes that prepared you for a major); Awareness and information on the BMB major (e.g. How did you learn about the BMB major); academic support systems (e.g. What kind of academic support do you need); Financial considerations (e.g. Are there particular costs that have guided your decision on major); Institutional barriers (e.g. Did you experience any challenges with course availability or advising); Personal and social factors (Do you feel a sense of belonging within the BMB community); Career guidance (e.g. Have you received adequate career counseling related to this major); and Experiential learning (e.g. What barriers prevented you from accessing these opportunities).

Working with FCA recruiting specialists and our professional advisors, we will develop any of a variety of recruiting mechanisms in improve BMB major yield. BMB faculty, staff and students (BMB ambassadors and club members) will be identified to develop and implement one or more of the following recruitment efforts: Preparing and sending out advertisement materials to interested schools; BMB personnel visit high and grammar schools to provide information lectures on our department and its programs; Department open days where students can visit with the department, meet faculty, and

participate in hands-on activities; Develop social media campaign sharing student and alumni success stories, research highlights, and student testimonials; Ensure department website is up-to-date with detailed information about the program, faculty, research opportunities, and career prospects; Develop mentorship program where new students are paired with upperclassmen to provide guidance; Prepare new potential student and accepted student letters to enhance incoming students experience with the department; Reimagine how departmental scholarship funds can be used for recruiting purposes; and engage our Biochemistry- and Students of Osteopathic Rural Medicine-clubs to build a greater sense of community for lower division students and participate in our recruiting efforts.

Timeline

Years 1 - 2. Planning and implementation stage.

- Produce survey(s) for students considering a BMB major and new students, in order to help determine which recruiting efforts are the most advantageous for the department. Analyze existing FCA data on our incoming students.
- Working with FCA recruiting specialists, form a BMB recruiting committee, who will hold timely discussions to identify which interventions and/or activities described above should become part of the recruitment program.
- Identify individuals/groups responsible for the implementation of various recruiting components.

Years 3 - 5. Evaluation and sustainability stage.

- Identifying lessons learned and best practices for recruitment program, seek evaluations from students in our program on the impact of our recruiting program, survey them with questions on what worked and what did not.
- Determine if any/all of the ideas implemented are increasing our major numbers.
- Make necessary modifications to improve recruiting.
- Set into motion strategies, funding and individuals needed to sustain the effective portions of the recruitment program.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation 2. The second recommendation is designed to provide our majors an alternative career pathway and improve the departments recruitment potential by developing and implementing a dual BMB - secondary science education degree, in collaboration with FCA administration and the School of Teaching, Learning and Educational Sciences – OSUTeach (Dr. Jennifer Cribbs). This initiative aims to enhance BMB knowledge among secondary educators while providing students the opportunity to pursue both disciplines concurrently.

Graduates will gain a thorough understanding of BMB, equipping them with the skills needed for research and laboratory work, or to enter life science graduate programs and various postgraduate health programs. The education component prepares students to effectively teach complex scientific concepts, manage classrooms, and develop engaging curricula, or to enter education graduate programs. There is also a strong demand for qualified science teachers, particularly those with advanced knowledge in specialized fields like BMB, which prepares them to cover chemistry and biology courses. Therefore, graduates with this dual degree can pursue careers in both scientific research and education, providing flexibility and a broader range of job opportunities. Graduates can participate in improving science literacy by bringing advanced knowledge into the classroom, inspiring the next generation of scientists, and they can serve as role models for students, particularly those interested in pursuing science careers. Graduates will also have the chance to build networks in both scientific and educational communities, which can be beneficial for career advancement.

Overall, the entire process from initial planning to the first student enrollment can take approximately 2-4 years. This timeline may vary based on the complexity of the program and the efficiency of the approval processes.

Timeline

Years 1 – 3.

Initial planning and proposal development:

- Conducting a needs assessment to determine the demand and feasibility of the dual degree.
- Collaborate with faculty from both departments to develop the program structure.
- Draft a detailed proposal, including curriculum, credit requirements, resource needs and program assessment program.

Review and approval:

- Submit the proposal to departmental committee for review and feedback.
- Revise the proposal based on feedback.
- Gain approval from the FCA college program review curriculum committee before assessment by central administration – modify proposal as required.
- OSU approved programs will then be sent forward by the Provost to the Oklahoma State Regents for Higher Education for final approval.
- Address any additional requirements or modifications requested by the state regents.

Program implementation:

- Develop marketing materials and recruiting students.
- Finalize administrative details, such as course scheduling and advising structures.
- Train faculty and staff on the new program requirements and processes.

Program launch:

- Launch of dual degree program is the 2026-2027 academic year, enrolling first student cohort.
- Monitor and evaluate the programs to identify and address any issues.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS *
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Biochemistry and molecular biology (BMB) are closely related fields that focus on the molecular mechanisms of life. Biochemistry investigates the chemical processes within living organisms that combines principles from biology, chemistry and physics, to understand the molecular basis of life. Biochemists focus on the structure and function of cellular components such as proteins, lipids, carbohydrates, and nucleic acids and the enzymes and enzymatic pathways that interconnect the metabolism of all macromolecules. Biochemists also investigate how macromolecules interact and function in processes like metabolism, cell signaling, and gene expression. Molecular biology, on the other hand, focuses on interactions between various systems of a cell, including the interrelationship of DNA, RNA, and protein synthesis and epigenetics. Molecular biologists often use techniques to study the

structure and function of genes and genetic material at a molecular level as well as the impact of gene and DNA mutations on cellular functions.

BMB have been pivotal in driving the biotechnology revolution, leading to significant advancements across various fields. The discovery of the structure of DNA and the development of molecular cloning techniques has led to the creation of organisms with desirable traits, such as pest-resistant crops and bacteria that produce insulin. Techniques like polymerase chain reaction and CRISPR-Cas9 gene editing have made it possible to diagnose genetic disorders and develop and implement corrective gene therapies. BMB scientists have identified molecular targets for drugs which has led to more effective treatments with fewer side effects, which has proved particularly impactful in cancer therapy and infectious diseases treatment. BMB techniques have been applied to industrial and environmental processes, leading to everything from the production of biofuels and biodegradable plastics to engineered enzymes used in food production and genetically engineered microorganisms for bioremediation. Perhaps most importantly, BMB contributes to fundamental research that creates new knowledge about life and our collective existence on this planet.

A high percentage (20-40%) of our undergraduate BMB program graduates are accepted into postgraduate health programs (e.g. dentistry, medicine, pharmacy, and physician assistant) and veterinary programs and go on to contribute to healthcare and agriculture throughout Oklahoma and the nation. The BMB program also produces graduates that matriculate into life science research programs (e.g. BMB, biology, genetics, cell biology, immunology, cancer, and infectious disease) to become scientists who drive biomedical, agricultural, and biotechnology discovery, producing discoveries that directly impact and support our economy. Our department also provides service and general education coursework that impacts a large number of students on the OSU campus. Some of the key benefits of a BMB major are described below:

1. **Interdisciplinary knowledge**: BMB students acquire a deep understanding of both biology and chemistry, allowing them to explore the molecular mechanisms of life. This interdisciplinary approach is crucial for tackling complex biological problems.
2. **Research skills**: The major involves extensive laboratory work, where students learn essential research techniques, data analysis, and critical thinking skills. These experiences are valuable for careers in research, pharmaceuticals, and biotechnology.
3. **Career opportunities**: Graduates can pursue diverse career paths, including roles in healthcare, pharmaceuticals, biotechnology, environmental science, and academia. They are also well-prepared for advanced studies in medical, dental, veterinary or graduate school.
4. **Problem-solving abilities**: The rigorous coursework and research projects help students develop strong problem-solving and analytical skills, which are highly sought after in many industries.
5. **Innovation and discovery**: BMB students often contribute to groundbreaking research and innovations in fields like genetics, drug development, and disease treatment, making a significant impact on society.
6. **Networking and collaboration**: Students have opportunities to collaborate with faculty, researchers, and peers, building a professional network that can be beneficial for future career prospects.
7. **Personal growth**: The challenges and achievements experienced during the major foster personal growth, resilience, and a lifelong passion for science and discovery.

sAcademic Program Review Form

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation? *
Biochemistry and Molecular Biology	Masters	027	4.4	2.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report or state no options.

Thesis; Non-thesis

	Name only, not signature	
Author of report		John Gustafson and BMB Graduate Committee
Department Head		John Gustafson
Dean		Jayson Lusk

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

We have a historic and successful Master's program that presently has 4-5 students who are primarily funded through extramural competitive grants that are secured by BMB faculty. The Division of Agricultural Sciences and Natural Resources provides funds for additional GRA and GTA positions. The disciplines of biochemistry and molecular biology (BMB) produce basic research programs that are highly funded through the NIH, DOE, DOD, NSF, USDA, and industry, and a variety of other research funding programs and institutions. This degree of funding support allows BMB scientists to relatively rapidly produce scientific innovation that can present challenges for students and faculty to stay abreast of.

For instance, in the very recent past, BMB scientists helped develop high-performance organic electrochemical neurons that mimic real biological processes which could revolutionize the field of bioelectronics. BMB scientists have also identified the molecular machinery that transmits information about pathogen encounters within plants to be used to improve crop resistance. The AI program AlphaFold has revolutionized the ability to predict protein structures and has been instrumental in understanding the structure of unsolved proteins. BMB researchers have also designed novel proteins with specific functions, such as sensing environmental toxins or blocking viruses which has implications for the development of new therapeutics and environmental applications like bioremediation.

All of this new knowledge and the technology that drives it, makes up worthy modern material to consider adding to our core BMB graduate coursework. As large dataset (genomics, proteomics, metabolomics and RNAseq) analysis have become commonplace, our graduate students require additional training in bioinformatics and AI, and even though we do not have faculty who can teach these subjects, the existing faculty can lay out what our graduate students need to know in these disciplines to be successful. In addition, over the years the BMB department has changed dramatically with regards to the disciplines represented by new faculty, and we face issues supporting some faculty teaching interests while teaching modern BMB concepts. Historically, the OSU BMB department has taught essential core BMB content that has allowed our graduate students to understand most of the subject matter associated with our disciplines. However, since new BMB techniques and knowledge is continually produced, BMB departments need to continually change the educational content priorities in their graduate programs.

Recommendation 1.

BMB faculty will engage in an exploratory process to revisit BMB graduate curriculum in order to determine if we need to produce a new course sequence, add content material that better prepares our graduates for the job market and modernizes the knowledge set these students learn, and to design courses that capture student interest from inside and outside our department. To do so, we will need to produce a modern layout of BMB content and course sequences and perhaps produce new course titles and syllabi. Emphasis will be made on producing curriculum that whenever possible better suits new faculty expertise and produces greater interest from graduate students outside of our department. We will also encourage all faculty to apply modern pedagogy designed to better reach the new generation of students we are training. This will include conversations with FCA administration, and pedagogy experts and ITLE.

An example of how we will approach this exploratory process systematically with a timeline is described below.
Years 1 – 3

1. Needs assessment
   - **Gather feedback**: Collect input from current students, alumni, faculty, internal and external science departments, and industry professionals to identify strengths and weaknesses in the existing curriculum.
   - **Analyze trends**: Review recent advancements in BMB to ensure the curriculum aligns with current scientific and industry trends.
   - **Benchmarking**: Compare our program with similar programs at other institutions to identify best practices and areas for improvement.
2. Define objectives
   - **Learning outcomes**: Clearly define the desired learning outcomes for the program. What knowledge, skills, and competencies should BMB graduate students possess when they graduate?
   - **Program goals**: Establish overarching goals for the program, such as preparing students for specific career paths or advancing research capabilities.
3. Curriculum mapping
   - **Course alignment**: Map existing courses to the defined learning outcomes and identify gaps or redundancies.
   - **Sequence and integration**: Ensure courses are logically sequenced and integrated to build on foundational knowledge and skills progressively.
4. Course development *(as determined by process)*
   - **Revise existing courses**: Update course content, teaching methods, and assessment strategies to align with the new learning outcomes.
   - **Develop new courses**: Create new courses to fill identified gaps or address emerging topics in the field.
   - **Interdisciplinary approach**: Incorporate interdisciplinary elements to provide a broader perspective and enhance problem-solving skills.
5. Approval and Implementation *(as determined by process)*
   - **Internal review**: Submit the redesigned curriculum for internal review and approval by the department, college, or university curriculum committees.
   - **Full implementation**: Roll out the redesigned curriculum across the program, providing support and resources to faculty and students during the transition.
6. Course Evaluation *(as determined by process)*
   - **Implement new courses**: Introduce new courses and gather feedback and make necessary adjustments.
   - **Evaluate effectiveness**: Assess the effectiveness of new courses through student feedback, performance data, and faculty observations.
7. Continuous Improvement *(as determined by process)*
   - **Ongoing assessment**: Implement a system for continuous assessment and feedback to monitor the effectiveness of the new curriculum.
   - **Regular updates**: Periodically review and update the curriculum to keep pace with advancements in the field and evolving educational needs.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation 2.

In order to enhance our graduate students' knowledge of new techniques, approaches, and content being produced by the BMB disciplines, we will develop and implement a BMB themed journal club. This journal club will be led by a faculty member and the students will be guided to present on publications that represent scientific discoveries at the forefront of BMB. These discoveries could focus on CRISPR therapies, FDA approved CAR-T cell treatment options, mRNA vaccines, nanobody development, AlphaFold, and many other breakthrough discipline-specific technologies and applications. This journal club will leverage our required BIOC 5112 Articulation of Logic course and BIOC 5120 BMB Graduate Research Colloquium to further build community interactions and improve our students' approach to presenting and interpreting scientific research results. It will also increase the exposure of students to cutting edge BMB scientific findings that go beyond what is normally provided in standard coursework and allow students to discover new interests outside of their own research subject matter. Furthermore, besides adding to

student self confidence in mastering and understanding cutting edge discoveries in BMB knowledge, this course will be designed to help students understand how good publications are constructed and what makes a complete body of research ready for publication.

BMB Graduate Journal Club Objectives

- Keep students updated with the latest research findings in BMB.
- Develop critical thinking and analytical skills.
- Foster a collaborative learning environment.
- Enhance presentation and communication skills.

Timeline Years 1 – 3.

1. Development and implementation.

- Identify and appoint a faculty member to lead the journal club course.
- Develop a detailed syllabus and schedule for the journal club coursework.
- Select initial topics and publications for discussion (e.g., CRISPR therapies, CAR-T cell treatments, mRNA vaccines, etc.).
- Create a shared online platform (e.g., Google Drive, Slack) for sharing articles, resources, and meeting notes.
- Coordinate with instructors of BIOC 5112 and BIOC 5120 to integrate journal club course.

2. Course implementation

- Explain the goals, structure, and expectations and assign student presentation schedule.
- Provide students with themed topic(s)/publications for their presentations.
- Hold journal club sessions, focusing on selected publications.
- Foster student peer review and collaborative discussions to enhance critical thinking.
- Invite guest speakers or researchers to present their work and engage with students.

3. Course enhancement, feedback and evaluation.

- Encourage students to suggest additional topics and publications for future course offerings.
- Encourage students to present more complex and advanced research papers.
- Evaluate impact of the journal club on student learning and engagement.
- Collect and incorporate student survey feedback to improve the journal club experience.
- Reflect on the successes and challenges to continuously improve the program.
- Make necessary adjustments to the format, schedule, or content based on feedback.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

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BMB has been pivotal in driving the biotechnology revolution, leading to significant advancements across various fields. The discovery of the structure of DNA and the development of molecular cloning techniques have enabled the creation of organisms with desirable traits, such as pest-resistant crops and bacteria that produce insulin. Techniques like polymerase chain reaction (PCR) and CRISPR-Cas9 gene editing have made it possible to diagnose genetic disorders and develop corrective gene therapies. BMB scientists have identified molecular targets for drugs, leading to more effective treatments with fewer side effects, particularly in cancer therapy and infectious disease treatment. BMB techniques have also been applied to industrial and environmental processes, resulting in the production of biofuels, biodegradable plastics, engineered enzymes used in food production, and genetically engineered microorganisms for bioremediation.

BMB graduate students engage in classroom training and research, contributing to advancements in medicine, agriculture, and environmental science. They work on projects that can lead to new disease treatments, improved crop yields, or engineered genes that produce novel molecules. BMB graduate students often collaborate across various scientific disciplines, fostering a comprehensive understanding of complex biological systems that can lead to innovative solutions and breakthroughs. Students gain experience in presenting their research, writing scientific papers, and developing grant proposals—skills crucial for successful careers and leadership positions in academia, industry, and government. New research BMB faculty hires have all been successful with obtaining grants that support graduate student training.

The OSU BMB graduate program has produced titans of industry, such as Dr. Jim Kennamer, and scientific leaders in fields like aging science (Dr. Arlan Richardson) and wound healing (Dr. Gregory Shultz). To the best of our knowledge, every BMB graduate alumnus is employed, highlighting the program's success in preparing students for impactful careers.

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Biochemistry and Molecular Biology	Ph.D.	028	13.6	2	No

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Thesis; Non-thesis

	Name only, not signature	
Author of report		John Gustafson and BMB Graduate Committee
Department Head		John Gustafson
Dean		Jayson Lusk

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Recommendation 2.

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- Select initial topics and publications for discussion (e.g., CRISPR therapies, CAR-T cell treatments, mRNA vaccines, etc.).
- Create a shared online platform (e.g., Google Drive, Slack) for sharing articles, resources, and meeting notes.
- Coordinate with instructors of BIOC 5112 and BIOC 5120 to integrate journal club course.

2. Course implementation

- Explain the goals, structure, and expectations and assign student presentation schedule.
- Provide students with themed topic(s)/publications for their presentations.
- Hold journal club sessions, focusing on selected publications.
- Foster student peer review and collaborative discussions to enhance critical thinking.
- Invite guest speakers or researchers to present their work and engage with students.

3. Course enhancement, feedback and evaluation.

- Encourage students to suggest additional topics and publications for future course offerings.
- Encourage students to present more complex and advanced research papers.
- Evaluate impact of the journal club on student learning and engagement.
- Collect and incorporate student survey feedback to improve the journal club experience.
- Reflect on the successes and challenges to continuously improve the program.
- Make necessary adjustments to the format, schedule, or content based on feedback.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	Ph.D.	Ph.D.	Ph.D.*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Biochemistry and molecular biology (BMB) are closely related fields that delve into the molecular mechanisms of life. Biochemistry focuses on the chemical processes within living organisms, combining principles from both biology and chemistry to understand the molecular basis of life. Biochemists study the structure and function of cellular components such as proteins, lipids, carbohydrates, and nucleic acids, as well as the enzymes and enzymatic pathways that interconnect the metabolism of all macromolecules. They also investigate how these macromolecules interact and function in processes like metabolism, cell signaling, and gene expression.

Molecular biology, on the other hand, examines the interactions between various systems within a cell, including the interrelationship of DNA, RNA, and protein synthesis, as well as epigenetics. Molecular biologists use techniques to study the structure and function of genes and genetic material at a molecular level, as well as the impact of gene and DNA mutations on cellular functions.

BMB has been pivotal in driving the biotechnology revolution, leading to significant advancements across various fields. The discovery of the structure of DNA and the development of molecular cloning techniques have enabled the creation of organisms with desirable traits, such as pest-resistant crops and bacteria that produce insulin. Techniques like polymerase chain reaction (PCR) and CRISPR-Cas9 gene editing have made it possible to diagnose genetic disorders and develop corrective gene therapies. BMB scientists have identified molecular targets for drugs, leading to more effective treatments with fewer side effects, particularly in cancer therapy and infectious disease treatment. BMB techniques have also been applied to industrial and environmental processes, resulting in the production of biofuels, biodegradable plastics, engineered enzymes used in food production, and genetically engineered microorganisms for bioremediation.

BMB graduate students engage in classroom training and research, contributing to advancements in medicine, agriculture, and environmental science. They work on projects that can lead to new disease treatments, improved crop yields, or engineered genes that produce novel molecules. BMB graduate students often collaborate across various scientific disciplines, fostering a comprehensive understanding of complex biological systems that can lead to innovative solutions and breakthroughs. Students gain experience in presenting their research, writing scientific papers, and developing grant proposals—skills crucial for successful careers and leadership positions in academia, industry, and government. New research BMB faculty hires have all been successful with obtaining grants that support graduate student training.

The OSU BMB graduate program has produced titans of industry, such as Dr. Jim Kennamer, and scientific leaders in fields like aging science (Dr. Arlan Richardson) and wound healing (Dr. Gregory Shultz). To the best of our knowledge, every BMB graduate alumnus is employed, highlighting the program's success in preparing students for impactful careers.

Academic Program Review Form

Oklahoma State University, Academic Program Review
Executive Summary

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Entomology and Plant Pathology	MS	089	13.4	4.8	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Entomology Option or Plant Pathology Option

	Name only, not signature	
Author of report		Justin Talley
Department Head		Justin Talley
Dean		Jayson Lusk

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Curricular review to increase professional development opportunities for the EPP MS program.

1. Review the currently required core courses and develop a curricular model that provides core areas but allows each discipline to modify current offerings that encourage students to develop professional development opportunities. Years 1-2
2. Review how each discipline's core courses can be integrated into overarching courses for both disciplines. Years 2-3
3. Review how partnerships across the Ferguson College of Agriculture can create new modalities such as 4+1 programs between Horticulture, Environmental Science, and Plant & Soil Science. Years 2-3
4. Review how partnerships across the University can contribute to the current MS curriculum including the Interdisciplinary Toxicology Graduate Program within Arts and Sciences and the Graduate College course GRAD 5193 Preparing Publishable Manuscripts. Years 2-3
5. Review resource allocations for the current curriculum to determine where optimization strategies can be implemented. Years 3-5
6. Develop outcome metrics to monitor / measure improvements detailed in the review. Years 4-5

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Entomology	PhD	090	9.0	1.4	No

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Justin Talley
Department Head	Name only, not signature	Justin Talley
Dean	Name only, not signature	Jayson Lusk

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The purpose of this PEP is to increase strategies to recruit high quality students that are trained in diversified areas within the program.

The review will address the following areas: (Goal of completing within Years 1&2 of the PEP

1. Review current PhD stipends to determine the competitiveness of current stipends.
2. Review approaches of faculty on the recruitment of PhD students.
3. Review current requirements for admission into the PhD program.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Develop a departmental strategic plan focused on graduate programs. Aspects of this component will be completed in Years 2-5 of the PEP.

1. External entities to evaluate current curriculum
2. Form strategic partnerships in interdisciplinary programs
3. Modified assessment metrics will be developed
4. Develop performance indicators to see how the department is meeting the strategic plan.

	Department	College	Institution
Expand the number of students in the program(s)	PhD	PhD	PhD*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Entomology is a multidisciplinary science that spans from molecular, through organismal and field practices, up to global-scale modeling. The entomology field encompasses a diverse array of individual subject areas, including agriculture, horticulture, soil science, microbiology, conservation, public health, veterinary health, molecular biology, biochemistry, genetics, epidemiology, and statistical modeling. Our academic faculty and program reflect this diversity and bring a broad range of perspectives and approaches to entomology education. Graduates from the Ph.D. Entomology program have historically been very successful in state, national, and international endeavors. We have graduates that have excelled at the highest level in academia, private, international companies conducting

plant protection research, public health research, biological control mechanisms to understand natural control within agroecosystems, and government sectors including APHIS to prevent invasive species from entering the country.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
American Studies, BA	Bachelor	416	6	2.2	N.A.

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		John M. Kinder
Department Head		John M. Kinder
Dean		Melinda A. Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Increase Program Visibility and Viability on the Stillwater Campus and Online

This recommendation reflects the fact that the American Studies Program is currently undergoing a moment of transition. Four long-standing core faculty members have left the program (or plan to do so by the end of 2024-2025), while several new ones have come on board, giving the Program a stronger grounding in the social sciences and the environmental humanities. Our center of gravity is also shifting. In the past, the bulk of American Studies majors came from the Tulsa campus. In 2024, however, the administration decided to transition nearly all of the American Studies faculty and resources to the Stillwater campus, where we have the greatest potential for growth. Finally, we continue to grapple with the aftermath of the COVID-19 Pandemic. The Pandemic devastated our in-person enrollments on the Tulsa campus, where our numbers never recovered. At the same time, the COVID years spurred us to adopt new, more flexible teaching methodologies (both in-person and online) that should serve us well in the future. No less important, the Pandemic (and its aftermath) reinforced the dire need for critical thinking, digital literacy, and cultural analysis skills—all of which are central to American Studies.

In short, this recommendation aims to secure a future for American Studies at OSU by emphasizing the major's relevance as a present-minded, interdisciplinary field of study that (1) teaches soft skills valued by employers as evidenced by the AACU's 2021 workforce study and a recent NIH funded study of skills needed for today's industrial workforce and (b) promotes the land-grant mission of giving students the "resources and education they need to make a difference in the world."

1. On-going: Develop and offer additional 2000-level AMST courses (such as our newly added course on the Dust Bowl) that act as a gateway to the major.
2. On-going: Create and sponsor programming to boost student enrollment, incorporating activities such as film screenings, field trips, and hands-on experiential opportunities.
3. On-going: Continue working with the advisors to market the AMST major and minor and to ensure students "find" our courses.

4. On-going: Enhance the visibility of interdisciplinary programs by developing programming and collaborating with faculty and coordinators across the sciences and social sciences to engage in university-wide, transdisciplinary projects.
5. On-going: Continue collaborating with the coordinators of Gender & Women's Studies, American Indian Studies, Religious Studies, and Africana Studies to enhance the visibility of interdisciplinary programs at OSU; in doing so (2025+), collaborate with the other ID programs on enrollment strategies.
6. 2025+: Each semester, solicit a list of students enrolled in AMST courses who show potential interest in majoring in AMST and send targeted, personalized emails to encourage their engagement with the program.
7. 2025+: Use data provided by Institutional Research to identify students who have taken 2 or more AMST courses and send direct emails to those students touting the benefits of majoring or minoring in AMST.
8. 2025+: Check in with Department Heads of related fields such as English, Art History, Philosophy, Sociology, History, Geography, and Political Science to reacquaint them with the American Studies Program, its curriculum, the services provided to the program by their resident faculty, and opportunities for regular, Honors, and team teaching within the program. Starting in 2025, the Department Head will also reach out to Department Heads in the sciences (Integrative Biology, Plant Biology, Ecology, and Evolution, etc.) about team-teaching, cross-listing, and trail-building opportunities. Of particular interest during these meetings will be (1) encouraging Department Heads to allow AMST-related Honors "Add-on" coursework to be attached to their entry-level surveys, (2) adding relevant American Studies courses to Departmental Degree Sheets as viable elective options for students, and (3) developing opportunities for collaboration.
9. Fall 2025+: Offer regular Honors "add-ons" in American Studies methods or topics attached to entry-level courses in American History, American Literature, Political Science and other relevant disciplines. (We have not been offering these as frequently in the post-COVID period.) These "add-ons" will provide increased exposure for the major on the Stillwater campus.
10. On-going: Maintain a constant presence at University-sponsored promotional events such as the LASSO majors fair in October.
11. On-going: Maintain an active online and social media presence; funnel information about AMST faculty, students, and programs to the A&S Director of Communications for broadcast via University networks
12. On-going: Maintain an active schedule of cultural Programs of interest to AMST faculty and students.
13. On-going: Continue to advocate for an institutional space on the Stillwater campus.
14. 2025-2026: Reach out to existing trail heads about integrating current American Studies courses into existing trails
15. 2025-2026: Work with the Dean's Office and the other ID Programs about the viability of setting up an American Studies-led transdisciplinary trail on one of the topics discussed in American Studies' trail report

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Revise/streamline the American Studies curriculum

Again, this recommendation reflects a moment of transition of in the American Studies Program. As mentioned above, we have recently brought on several new faculty members, which means that some courses no longer reflect the current faculty's areas of expertise. Our shift to Stillwater further necessitates taking a fresh look at the curriculum, as a number of American Studies courses were initially designed with Tulsa students in mind. Moreover, we recognize that, for whatever reason, American Studies' enrollments—at least, in terms of majors declared—have declined in recent years. This provides additional motivation to revise and streamline our curriculum to ensure that the revised curriculum meets the needs and desires of current and future OSU undergraduates. Finally, our decision to revise the current curriculum is inspired by changes taking part on the university level, such as the implementation of Gen-Ed trails and the strategic plan.

Put simply, we hope to build an American Studies curriculum that's in greater conversation with growth areas at OSU, including the environmental humanities and the sciences. We'll continue to teach our courses on film, media, literature, and history, of course, but we'll increasingly highlight questions of technology, digital humanities, environmental humanities, business, work, health, law, etc.—all with a grounding in interdisciplinary scholarship and teaching.

1. Starting Fall 2024 and on-going: assemble a curriculum committee tasked with providing recommendations to the Director about curriculum revision, course instruction and construction, trails, and student needs (see the PEP section for further details)
2. 2025+: work with Stillwater advisors, CAS administration, and others about crafting new or revised courses on the Stillwater campus
3. 2025-2026: develop new tools/surveys for assessing student desire and need for future courses and scheduling; this will include a revised version of our retired Senior Student Survey
4. On-going: create new 2000-level courses in potential growth areas such as the environmental humanities, digital literacy, business and work, etc.
5. On-going: encourage more innovative teaching by providing support for team-teaching, "flipped" classrooms, "hybrid" courses, experiential learning, field trips, community engagement, and meaningful online instruction
6. On-going: gather and review enrollment and assessment data regularly, tracking long-term trends and implementing changes as needed (data-gathering every semester; report to the faculty every fall)
7. On-going: monitor and enhance the quality of instruction in American Studies courses
8. 2025+: resurrect the American Studies online community on Canvas and encourage more active participation in the sharing of syllabi, course modules, and in-class exercises.
9. On-going: since the last 5-year review, we secured a TAP (Tom Jorsch) and an Assistant Professor (Kathleen Burns) to teach on the Stillwater campus; these hires, along with the recent shift of David Gray and Stacy Takacs from Tulsa to Stillwater, finally gives us the bandwidth to pursue greater interdisciplinary collaboration and to increase our visibility in Stillwater.

As far as Item #1 (the curriculum committee) is concerned, here is our rough timeline:

- Fall 2024: form committee and meet with advisors, administration, etc.
- Spring 2025: submit report of findings to AMST director
- Fall 2025: submit first round of CAFS

- Fall 2026: submit second round of CAFS, including revised degree sheet
- Fall 2027: reconvene regular committee meetings to reassess revised curriculum and degree sheet
- All the while: committee members and AMST directors will reach out to interested parties to assess student needs and desires

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BA	BA	BA*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

* Before elaborating upon the distinguishing attributes of the American Studies Program, I want to briefly address my suggestion to reorganize the American Studies Program. At this point, I'm strictly speaking about the kind of curricular and degree sheet redesign described in Recommendation #2 and in the PEP. In the past, we have questioned the value of maintaining the BS degree, particularly given the fact the 5-year review distinguishes it (in terms of majors, graduation, etc.) from the BA. These are, in fact, the same program, aside from a few slight differences on the degree sheet. We initially introduced the BS to help students on the Stillwater campus complete their degrees, but relatively few students decided to pursue this path. (Most either went to Stillwater to get their missing courses—usually in foreign language—or switched their major to Multidisciplinary Studies, which the American Studies Program helped support.) Given that our main Tulsa teaching resources were recently assigned to Stillwater, the BS no longer serves its initial purpose. And yet, we do not wish to suspend the BS. If anything, now is an opportunity to explore whether it makes sense to draw greater distinctions between the BA and BS degrees. After all, some of our curriculum changes are aimed at attracting greater numbers of students interested in combining the sciences, the social sciences, and the humanities. These are exactly the sort of students who would appreciate the BS option.

More than any other program in the College of Arts and Sciences, the American Studies Program at Oklahoma State University exemplifies the combination of democratic inquiry, intellectual curiosity, and methodological diversity that have come to represent the best of humanities education in the 21st century. American Studies offers systematic, theoretical and practical exposure to American society and culture through multidisciplinary study. Students gain a thorough understanding of culture—that shared system of beliefs, behaviors, symbols, and material objects through which Americans give meaning to their lives—while gaining a rich understanding of social and cultural practices and beliefs that may differ from their own. In addition to emphasizing liberal arts education, AMST courses impart critical thinking, reading, writing, and communication skills. Indeed, our courses offer critical knowledge and context for conceptualizing and developing real-world approaches to several of the UN Sustainable Development Goals, including #4 (Quality Education), #5 (Gender Equality), #10 (Reduced Inequalities), #13 (Climate Action), and, above all else, #16 (Peace, Justice, and Strong Institutions).

All American Studies courses are **writing-intensive courses**, including those that do not offer Gen-Ed credit. The writing can take a number of forms (traditional essays, reading responses, formal research

papers, online blogs and wikis, written examinations, etc.). Many courses have some type of revision and peer review baked in, while an increasing number of our online courses train students to produce the equivalent of 10+ pages of written, proofread digital communication.

The vast majority of AMST courses, apart from the Intro course, also involve some form of hands-on **research**. This often takes the form of a research paper (involving both primary and secondary sources), but more and more faculty recognize the importance of training students in digital literacy. That means recognizing how to locate, evaluate, and utilize online sources and materials, and to create born-digital forms of writing.

The vast majority of AMST courses emphasize broad preparation, including our general education designations. A number of our courses (e.g., Globalization, Nations on the Move, Disability, Race/Gender/Ethnicity and Film, US Gender History, African American Arts, among others) are organized specifically around themes mentioned in general education outcomes. That said, even courses that don't currently carry a "D" or "I/G" designation nonetheless seek to highlight the breadth that exists in American society and to place America's past, present, and future in a global context.

An increasingly number of American Studies courses have started to privilege both **service learning** and **community-based** projects. In the past few years alone, American Studies students have helped organize and taken part in "blind dinners" (Disability in America), held class on site at Tulsa-based businesses (US as Business Culture), toured local institutions and memorials (Special Topics in American Studies, Comparative Truth and Reconciliation in Americas), and gained hands-on experience working with non-profits and civic organizations (American Studies Internship). We hope to prioritize these sorts of activities and experiences further in the future.

Looking forward, some of our faculty have expressed a greater desire to integrate more **collaborative** activities and **team-based** teaching into our courses. We don't expect to move all our courses in this direction. Moreover, we have some technical obstacles to overcome, especially given the fact that we are now offering a number of courses online. That said, we recognize the importance of teaching graduates how to collaborate and work together. Likewise, as a principle, we're committed to the belief that the best interdisciplinary teaching tends to involve multiple professors—from different disciplines—in the classroom together.

At present, ours is the only undergraduate American Studies Program in the state of Oklahoma. Moreover, American Studies is the only interdisciplinary humanities program at OSU to offer a bachelor's degree and a full slate of courses, and its Gen-Ed courses attract hundreds of students every semester. In Tulsa, where American Studies traditionally attracted the lion's share of its majors, we have long served as an important link between humanities education and the broader Tulsa community. Although our teaching focus has shifted to Stillwater, we have little plan to abandon Tulsa. For example, the American Studies Program continues to sponsor a long-running community book club on contemporary music, and we recently helped fund acclaimed education scholar Bettina Love's appearance at Fulton Street Books. Indeed, when it comes to Tulsa, American Studies is the most public-facing humanities program at OSU, something we hope to bring to Stillwater as well.

In short: although the Program is small by departmental standards, through our general education work, our community-engaged teaching, and our emphasis on innovative and inclusive curriculum, we nonetheless play an outsized role in helping OSU fulfill its land grant mission.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
American Studies, BS	Bachelor	526	9.4	2.0	N.A.

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		John M. Kinder
Department Head		John M. Kinder
Dean		Melinda A. Cro

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Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Revise/streamline the American Studies curriculum

Again, this recommendation reflects a moment of transition of in the American Studies Program. As mentioned above, we have recently brought on several new faculty members, which means that some courses no longer reflect the current faculty's areas of expertise. Our shift to Stillwater further necessitates taking a fresh look at the curriculum, as a number of American Studies courses were initially designed with Tulsa students in mind. Moreover, we recognize that, for whatever reason, American Studies' enrollments—at least, in terms of majors declared—have declined in recent years. This provides additional motivation to revise and streamline our curriculum to ensure that the revised curriculum meets the needs and desires of current and future OSU undergraduates. Finally, our decision to revise the current curriculum is inspired by changes taking part on the university level, such as the implementation of Gen-Ed trails and the strategic plan.

Put simply, we hope to build an American Studies curriculum that's in greater conversation with growth areas at OSU, including the environmental humanities and the sciences. We'll continue to teach our courses on film, media, literature, and history, of course, but we'll increasingly highlight questions of technology, digital humanities, environmental humanities, business, work, health, law, etc.—all with a grounding in interdisciplinary scholarship and teaching.

1. Starting Fall 2024 and on-going: assemble a curriculum committee tasked with providing recommendations to the Director about curriculum revision, course instruction and construction, trails, and student needs (see the PEP section for further details)
2. 2025+: work with Stillwater advisors, CAS administration, and others about crafting new or revised courses on the Stillwater campus
3. 2025-2026: develop new tools/surveys for assessing student desire and need for future courses and scheduling; this will include a revised version of our retired Senior Student Survey
4. On-going: create new 2000-level courses in potential growth areas such as the environmental humanities, digital literacy, business and work, etc.
5. On-going: encourage more innovative teaching by providing support for team-teaching, "flipped" classrooms, "hybrid" courses, experiential learning, field trips, community engagement, and meaningful online instruction
6. On-going: gather and review enrollment and assessment data regularly, tracking long-term trends and implementing changes as needed (data-gathering every semester; report to the faculty every fall)
7. On-going: monitor and enhance the quality of instruction in American Studies courses
8. 2025+: resurrect the American Studies online community on Canvas and encourage more active participation in the sharing of syllabi, course modules, and in-class exercises.
9. On-going: since the last 5-year review, we secured a TAP (Tom Jorsch) and an Assistant Professor (Kathleen Burns) to teach on the Stillwater campus; these hires, along with the recent shift of David Gray and Stacy Takacs from Tulsa to Stillwater, finally gives us the bandwidth to pursue greater interdisciplinary collaboration and to increase our visibility in Stillwater.

As far as Item #1 (the curriculum committee) is concerned, here is our rough timeline:

- Fall 2024: form committee and meet with advisors, administration, etc.
- Spring 2025: submit report of findings to AMST director
- Fall 2025: submit first round of CAFS

- Fall 2026: submit second round of CAFS, including revised degree sheet
- Fall 2027: reconvene regular committee meetings to reassess revised curriculum and degree sheet
- All the while: committee members and AMST directors will reach out to interested parties to assess student needs and desires

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

* Before elaborating upon the distinguishing attributes of the American Studies Program, I want to briefly address my suggestion to reorganize the American Studies Program. At this point, I'm strictly speaking about the kind of curricular and degree sheet redesign described in Recommendation #2 and in the PEP. In the past, we have questioned the value of maintaining the BS degree, particularly given the fact the 5-year review distinguishes it (in terms of majors, graduation, etc.) from the BA. These are, in fact, the same program, aside from a few slight differences on the degree sheet. We initially introduced the BS to help students on the Stillwater campus complete their degrees, but relatively few students decided to pursue this path. (Most either went to Stillwater to get their missing courses—usually in foreign language—or switched their major to Multidisciplinary Studies, which the American Studies Program helped support.) Given that our main Tulsa teaching resources were recently assigned to Stillwater, the BS no longer serves its initial purpose. And yet, we do not wish to suspend the BS. If anything, now is an opportunity to explore whether it makes sense to draw greater distinctions between the BA and BS degrees. After all, some of our curriculum changes are aimed at attracting greater numbers of students interested in combining the sciences, the social sciences, and the humanities. These are exactly the sort of students who would appreciate the BS option.

More than any other program in the College of Arts and Sciences, the American Studies Program at Oklahoma State University exemplifies the combination of democratic inquiry, intellectual curiosity, and methodological diversity that have come to represent the best of humanities education in the 21st century. American Studies offers systematic, theoretical and practical exposure to American society and culture through multidisciplinary study. Students gain a thorough understanding of culture—that shared system of beliefs, behaviors, symbols, and material objects through which Americans give meaning to their lives—while gaining a rich understanding of social and cultural practices and beliefs that may differ from their own. In addition to emphasizing liberal arts education, AMST courses impart critical thinking, reading, writing, and communication skills. Indeed, our courses offer critical knowledge and context for conceptualizing and developing real-world approaches to several of the UN Sustainable Development Goals, including #4 (Quality Education), #5 (Gender Equality), #10 (Reduced Inequalities), #13 (Climate Action), and, above all else, #16 (Peace, Justice, and Strong Institutions).

All American Studies courses are **writing-intensive courses**, including those that do not offer Gen-Ed credit. The writing can take a number of forms (traditional essays, reading responses, formal research

papers, online blogs and wikis, written examinations, etc.). Many courses have some type of revision and peer review baked in, while an increasing number of our online courses train students to produce the equivalent of 10+ pages of written, proofread digital communication.

The vast majority of AMST courses, apart from the Intro course, also involve some form of hands-on **research**. This often takes the form of a research paper (involving both primary and secondary sources), but more and more faculty recognize the importance of training students in digital literacy. That means recognizing how to locate, evaluate, and utilize online sources and materials, and to create born-digital forms of writing.

The vast majority of AMST courses emphasize themes from our general education program. A number of our courses (e.g., Globalization, Nations on the Move, Disability, Race/Gender/Ethnicity and Film, US Gender History, African American Arts, among others) are organized specifically around general education themes. That said, even courses that don't currently carry a "D" or "I/G" designation nonetheless seek to highlight the breadth that exists in American society and to place America's past, present, and future in a global context.

An increasingly number of American Studies courses have started to privilege both **service learning** and **community-based** projects. In the past few years alone, American Studies students have helped organize and taken part in "blind dinners" (Disability in America), held class on site at Tulsa-based businesses (US as Business Culture), toured local institutions and memorials (Special Topics in American Studies, Comparative Truth and Reconciliation in Americas), and gained hands-on experience working with non-profits and civic organizations (American Studies Internship). We hope to prioritize these sorts of activities and experiences further in the future.

Looking forward, some of our faculty have expressed a greater desire to integrate more **collaborative** activities and **team-based** teaching into our courses. We don't expect to move all our courses in this direction. Moreover, we have some technical obstacles to overcome, especially given the fact that we are now offering a number of courses online. That said, we recognize the importance of teaching graduates how to collaborate and work together. Likewise, as a principle, we're committed to the belief that the best interdisciplinary teaching tends to involve multiple professors—from different disciplines—in the classroom together.

At present, ours is the only undergraduate American Studies Program in the state of Oklahoma. Moreover, American Studies is the only interdisciplinary humanities program at OSU to offer a bachelor's degree and a full slate of courses, and its Gen-Ed courses attract hundreds of students every semester. In Tulsa, where American Studies traditionally attracted the lion's share of its majors, we have long served as an important link between humanities education and the broader Tulsa community. Although our teaching focus has shifted to Stillwater, we have little plan to abandon Tulsa. For example, the American Studies Program continues to sponsor a long-running community book club on contemporary music, and we recently helped fund acclaimed education scholar Bettina Love's appearance at Fulton Street Books. Indeed, when it comes to Tulsa, American Studies is the most public-facing humanities program at OSU, something we hope to bring to Stillwater as well.

In short: although the Program is small by departmental standards, through our general education work, our community-engaged teaching, and our emphasis on innovative and inclusive curriculum, we nonetheless play an outsized role in helping OSU fulfill its land grant mission.

Academic Program Review Form

Oklahoma State University, Academic Program Review
Executive Summary

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BA Art History	BA	024	52.6	10.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Jennifer Borland
Department Head		Andy Mattern
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The first departmental recommendation involves developing the Art History BA major degree plan through implementing a newly revised program to better serve our students, helping them to establish their skills, and prepare them for post-graduation professional opportunities. We also anticipate that these changes will clarify the program and possibly increase our majors. The revised program has new courses that we are now implementing, and over the next couple of years we will off-board older, obsolete courses. We also plan to create a new Museum and Curatorial Studies undergrad certificate, which will provide professionalization for our majors and those in other programs and departments. We will work on this proposal in the coming year for implementation in the next 2-3 years.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The second departmental recommendation for the Art History undergraduate program is to explore a variety of avenues for expanding the impact of art history courses beyond the art department's majors and minors. This includes reviewing and rethinking existing courses and developing new lower-level gen-ed courses to reach more students. We will submit 3-4 new courses over the next couple of years. These will be geared towards Cowboy Compass Trails. An arts-based trail will also be launched soon (Global Arts and Culture). We will also review our existing courses for those that can be retired, and consider revisions to others to make them more broadly appealing, flexible, and appropriate to their level.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BA	BA	BA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			

Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The BA in Art History is a writing- and analysis-intensive humanities degree that provides wide-ranging skills for students in a variety of futures and careers, including museums, galleries, education, non-profit work, and more. Courses provide historical context for understanding the impact of visual and material cultures on societies, and foster critical and analytical thinking about how images shape and reflect humanity. The program's flexibility allows students to gain some breadth while also focusing on areas of greatest passion, and opportunities for travel, internships, community engagement and experiences at the OSU Museum of Art have expanded in recent years.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
MA Art History	Graduate	485	2.0	6.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Shaoqian Zhang
Department Head	Name only, not signature	Andy Mattern
Dean	Name only, not signature	Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The first departmental recommendation for the Art History MA program is to review and strengthen the program. Our goals are to improve student experiences and matriculation and increase our student enrollment. We will implement this goal in a variety of ways. Over the next several years we will expand student opportunities for professionalization (such as conferences, research travel, internships, etc.). We are also improving the program's public-facing materials, highlighting student and alumni accomplishments. More robust materials and greater outreach are intended to increase the number and quality of applicants.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The second departmental recommendation for the Art History MA program is to continue to develop and improve the Museum and Curatorial Studies graduate certificate. This certificate, co-managed by the History and Art History programs, is about five years old. This is a good time to review the program, assessing successes and challenges. It is a popular certificate for both programs, but improvements are needed. Specifically, greater collaboration between the two departments is necessary to address issues with course schedules, matriculation, and communication. Starting next year, regular meetings with key faculty in both programs will provide opportunities for streamlining and clarifying the program. New leadership at the OSU Museum of Art and other local organizations promises additional increases in opportunities and community engagement.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MA	MA	MA
Reduce the number of students in the program(s)			

Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Our program differs from many traditional art history programs through its prioritization of intercultural connections, globalism, and transnationalism. Students pursuing an MA in art history can simultaneously pursue a certificate in Museum and Curatorial Studies. Our close relationship with the OSU Museum of Art provides incredibly unique teaching and research opportunities for our students. Recent acquisitions of medieval manuscripts in the OSU Archives have also offered our students the rare opportunity to work with these materials firsthand.

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Official Degree Program(s) covered by this report	**Degree Level**	**3-digit code**	**5-yr average Headcount**	**5-yr average Degrees Granted**	**Yes/No, Area Accreditation?***
BFA Graphic Design	BFA	233	186.4	34.4	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

BFA Graphic Design

Author of report	Name only, not signature	Pouya Jahanshahi, Associate Professor, Justen Renyer, Associate Professor, Nick Mendoza, Associate Professor, Ting Wang-Hedges, Associate Professor, Nijal Munankarmi, Assistant Professor
Department Head	Name only, not signature	Andy Mattern, Associate Professor
Dean	Name only, not signature	Dr. Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation one will focus on strengthening the foundation courses, integrating industry-standard software and introduction of AI, in preparations to sophomore review and advanced classes.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Make the graphic design program more visible on the department website. Update and increase in images of student work, achievements such as awards, and possible student profiles.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BFA	BFA	BFA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Our graphic design students consistently excel in regional and national design competitions, securing multiple awards each year. Notable competitions include the Art Directors Club of Tulsa's Graphex, The Dallas Society of Visual Communications' (DSVC) National Student Show, AIGA Flux, and The WORKS. Among these recognitions, our Motion Design students have won multiple Best in Show awards and consistently receive accolades in categories such as animation, motion graphics, and short film at national competitions.

Over the past five years, our student survey indicates a 77% employment rate (94 out of 122 graduates). Although this represents a slight 3% drop from our last academic review, it still reflects a strong success rate. Our graduates have secured positions with regional, national, and international companies, including the Oklahoma City Thunder basketball organization, GitWit, Signal Factory, Medium Giant, Design Ranch, Amazon, and ESPN Creative Studio.

Our graphic design faculty have also earned significant recognition within the academic and creative communities for their extensive research and contributions to the design field. Their work has been showcased in esteemed events such as the United States Poster Biennial, Peru Biennial, and Ecuador Biennial, highlighting their commitment to promoting OSU and their design practice internationally. Additionally, their work has been featured in notable publications like Graphis and Creative Quarterly, and recognized by the Society of Typographic Arts (STA 100).

Our faculty have presented at prestigious international conferences, including the Association Typographique Internationale (ATypI), American Institute of Graphic Arts (AIGA), College Art Association (CAA), University & College Designers Association (UCDA), and SECAC (formerly the Southeastern College Art Conference). Through juried international exhibitions and engaging presentations at these conferences, our faculty continue to strengthen their influence and reputation in the field, reflecting a vibrant culture of creativity and scholarship.

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Official Degree Program(s) covered by this report	**Degree Level**	**3-digit code**	**5-yr average Headcount**	**5-yr average Degrees Granted**	**Yes/No, Area Accreditation?***
MFA Graphic Design	MFA	504	3.2	0.8	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

MFA Graphic Design

Author of report	Name only, not signature	Pouya Jahanshahi, Associate Professor, Justen Renyer, Associate Professor, Nick Mendoza, Associate Professor, Ting Wang-Hedges, Associate Professor, Nijal Munankarmi, Assistant Professor
Department Head	Name only, not signature	Andy Mattern, Associate Professor
Dean	Name only, not signature	Dr. Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Elevate the program's visibility both within the university and nationally.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Coordinate branding support through the art department office, faculty-led promotion at conferences, and the creation of a robust online platform to house student and alumni work.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MFA	MFA	MFA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Over the past several years, the Graphic Design MFA program and its faculty have established themselves as leaders in academic and creative innovation, achieving significant recognition both nationally and internationally. The faculty have demonstrated their excellence in research and practice through their contributions to esteemed global events such as the United States Poster Biennial, the Peru Biennial, and the Ecuador Biennial. These accomplishments reflect their commitment to advancing the field through impactful and original work. Their publications in notable outlets like Graphis and their recognition by the Society of Typographic Arts (STA 100) further underscore their influence. Through juried international exhibitions and engaging presentations at major design conferences, the faculty have not only elevated the program's reputation but also created a dynamic culture of scholarship and creativity that inspires students and colleagues alike.

The MFA program itself has been celebrated for its innovative pedagogical approaches, which have been highlighted as models for graduate education at international conferences such as the Motion Design Education Conference (MODE 2023) and the SECAC Academic Conference (2023). These accolades affirm the program's leadership in developing forward-thinking educational practices that prepare students to address contemporary challenges in design.

The program's commitment to student success is exemplified by its extraordinary 100% job placement rate. Every graduate has secured an Assistant Professor / tenure track position at national universities before even completing their degrees. This achievement speaks to the program's ability to cultivate professional readiness and academic excellence among its students.

Graduate students have also made tangible contributions to the university community, particularly through their support of the Visual Resource Center (VRC). With the center in urgent need of staffing to sustain essential services for the BFA program and other departments, MFA students have stepped in to provide critical assistance, improving the

efficiency and availability of these services. Their efforts highlight the program's emphasis on collaboration, service, and community engagement.

Strategic advancements have further strengthened the program's infrastructure and appeal. The approval to allocate nonresident tuition waivers for MFA applicants has expanded access and increased the program's competitiveness in attracting top-tier talent. By Fall 2025, the program reached near-full capacity with six funded positions, fulfilling its goal of maximizing its allocated resources and underscoring the demand for its offerings.

While the program celebrates its successes, it also values the unique career paths of students who choose alternative opportunities. For instance, Gerardo Rodriguez Sarinana took a brief leave of absence in Spring 2024 to become a full-time Motion Designer at Signal Factory, a creative studio in Tulsa working with global brands such as Amazon and Google. Similarly, Mikki Shaw transitioned from the program in 2020 after securing full-time employment through a graduate internship with the Scranton/Wilkes-Barre Rail Riders, a Triple-A affiliate of the New York Yankees. Shaw now thrives as a designer at Focal Shift Media, a digital marketing agency specializing in web design, social media marketing, and video production. These examples reflect the diverse opportunities available to MFA students, both within academia and beyond.

Collectively, these accomplishments demonstrate the program's dedication to excellence in teaching, research, and community engagement. The Graphic Design MFA program continues to uphold the highest standards of innovation and impact, making it a beacon of success within the university and a model for graduate design education nationally and internationally.

A. **100% Placement of MFA Graduates as Assistant Professors:**

- Mario Bocanegro : Assistant Professor, Auburn University.
- Do Gyun Kim: Assistant Professor, Purdue University
- Ghazal Foroutan: Assistant Professor, California state university San Marcos
- Riva Nayaju : Assistant Professor, University of Northern Iowa.
- Mahshad Fardifar: Assistant Professor, Boise state University

B. **Awards & Accolades:**

Mario Bocanegra, Assistant Professor of Graphic Design, Auburn University, R1 Status

- 2025 Graphis Poster Design Award (International)
- Featured in 2nd edition book: Mastering Type 2025, published by Bloomsbury Publishing
- Graphex 53 Art Directors Club of Tulsa 2022 (professional): Motion Graphics
- Horizon Interactive Awards 2021 (International, 20,000+ entries): Gold–Motion Graphics/Effects
- Graphex 50 Art Directors Club of Tulsa 2021: Motion Graphics

Do Gyun Kim, Assistant Professor of Graphic Design, Purdue University, R1 Status

- 4th Hungarian Poster Association Exhibition
- Peru Biennial 2024
- Graphis 2024, Gold Social and Political (International)
- Graphis 2021, New Talent Annual (International), Gold: Animation/Film/Video
- Design work included in the second edition of Mastering Type which will be published by Bloomsbury design books in 2025.

Ghazal Forqutan, Assistant Professor of Graphic Design at California State University San Marcos (CSUSM)
• Print Magazine Award: Top 15 designers under 35 (International)
Graphis 2021, New Talent Annual 2021 Competition (International)
• Work collected by Victoria and Albert Museum permanent collection (UK)
• Work collected by the Library of Congress permanent collection

Riva Nayaju, Assistant Professor of Graphic Design, University of Northern Iowa,
• Horizon Interactive Awards 2022 (International, 20,000+ entries): Best Design Portfolio
• Graphex 51, 2020, ADC Tulsa awards

Mahshad Faridfar, Assistant Professor of Graphic Design, Boise State University, R2 Status
• 2023 Flux Award : Poetic Realism poster and program

Gerardo Rodriquez Sarinana,
• 2023 Flux Award : Italian Neorealism poster and program

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BA Studio Art	Undergraduate	024	52.6	10.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No Options

	Name only, not signature	
Author of report		Studio Art Faculty
Department Head		Andy Mattern, Interim Department Head
Dean		Dr. Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

- We recognize the need to pedagogically align writing, idea generation, critical thinking, and concept development beginning in the foundation courses and continuing through advanced courses.
- With faculty changes in recent years, we have the opportunity to reinvigorate and invest in increasing professional pathways through curricula.
- Our goal is to develop appropriate guidance that supports student progress through our degree program and help direct emphasis areas of study and/or minors that complement the BA Studio Art degree.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

We will review our BA degree curriculum to realign credit hour totals to better support our students' majors while meeting university requirements and promoting related minor pathways. This can be accomplished by improving the Studio Focus Review process and clearly highlighting defined tracks that support the students' chosen program and career goals.

Faculty will review the BA degree criteria and degree requirements to streamline the path to graduation. This involves clarifying the sample degree plan that is shared with students and the realignment of credit hour totals. To improve the BFA review process that students undergo before admission into the degree path, we will (1) hold an info session before the review (2) clarify criteria for passing the BFA review.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BA	BA	BA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The objectives of the Bachelor of Arts degree in Studio Art are to provide students with the intellectual and technical skills needed to successfully pursue careers that demand a broad-based studio art background. Program goals are to

provide fundamental training in studio skills at the foundation level, and a firm grasp of historical and contemporary trends in the visual arts. Upper division course-work places emphasis on a diverse studio experience. This degree is particularly well suited for students pursuing a teaching certificate in preparation for a career in primary or secondary education, or for students pursuing a double major, in preparation for a career that requires other areas of expertise in combination with the visual arts.

Our distinguishing attributes include highly research-active faculty; a broad range of studio art classes with access to a wide array of equipment; excellent curricular engagement with visiting speakers, OSU Museum of Art, and Gardiner Gallery programming; and impressive student outcomes in terms of jobs, exhibition activity, and pursual of advanced academic degrees.

This degree prepares students for careers that require a broad-based studio art background, including arts education and arts management. Our BA majors graduate with foundational studio skills across visual arts media, with enough curricular flexibility to encourage interdepartmental studies. In addition to developing artistic skills, the BA in Studio Art cultivates an array of highly transferable skills such as critical thinking, problem-solving, communication, visual literacy, and creative aptitude. These skills are highly sought-after in a wide range of fields (Marketing and Advertising, User Experience (UX) Design, Project Management, Education, Entrepreneurship, and Technology).

Academic Program Review Form

Oklahoma State University, Academic Program Review
Executive Summary

NOTE: By submitting the final report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of the program to ensure that the information and goals provided within are beneficial and agreed upon by all.

Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BFA Studio Art	Undergraduate	233	186.4	34.4	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No Options

	Name only, not signature	
Author of report		Studio Art Faculty
Department Head		Andy Mattern, Interim Department Head
Dean		Dr. Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

BFA STUDIO ART: We recognize the need to pedagogically align writing, idea generation, critical thinking, and concept development beginning in the foundation courses and continuing through advanced courses. With faculty changes in recent years, we have the opportunity to reinvigorate and invest in increasing professional pathways through curricula.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

BFA STUDIO ART: We recommend updating our BFA program criteria and degree requirements to streamline the path to graduation. This involves clarifying the sample degree plan (and recommended timeline) that we share with our students. It also involves better preparing students for portfolio review, required for admission into the BFA program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BFA	BFA	BFA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Our distinguishing attributes include highly research-active faculty; a broad range of studio art classes with access to a wide array of equipment; excellent curricular engagement with visiting speakers, OSU Museum of Art, and Gardiner Gallery programming; and impressive student outcomes in terms of jobs, exhibition activity, and pursual of advanced academic degrees.

BFA STUDIO ART: This degree fully prepares students to apply for graduate studies in Studio Art and sets them on the path towards becoming professional studio artists. The program fosters foundational understanding across visual arts media and culminates with students choosing specialized focus in primary and secondary areas of media emphasis. Graduating BFA students complete a Studio Capstone Exhibition which showcases a conceptually cohesive body of artwork. In addition to developing artistic skills, the BFA in Studio Art cultivates an array of highly transferable skills such as critical thinking, problem-solving, communication, visual literacy, and creative aptitude. These skills are highly sought-after in a wide range of fields (Marketing and Advertising, User Experience (UX)

Design, Project Management, Education, Entrepreneurship, and Technology).

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Biochemistry	BS	26	65.8	15.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Biochemistry, BS

	Name only, not signature	
Author of report		Christopher Fennell
Department Head		Christopher Fennell
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation 1: Strengthen the cohort of well-prepared Biochemistry undergraduate majors by developing and offering the major focused sections in foundational courses of the degree progression.

Why will building a strong cohort improve the Biochemistry degree? With increased enrollment, the introductory chemistry and organic chemistry courses at OSU have been increasing in size. The courses regularly hit maximum enrollment in EN 108 (225 students over 225 seats), LH 101(180 students over 202 seats), PS 141 (270 students over 273 seats), etc. The initial core discipline courses that Biochemistry majors take is a far cry from the student-to-faculty ratio of 20-to-1 that OSU promotes. Each Biochemistry major is one in a crowd, and while they may interact with a handful of other Biochemistry majors, the majority of their cohort will be with students on different degree paths. STEM majors are typically challenging degrees as they involve both strong quantitative skills and a broad conceptual knowledge foundation. Connecting early with a group of students on a similar path can help them find their footing and progress successfully to a degree, a degree that prepares them for success in post-degree professional programs and a variety of areas in the STEM workforce.

The current 5-year average for the number of degrees granted in Biochemistry is 15, with an additional 10 selecting Biochemistry as a second major. Growth in these numbers, and more importantly helping students to reach degree completion, will help support the upper-level undergraduate course offerings in advanced training in the subdisciplines of chemistry and biology. We rotate these undergraduate offerings, making it possible to offer courses with a sustainable and healthy number of students. This; however, does come with downsides. This makes scheduling more complex, particularly for transfer students, and we often need to find course substitutions that tailor uniquely in each student's case.

In Fall of 2022, the department started an effort to build up a strong cohort of students with the institution of a "Majors Section" effort, one that is starting with General Chemistry. The smaller enrollment class, 30 students initially with a cap at 60 students, brings Chemistry, Biochemistry, and Medicinal Chemistry majors together in a more tight-knit grouping, one that can explore chemical knowledge and instruction efforts in unique ways. The sequence of CHEM 1314 and CHEM 1515 are taught by the same instructor (Dr. Fennell in 2022, Dr. Weinert in 2023, and Dr. Tahsini in 2024) so that the students receive a consistent foundational presentation of the material. The student numbers in the class have not been as strong in the later years, but having the smaller course option with selective enrollment is helpful for scheduling constraints that impact students taking one of the other offerings of Chemistry 1 and 2. So while the primary benefit of this offering is to build a stronger cohort of Biochemistry students with students in Chemistry and Medicinal Chemistry, who take many overlapping upper-level courses, this effort increases flexibility to cover difficult scheduling cases. For example, this offering has been helpful for student athletes that need to plan for practice time during the week. Supporting and expanding this effort is a recommended priority for the department to broadly support undergraduate degree program development.

The development of the Majors Section effort is continuing in Fall 2025 with either Dr. Fennell or Dr. Kerr picking up the instructional assignment. Both have taught the Chemistry 1 and 2 sequence recently, and this opens the other instructors to cover more specialized courses. The most recent offering of the majors sequence introduced an expansion by opening an additional section for lab time flexibility and allowing both Chemical Engineering and Biochemistry & Molecular Biology majors the option to enroll. These students come from the CEAT and Ag colleges and represent the largest population of students receiving Chemistry minors. Engaging students in these programs early can better integrate them in the chemistry course community. In 2026/2027, following our open faculty hiring in the Organic Chemistry subdiscipline, we are looking to initiate a Majors Section of the Organic Chemistry sequence of CHEM 3053 and CHEM 3153, a course sequence from which Biochemistry and Medicinal Chemistry majors can benefit.

Growth of a major takes time and it may involve, in part, development of culture around a degree. The Biochemistry major is recognized for being a challenging yet rewarding degree, one that prepares students well for experiences beyond graduation. A stronger professional culture around it will help reinforce the value in the eyes of the students. This is one of the critical aims of the Majors Section efforts. We expect the addition and support of Majors Sections to build a stronger undergraduate student network in the Chemistry department. We expect this to positively grow the degree programs in Biochemistry, as well as the related Chemistry and Medicinal Chemistry degrees.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation 2: Improve academic advising guidance in the Biochemistry degree through explicit identification of valuable cross-discipline upper division course offerings, and further development of cross-listed graduate/undergraduate courses that can streamline progression of undergraduates through the degree.

How will modified course guidance and cross-listed course development improve the Biochemistry degree? The Biochemistry degree is an initially quite structured degree with clear gateway courses in General Chemistry 2 students' first year and Organic Chemistry 2 students' second year. General Chemistry 2 gives a broad background in the quantitative side of the chemistry endeavor, while Organic Chemistry 2 applies the foundational chemical fundamentals in a conceptual framework that requires a clear understanding in order to succeed. After these gateways, which are prerequisites on MANY upper division courses in and outside of the courses taught in the Chemistry department, there is a lot of freedom for students to explore their interests in the natural and life sciences. This diversity can lead to a paralysis of choice, something we have seen from students in consultation with advising.

Building a clearer roadmap for course selection can address this symptom of the Biochemistry degree experience, a symptom that is highly correlated to student persistence in the degree. Clearer guidance will help give Biochemistry students a personalized pathway that they can personally prepare for and plan around. It also gives us an opportunity to advertise innovative upper division courses in related STEM disciplines, opening opportunities for other departments to develop their coursework to address needs of Biochemistry undergraduate students.

Internal to the chemistry department, this upper division course development is somewhat restricted. With an a 5-year average count of degrees granted to primary majors around 15 students, the upper-level chemistry courses in these disciplines will sometimes fall below the enrollment minimum (12 for upper-level undergraduate courses) and be in danger of being canceled by the college. To help ensure that there are offered in-depth courses in these disciplines, we have instituted a course schedule involving alternating-year offerings of our upper division courses. This allows us to regularly combine two classes of degree seeking students. For example, one year the juniors AND seniors can have the option of the advanced Physical Chemistry course and lab, while the next year they will have the option of the advanced Analytical Chemistry course and lab.

While such course rotations enable course offerings in context of the college instructional requirements and aims, they do come with a critical downside. For transfer students or undergraduates that change their degree to Biochemistry, it can be difficult to ensure that they fit the necessary courses into their schedule and finish in four years. To accommodate these students, we have begun modifying specialized graduate courses in the subdisciplines of chemistry to provide a platform for students to take an advanced course with essential foundational material students would miss if they needed a course when it isn't being offered. For example, we

have recently modified a graduate-level Computational Chemistry course to provide core material from the standard Physical Chemistry 2 course. This allows a student to get the essential concepts from an expected course taken by a chemistry degree student but receive an extended enrichment in the computational side of Physical Chemistry. This specific effort evolved over a 5-year period from an initial offering in a flexible selected topics undergraduate course (CHEM 4650 or CHEM 4990) in year 1, to a newly approved undergraduate cross-listed course (CHEM 4433) in year 3, to a mature course offering last year. With this evolution there where 3, 6, and 6 undergraduate students served in years 1, 3, and 5 respectively. This enabled students to complete their major, or recently declared minor, within a four-year timeframe.

This effort has been successful in some subdisciplines, but there is still work to do. The department currently recommends that a similar course concurrency be implemented in the Analytical Chemistry subdiscipline. Right now, CHEM 4023: Modern Methods in Chemical Analysis represents the advanced Analytical Chemistry course offering, and it is being offered only every two years to increase student numbers in the course. In the off-sequence year, we are finding the need to approve course substitutions to fill this course requirement. We are recommending that an advanced Analytical Chemistry course be implemented that is cross listed between graduate and undergraduate course offerings. This was initiated in the Spring 2025 semester with a Forensic Chemistry course taught by Dr. Barry Lavine, one that he agreed to adjust to incorporate CHEM 4023 course material. This initial trial course will be evaluated after this first year and promoted to an official course option in the degree program the following year. Forensic Chemistry is a course that has interest to Biochemistry majors, representing over 10% of the initial class enrollment, so this will provide substantive option for an upper division course selection.

We expect to evaluate the offering and success of students taking this path in years 3 and 5, like the progression with the Computational Chemistry effort previously described. We do have alternative advanced analytical chemistry courses that we could consider evolving for such development, like the Foundations in Analytical Chemistry course or Electoanalytical Chemistry, this if more diversity than simply a Forensic Chemistry pathway is desired.

With options being offered on this every other year cycle, it can become more difficult to advise individual students. Navigating the course tree needs planning on a 2-year outlook, this rather than just answering the “What do I take the next year?” question. The Biochemistry major degree plan in the academic catalog is not friendly in this regard. Providing recommended course options rather than simply 6 hours of CHEM, BIOC, etc. classified upper division courses can clear the paralysis of choice that can happen in the absence of guidance. And this will help in streamlining academic program planning for students in tailoring their degree experience.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BS	BS	BS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The BS in Biochemistry represents a critical physical science degree offered at all Carnegie R1 classified universities across the country. A clear distinguishing attribute of the program is the culture of research engagement and opportunities for undergraduate students in Chemistry, Biochemistry, and Medicinal Chemistry. This has led to a strong history of undergraduate student success in entry in professional schools such as graduate school, dental school, medical school, and pharmacy school.

A critical aim of the department is to strengthen the training of our majors by allowing us to offer advanced courses more frequently. These courses are necessary for this specialized degree, and more frequent offerings will better serve all our undergraduate students whether they start or shift to become a Biochemistry major. To help this aim, over the past three years we have developed a Majors focused sequence of General Chemistry courses to nucleate a stronger cohort of students that are specializing in Chemistry, Biochemistry, and Medicinal Chemistry. A stronger

cohort of students builds a peer support network internal to a given degree program. This is a network of students that will help each other via study groups and shared experiences in the upper division courses. We are already seeing the benefits of this approach with optional courses in the Biochemistry major pathway seeing record enrollment numbers, e.g. CHEM 3353 Descriptive Inorganic Chemistry reached 38 students in Spring 2025, this when it averaged 20 before the introduction of the majors General Chemistry sections. This is leading to an increase in the number of Biochemistry majors and Chemistry minors.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Medicinal Chemistry	BS	530	13.4	2.4	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Medicinal Chemistry, BS

	Name only, not signature	
Author of report		Christopher Fennell
Department Head		Christopher Fennell
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation 1: Strengthen the cohort of well-prepared Medicinal Chemistry undergraduate majors by developing and offering the major focused sections in foundational courses of the degree progression.

Why will building a strong cohort improve the Medicinal Chemistry degree? With increased enrollment, the introductory chemistry and organic chemistry courses at OSU have been increasing in size. The courses regularly hit maximum enrollment in EN 108 (225 students over 225 seats), LH 101(180 students over 202 seats), PS 141 (270 students over 273 seats), etc. The initial core discipline courses that Medicinal Chemistry majors take is a far cry from the student-to-faculty ratio of 20-to-1 that OSU promotes. Each Medicinal Chemistry major is one in a crowd, and while they may interact with a handful of other Chemistry, Biochemistry and Medicinal Chemistry majors, the majority of their cohort will be with students on different degree paths. STEM majors are typically challenging degrees as they involve both strong quantitative skills and a broad conceptual knowledge foundation. Connecting early with a group of students on a similar path can help them find their footing and progress successfully to a degree, a degree that prepares them for success in post-degree professional programs and a variety of areas in the STEM workforce.

The current 5-year average for the number of degrees granted in Medicinal Chemistry is 2.4, with an additional 1.2 selecting Medicinal Chemistry as a second major. Note that the Medicinal Chemistry degree used to be called the Medicinal and Biophysical Chemistry degree. The degree name was simplified about 3 years ago to streamline the major focus. Growth in these numbers will help support the upper division undergraduate course offerings in advanced training in the subdisciplines of chemistry and biology. We rotate our undergraduate offerings, making it possible to offer courses with a sustainable and healthy number of students, but this does not come without downsides. This makes scheduling more complex, particularly for transfer students, and we often need to find course substitutions that tailor uniquely in each student's case. Unlike the Biochemistry and standard Chemistry degree, the Medicinal Chemistry degree has an enhanced focus on chemical rigor and how molecular level chemistry interacts with the microscopic processes in living systems.

In Fall of 2022, the department started an effort to build up a strong cohort of students with the institution of a "Majors Section" effort, one that is starting with General Chemistry. The smaller enrollment class, 30 students initially with a cap at 60 students, brings Chemistry, Biochemistry, and Medicinal Chemistry majors together in a more tight-knit grouping, one that can explore chemical knowledge and instruction efforts in unique ways. The sequence of CHEM 1314 and CHEM 1515 are taught by the same instructor (Dr. Fennell in 2022, Dr. Weinert in 2023, and Dr. Tahsini in 2024) so that the students receive a consistent foundational presentation of the material. The student numbers in the class have not been as strong in the later years, but having the smaller course option with selective enrollment is helpful for scheduling constraints that impact students taking one of the other offerings of Chemistry 1 and 2. So while the primary benefit of this offering is to build a stronger cohort of Medicinal Chemistry students with students in Chemistry and Biochemistry, who take many overlapping upper division

courses, this effort increases flexibility to cover difficult scheduling cases. For example, the presence of this offering has been beneficial for accommodating student athletes that need to plan for practice time during the week. Supporting and expanding this effort is a recommended priority for the department to broadly support undergraduate degree program development.

The development of the Majors Section effort is continuing in Fall 2025 with either Dr. Fennell or Dr. Kerr picking up the instructional assignment. Both have taught the Chemistry 1 and 2 sequence recently, and this opens the other instructors to cover more specialized courses. The most recent offering of the majors sequence introduced an expansion by opening an additional section for lab time flexibility and allowing Chemical Engineering and Biochemistry & Molecular Biology majors the option to enroll. These students come from CEAT and the Ag college and represent the largest population of students receiving Chemistry minors. Engaging students in these programs earlier can better integrate them in the chemistry course community, building pathways to our upper division courses that may be of particular interest. In 2026/2027, following our open faculty hiring in the Organic Chemistry subdiscipline, we are looking to initiate a Majors Section of the Organic Chemistry sequence of CHEM 3053 and CHEM 3153, a course sequence from which Biochemistry and Medicinal Chemistry majors can benefit.

Growth of a major takes time and it may involve, in part, development of culture around a degree. The Medicinal Chemistry major is recognized for being a strong and challenging yet rewarding degree, one that some faculty equate as equivalent to the ACS approved Chemistry degree, the premiere preparatory degree in the department. A professional culture around it will help reinforce the value in the eyes of the students. This is one of the critical aims of the Majors Section efforts. We expect the addition and support of Majors Sections to build a stronger undergraduate student network in the department. We expect this to positively grow the degree programs in Medicinal Chemistry, as well as the related Chemistry and Biochemistry degrees.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation 2: Improve the Medicinal Chemistry degree through development of cross-listed graduate/undergraduate courses that can streamline progression of undergraduates through the degree.

How will cross-listed course development improve the Medicinal Chemistry degree? The Medicinal Chemistry degree is a structured progressional degree with clear gateway courses in General Chemistry 2 students' first year and Organic Chemistry 2 students' second year. General Chemistry 2 gives a broad background in the quantitative side of the chemistry endeavor, while Organic Chemistry 2 applies the foundational chemical fundamentals in a conceptual framework that requires a clear understanding in order to succeed. After these gateways, which are prerequisites on the majority of upper division courses in the Chemistry department, the Medicinal Chemistry degree majors enter a diverse range of foundational studies that form the backbone of the degree. They require knowledge coverage in the following subdisciplines:

- Analytical
- Biochemistry
- Inorganic
- Organic
- Physical

With a 5-year average count of degrees granted to primary majors around 3 students, the Medicinal Chemistry degree does not drive the majority of the student population in the upper division chemistry courses. The in-depth courses in these disciplines will sometimes fall below the enrollment minimum (12 for upper division undergraduate courses) and be in danger of being canceled by the college. To help ensure that there are offered in-depth courses in these disciplines, we have instituted a course schedule involving alternating-year offerings of our advanced courses. This allows us to regularly combine two years of degree seeking students in the upper division courses. For example, one year the juniors AND seniors can have the option of the advanced Physical Chemistry course and lab, while the next year they will have the option of the advanced Analytical Chemistry course and lab.

While such course rotations enable course offerings in context of the college instructional requirements and aims, they do come with a critical downside. For transfer students or undergraduates that change their degree to Medicinal Chemistry, it can be difficult to ensure that they fit the necessary courses into their schedule and finish in four years. To accommodate these students, we have begun modifying specialized graduate courses in the

subdisciplines of chemistry to provide a platform for students to take an advanced course with essential foundational material students would miss if they needed a course when it isn't being offered. For example, we have recently modified a graduate-level Computational Chemistry course to provide core material from the standard Physical Chemistry 2 course. This allows a student to get the essential concepts from an expected course taken by a chemistry degree student but receive an extended enrichment in the computational side of Physical Chemistry. This specific effort evolved over a 5-year period from an initial offering in a flexible selected topics undergraduate course (CHEM 4650 or CHEM 4990) in year 1, to a newly approved undergraduate cross-listed course (CHEM 4433) in year 3, to a mature course offering last year. With this evolution there were 3, 6, and 6 undergraduate students served in years 1, 3, and 5 respectively. This enabled students to complete their major, or recently declared minor, within a four-year timeframe.

This effort has been successful in some subdisciplines, but there is still work to do. The department currently recommends that a similar course concurrency be implemented in the Analytical Chemistry subdiscipline. Right now, CHEM 4023: Modern Methods in Chemical Analysis represents the advanced Analytical Chemistry course offering, and it is being offered only every two years to increase student numbers in the course. In the off-sequence year, we are finding the need to approve course substitutions to fill this course requirement. We are recommending that an advanced Analytical Chemistry course be implemented that is cross listed between graduate and undergraduate course offerings. This was initiated in the Spring 2025 semester with a Forensic Chemistry course taught by Dr. Barry Lavine, one that he agreed to adjust to incorporate CHEM 4023 course material. This initial trial course will be evaluated after this first year and promoted to an official course option in the degree program the following year.

We expect to evaluate the offering and success of students taking this path in years 3 and 5, like the progression with the Computational Chemistry effort previously described. We do have alternative advanced analytical chemistry courses that we could consider evolving for such development, like the Foundations in Analytical Chemistry course or Electoanalytical Chemistry, this if more diversity than simply a Forensic Chemistry pathway is desired.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BS	BS	BS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The BS in Medicinal Chemistry is specifically designed to prepare a student for Medical Research, Drug Development, and Pharmacy Schooling. A clear distinguishing attribute of the program is the culture of research engagement and opportunities for undergraduate students in the department. This has led to a strong history of undergraduate student success in entry in professional schools such as graduate school, dental school, medical school, and pharmacy school.

A critical aim of the department is to strengthen the training of our majors by allowing us to offer advanced courses more frequently. These courses are necessary for this specialized degree, and more frequent offerings will better serve all our undergraduate students whether they start or shift to become a Medicinal Chemistry major. To help this aim, over the past three years we have developed a Majors focused sequence of General Chemistry courses to nucleate a stronger cohort of students that are specializing in Chemistry, Biochemistry, and Medicinal Chemistry. A stronger cohort of students builds a peer support network internal to a given degree program. This is a network of students that will help each other via study groups and shared experiences in the upper division courses. We are already seeing the benefits of this approach with required courses in the Medicinal Chemistry major pathway seeing record enrollment numbers, e.g. CHEM 3353 Descriptive Inorganic Chemistry reached 38 students in Spring 2025, this when it averaged 20 before the introduction of the majors General Chemistry sections.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
American Sign Languages	BA	293	1.8	15	no

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Kimberly Hale
Department Head		Erik Ekman
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation 1: Work on building partnerships on campus and off to allow our advanced students to pursue internships as part of the practicum requirement for the interpreting track of the BA in ASL. Identification of possible partners will take place in 2025 and 2026, and student placement is expected to increase sharply beginning in 2027 with a larger cohort of interpreting track students graduating that year. We will review the courses offered for the major generally and any need for additional faculty in 2028-2029. We hope to be able to seek national accreditation of the ASL interpreting track by 2030.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation 2: The ASL section should explore offering a few courses with an LL number for non-ASL students for GE credit. Discussion of course development is expected to take place in the 2025-2026 school year with submission of curricular proposals in September 2026.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BA (ASL)	BA (ASL)	BA (ASL)
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The BA in ASL was approved in 2022 and the interpreting track was approved in 2024. Our first interpreting track student is doing a 9-credit practicum on campus this semester. We offer the only BA in ASL in the state and draw transfer students from OSU-OKC and TCC. The program has grown rapidly in recent years and we anticipate some growth in the future. There are long term plans to seek accreditation and to possibly develop an MA.

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Oklahoma State University, Academic Program Review
Executive Summary

NOTE: By submitting the final report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of the program to ensure that the information and goals provided within are beneficial and agreed upon by all.

Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
German	BA	113	3.6	1.2	no

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Rebecca Stewart-Gray
Department Head		Erik Ekman
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and time line for key elements. Indicate if a recommendation is associated with a specific program.

Build the program through greater general education offerings and connections with Trails in order to increase enrollment and also recruit more German majors and minors.

2025-2026: formalize changes to the German major, minor, and lower-division course sequence, increase recruiting efforts and German Club activities, develop possible general education courses
2026-2027: propose general education courses,
2027-2030: continue recruitment efforts, seek partnerships on- and off campus

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Work to build partnerships on and off campus to better work with other academic programs, provide internship opportunities for our students, and to better recruit students from within Oklahoma. This will be ongoing over the next five years. Work has already begun with immersion days in partnership with the German programs at the University of Oklahoma and the University of Central Oklahoma. This work will continue in 2025-2026. We have also begun to promote longer immersion opportunities for students in other locations in the United States.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BA (German)	BA (German)	BA (German)
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.
German has been going through a period of transition. In the previous five years, two professors have retired after many years of service and the assistant professor hired to replace them left OSU after two years. We have also lost several fixed-term faculty. With current staffing we hope to bring the program stability and growth and we believe there is great potential for this. Nevertheless, we have very active and dedicated students. The German Club offers many opportunities for language practice and cultural events and our students often pursue study abroad opportunities and combine their German studies with other majors in interesting ways. We have recently implemented changes to the German program that have removed a bottleneck at the 2000-level and give more flexibility in our upper-division offerings that will make the German major and minor easier to pursue. We hope to add a certificate in German that will make it easier for students on financial aid to pursue German studies. We believe that these changes will allow the program to grow.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Economics	BA	249	7	2	No

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Andrew Doust
Department Head		Brian Hosmer
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Our first recommendation is to convene a working group of interested department heads from the social sciences and humanities to decide whether additional courses in economics, outside of those offered by the Spears School of Business, would improve the quality and appeal of the Economics degree.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Our second recommendation is to commence fund-raising from alumni to support student scholarships.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BA	BA	BA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The program has approximately 30 students in the BS and BA programs, with the principal difference between these being the amount of foreign language required. Many of the majors in the program, currently administered by History, do double majors with Philosophy, Political Science, Spanish, Music, and other programs, and often have the goal of a career in politics or other service. The core economics courses are all provided by the Department of Economics (Spears School of Business) but the rest of the degree has great flexibility. However, students in the College of Arts and Sciences who are ECON majors do not have a very cohesive experience and suffer from lack of departmental support. There is great opportunity to promote this program in Arts and Sciences.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Economics	BS	63	20.4	7.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Andrew Doust
Department Head		Brian Hosmer
Dean		Melinda Cro

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Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

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Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			*
Maintain the number of students in the program(s)	BS	BS	BS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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College of Arts and Sciences who are ECON majors do not have a very cohesive experience and suffer from lack of departmental support. There is great opportunity to promote this program in Arts and Sciences.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Geospatial Information Sciences (GSIS)	BS	510	9.4	2.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No options

	Name only, not signature	
Author of report		Jonathan Comer, Donald Colley (PEP)
Department Head		Jonathan Comer
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Increase Enrollment through the Implementation of the AI Integration Plan. This degree has struggled to attain the expected numbers when the program was created. The department will thus engage in a robust and dedicated effort to advertise and promote this program. As our only STEM-designated degree at this time, this should help in attracting students. However, international students are more sensitive to the STEM designation than domestic students are, and this undergraduate degree primarily attracts domestic students. In the past, we have restructured and streamlined some requirements, and based on the Curricular Analytics Activity, there are only a few remaining bottlenecks to alleviate.

As our past efforts have not led to the outcomes as we expected, we are proactively seeking new measures to boost the enrollment of this degree. As part of the focus of our Program Enhancement Plan (PEP), our department (as one of six on campus and the only one in CAS) recently joined the AI Integration Program piloted by ITLE, which will empower faculty with AI tools, integrate AI across multiple courses, and enhance student AI literacy. Some of our instructors in technical courses already have been implementing AI on an ad hoc basis, and this program should help provide better structure to doing so. AI is being used heavily by students, and they are very interested in it, so more visibly teaching it and incorporating it into classes should make them more attractive because careers in computer science and other allied technological fields are already seeking applicants for new and old positions alike that require an understand of AI.

Over the next two years, the department's Undergraduate Committee Chair will be tasked with participating in the ITLE program as part of their service load, meeting regularly with our instructors who are actively deploying AI in their courses, collecting information on student successes and potential academic integrity issues, and tracking results as part of our PEP.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Develop an AI Enhanced Geotechnology Certificate to Improve Perception of the GSIS Degree. In support of Recommendation One, and following from its results, the Curriculum Committee will develop an AI Enhanced Geotechnology Certificate to be embedded in the GSIS degree. The new AI-enhanced Geotechnology Certificate will consist of the AI-enhanced courses set out as part of Recommendation One, including geospatial programming, geographic information systems, unmanned aerial vehicles and remote sensing, and computer-assisted cartography. The Certificate will also be inter-disciplinary and feature the option to take the Department of Philosophy's "Ethics of AI" course or Geography's "Digital Worlds" class. The completion of this should be submitted to the CAS Curriculum Committee by the Fall '26 deadline for implementation in AY '27-28. The new certificate will then be used to support a GSIS advertising push.

Both departmental recommendations aim to increase student numbers with the presently available faculty and resources of the department. No additional resources are requested.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.
The GSIS BS degree consistently provides students with excellent professional preparation for geospatial careers. Several recent graduates are employed in positions that make use of their knowledge of GIS and taken jobs with a variety of in- and out-of-state companies and municipalities. **This degree is notable for its intentional emphasis on both the theory and applications of GIS, which benefits the workplace preparation of students**. Additional distinguishing attributes include the diversity of courses available to students, courses which range from GIS Programming to Geospatial Applications of Unmanned Aerial Systems (UAS). Our faculty, who bring extensive expertise in GIS and geospatial technologies more broadly, are also excellent instructors with a knack for clearly explaining complicated GIS-related content. The department receives a modest portion of funds from ConocoPhillips to **bring a guest speaker to campus every year to highlight GIS-related careers both inside and outside academia**. The faculty who primarily teach the technical courses are extremely grant-active and thus can bring cutting-edge research into their classrooms based on their research and field work. **The department has a number of endowed scholarships** that provide critical financial aid to our students to help them complete their degrees.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Global Studies	BA	520	27.0	8.8	No

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Business Essentials (BUES), Pre-Law (PLAW), and Pre-Ministry (PMIN) options covered in addition to students with no option.

	Name only, not signature	
Author of report		Jonathan Comer, Donald Colley (PEP)
Department Head		Jonathan Comer
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Increase Enrollment by Developing and Deploying a Survey to Majors and 1000-level Classes to Determine Student Interest. This degree started off strongly but has since not only stagnated but fallen sharply. The department will thus engage in a robust and dedicated effort to advertise and promote this program. Fall 2021 and 2022 were high-water marks with 34 total students (mostly non-options), but after many graduations in Spring 2023 and 2024, there are currently just 15 total majors. As suggested by Dean Cro at her appearance during a monthly faculty meeting, the Undergraduate and Curriculum Committees will develop a survey to assess student interests from current Majors and from prospective Majors in GEOG 1000-level courses. The first such survey will be sent out at the end of next Fall. A pilot study of the first draft of the survey will be held at the end of this semester, Spring 2025. This will include an update to our Degree Map by highlighting the typical career path of Major respondents.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Drive Retention through a Complete Audit and Update to GLST Non-GEOG 'Tracks' Classes to Appeal to Current Student Interests and Revive Student Organizations. Related to Recommendation One, and the overall focus of our Program Enhancement Plan (PEP), the department will use the results of the survey to complete an audit of the GLST's current degree 'tracks' (Culture, Arts, and Humanities; Geopolitics and the Global Economy; and Sustainability) by using Institutional Research & Analytics data to prioritize courses with high enrollments and are continually offered that align with each subject area. This came to our attention over the past few years as an increasing number of students have substituted courses which better align with their career goals than the limited options currently included in the degree tracks (which include several classes that are no longer offered regularly or at all). This should be complete by Fall of 2026 for implementation in AY '27-28.

We will also put special emphasis on reviving the undergraduate club (Geo Club), which in the past has been a strong tool for engaging students in the department as well as promoting student leadership, professional development, and departmental activities and outreach. These results are in alignment with the OSU Strategic Plan's Ideal Student Imperative, notably Engaged Citizenship and Ethical Leadership.

Over the next two years, the department's Undergraduate Committee Chair in conjunction with the Undergraduate Advisor will be tasked as part of their service load to actively work to recruit officers, revive the club's standing with Student Life, and create academic and social programming to bring greater involvement of our undergraduate students in the department and thus increase the attractiveness of, and enrollment in, the degree.

Both departmental recommendations aim to increase student numbers with the presently available faculty and resources of the department. No additional resources are requested.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BA	BA	BA*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.
The Global Studies (GLST) BA degree consistently provides students with excellent preparation for a wide range of careers. Graduates of this program are pursuing graduate study or are obtaining jobs and utilizing the skillsets they gained and honed while at OSU. **Geography faculty continue to garner recognition for their instructional excellence and mentoring**, with one faculty member receiving the CAS Faculty Mentoring award in Fall 2024. **This degree is well-aligned with OSU's mission statement**, as the goals of this degree are: 1. To respond to the need within Oklahoma, the nation, and the world for a workforce of globally-minded people; 2. To further the goals of the University by preparing students to function in a world that is increasingly interconnected; 3. To modernize curricula to better reflect the needs of the marketplace and businesses, while building connections between coursework and career pathways; 4. To cultivate in students skills, knowledge, attitudes and perspectives necessary to explain global processes and their human and environmental impacts; and 5. To build critical thinking and problem-solving skills through the study of world issues, trends, and conflicts. As such, graduates of this degree are positioned to enter the workforce, be it government, NGO, or private industry, with the skills and attitudes to be successful global citizens who are prepared to address pressing global issues.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Peace, Conflict, and Security Studies	MA	321	1.4	0.0	No

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No options

Author of report	Name only, not signature	Dr. Joshua M. Jansa, Associate Professor and Director of Graduate Studies, Political Science
Department Head	Name only, not signature	Dr. Howard B. Sanborn, IV, Professor and Department Head, Political Science
Dean	Name only, not signature	Dr. Melinda A. Cro, Dean of Arts and Sciences

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The Department is considering significant changes to the delivery and curriculum for the M.A. in Peace, Conflict, and Security Studies (PCSS) to achieve the original vision of the program: reach new audiences with important knowledge and credentials.

First, the Department will consider moving the PCSS program fully online to attract distance learners to enroll in the program. In such a move online, the courses would be offered either synchronously or asynchronously online, or in a hybrid-flexible format (aka hyflex, where some students attend in-person and others synchronously online) so that the degree can be completed fully online.

Second, the Department will explore altering the curriculum to ensure it is compatible with the Department's fully in-person graduate degree (i.e., M.A. in Politics and Policy Studies) and to make the program feasible to administer online (e.g., move to courses-only model).

In making these changes, the Department will need to identify learning objectives that are appropriate for the target audience (distance learners with an emphasis on active-duty military) and align these with the goals of the program. The Department will need to assess the demand for such a program among the target audience. The Department will need to consider how many core and elective courses will need to be offered online/hyflex each semester – both within and outside the Department – so that distance learning students can complete the degree in the traditional two-year time frame. The Department will need to advertise this program to target audiences and develop and deploy the courses in online format.

The Department will aim for the following milestones over the next three academic years. Please note that a more detailed timeline is provided below under the "Future Plans" section.

- **By end of AY 2025-26:** Liaise with ROTC programs and/or military base(s); assess interest in offering program to active-duty military; learn about contract bidding process (if applicable); assess the resources available to support a move online; conduct a market analysis (if possible); draft updated learning objectives, curricular changes, and new course rotation; gather feedback from faculty on draft changes.
- **By end of AY 2026-27:** Department's Graduate Committee makes a final recommendation regarding the feasibility of moving online, new learning objectives, curricular changes, and course rotation to faculty; faculty deliberation and voting; submit departmental-approved changes for University and Regents approval; develop and deploy materials advertising the program to interested audiences; place a bid for and secure a contract to offer the PCSS program to military personnel (if applicable).
- **By end of AY 2027-28:** Advertise the program and hold informational events to active-duty military, OSU ROTC students, and potential distance learners; complete online teaching training through ITLE (all faculty

teaching PCSS-related courses); adapt all applicable courses to online or hyflex modality; gather feedback from ITLE on courses, including syllabi and Canvas pages.

It is anticipated that all necessary steps will be completed by AY 2027-28 and the program (with curricular changes) will be deployed online in AY 2028-29.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MA	MA	MA
Reduce the number of students in the program(s)			
Reorganize the program(s)	MA	MA	MA
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The program was approved by the Regents at the end of 2021. The Department began to implement the PCSS M.A. in Spring 2022 and accepted its first applications the following year. The first class matriculated in August 2023 and graduated in May 2025. No courses have been exclusively taught for the program which explains the "NA"s reported under the "Program History and Analytics" section below. However, one course was created for the program and has been offered once – Conflict Management and Peacebuilding. It was open to students in both the PCSS and PPS program.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Psychology	BA	257	268.8	46.8	No

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Maureen Sullivan, Ph.D., Cindy Reese-Melancon, Ph.D.
Department Head	Name only, not signature	Maureen Sullivan, Ph.D.
Dean	Name only, not signature	Melinda Cro, Ph.D.

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation One is to make targeted improvements to increase parity between online and in-person course offerings and increase opportunities for all students to participate in teaching and research experiences.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation Two is to review our curriculum and teaching loads to identify areas where resources could be better utilized or where we need to advocate for more resources. While there are a few ways in which we may be able to better utilize our resources (e.g., slight increases to enrollment in a few courses if we are able to find larger classrooms and gain additional GTAs), our ability to maintain the program will be compromised if no additional resources are made available (e.g., reverse the trend of declining number of tenured/tenure-track faculty to support the 1200+ majors across the BA and BS programs).

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BA	BA	BA

Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

- Through its undergraduate programs, the Department of Psychology provides undergraduate students across campus, online, and at OSU Tulsa with high quality courses in the social and natural sciences through a variety of pedagogical means, including lecture, laboratory, discussion, and service learning. The OSU Tulsa program met its goal of 75 majors in only 3 three years (had set goal of 5 years).
- The online program is one of the first fully online degree offerings in the College of Arts and Sciences and has been wildly successful, growing to well over two hundred majors since the last program evaluation and making the online psychology program alone larger than most departments in the College. While this program benefits OSU, it also benefits the people of Oklahoma by extending the reach of the Department, College, and University and helping to fulfill OSU's land grant mission. This program allows students in remote areas of Oklahoma and beyond to benefit from the award-winning faculty in the Department of Psychology. In fact, most of the faculty who teach online are the very same faculty who teach on the campus of OSU. This means that online students have professors who are both outstanding in their instructional abilities and in their research endeavors.
- The Department conducts basic and applied research related to mental health and human well-being that is critical to the needs of the state and the nation. The Department actively engages undergraduate students in the research process through laboratory-based research, an endeavor that is critical to both instilling interest in research careers and to developing workplace skills (written and oral communication, collaboration, data analysis, data management, and critical thinking).
- Dr. Charles Abramson created a spring-break travel course on the history of psychology. Students have been provided with international experiences in Austria, Belgium, the Czech Republic, France, Greece, Ireland, Italy, Russia and Spain. The emphasis varies each year and is tailored to the specific country. For example, in Spain the focus was on Islamic contributions to sciences, in Italy the focus was on scientific contributions of the Renaissance, and in Belgium the focus was on Congolese atrocities committed by King Leopold II in his pursuit of rubber.
- The Department houses a unique 6-week summer program to increase the number of Native American students who consider post-baccalaureate education in psychology and to provide experiences that will enhance preparation and likely admission to graduate programs. As part of the nationally recognized American Indians Into Psychology Program (AIIP), coordinated by Dr. John Chaney and Ms. Patricia Alexander, students conduct research and participate in activities with tribal agencies and programs throughout Oklahoma. The AIIP also provides outreach to American Indian communities nationwide.

Our undergraduate students and faculty contribute to the well-being of the community in a number of significant ways. Our undergraduates also benefit from engaging with faculty completing grant-funded research.

- Yearly activities carried out by the undergraduate Psychology Club involve a community service project at the Stillwater Domestic Violence Shelter, Wings of Hope. Club members make personalized Christmas stockings for approximately 100 children in the community. Each year there is an additional project to assist a local charity, conducting a drive for clothing and other supplies, and raising money.
- Students enrolled in *Psychology of Aging* class volunteered over 800 hours at local nursing and assisted living homes to visit with residents, lead activities (including crafts, fishing, a current events discussion session, playing instruments, pet therapy, and games) and build relationships.
- Housed physically and administratively within the Department, the PSC serves Oklahoma State University, the Stillwater community, and the surrounding areas. The PSC provides psychological treatment and assessment services (supervised by Psychology faculty who are licensed or licensable in the state of Oklahoma) to the Stillwater and surrounding communities to children and adults and include individual,

marital, family, and group therapy and some school observations, as well as psychological evaluation and consultation.

- In addition, the PSC maintains a working relationship with other agencies on campus and in the community. These include the Student Mental Health Clinic of the OSU Hospital, OSU Counseling Center, and Marriage & Family Counseling Services. Cross-referrals for special services are also made to the OSU Speech and Hearing Clinic, the University Testing and Evaluation Service, the University Hospital, and private mental health and medical professionals. Collaborative arrangements have been developed with the local Headstart program (Central Oklahoma Community Action Agency), Stillwater Public Schools, and Cushing Public Schools.
- OSU is one of 27 sites of the NIH funded Healthy Brain Child Development (HBCD) national study, which examines the effects of family and the environment on babies' brain development. Currently, in Tulsa, we have recruited over 150 pregnant caregivers to participate in the study with over 3,000 participants recruited nationwide. The study is ongoing, with the plan for a 10-year longitudinal study, examining brain development in over 7,000 babies across the country (350 at the OSU site). This study brings in over 1 million dollars in grant funding to OSU a year and takes place at the Hardesty Biomedical Imaging Center, using the MRI and EEG equipment. Dr. Morris is a primary investigator for the study, and Drs. Grant and Ciciolla are co-investigators on the study. Numerous graduate students are funded each semester on the HBCD study. The Tulsa site of HBCD actively engages with the community through events, resource fairs, and our Community Advisory Board in addition to ongoing data collection.
- OSU is in Phase 2 (year 7) of the NIH funded Center of Biomedical Research Excellence (CoBRE) supporting the Center for Research on Childhood Adversity (CIRCA). The purpose of the CoBRE mechanism is to build research infrastructure. This grant brings in 2 million dollars a year for research and training and has funded multiple research projects and faculty in the psychology department. Faculty who have been funded include: Drs. Morris, Kerr, Ciciolla, and Byrd-Craven. Projects planned for future funding include: Drs. Bailes, Dian Yu, and Chi-Lin Yu all tenure-track psychology faculty. Dr. Morris is the Core Director of the Recruitment, Engagement, data Collection, and Analysis (RECA) Core.

Academic Program Review Form

Oklahoma State University, Academic Program Review
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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Psychology	BS	176	803	106.8	No

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Maureen Sullivan, Ph.D., Cindy Reese-Melancon, Ph.D.
Department Head	Name only, not signature	Maureen Sullivan, Ph.D.
Dean	Name only, not signature	Melinda Cro, Ph.D.

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation One is to make targeted improvements to the online Bachelor of Science program in Psychology, in order to increase parity between online and in-person offerings, increase opportunities for distance students to participate in teaching and research experiences, and increase engagement activities for online students.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation Two is to review our curriculum and teaching loads to identify areas where resources could be better utilized or where we need to advocate for more resources. While there are a few ways in which we may be able to better utilize our resources (e.g., slight increases to enrollment in a few courses if we are able to find larger classrooms and gain additional GTAs), our ability to maintain the program will be compromised if no additional resources are made available (e.g. reverse the trend of declining number of tenured/tenure-track faculty to support the 1200+ majors across BA and BS programs).

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BS	BS	BS

Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

- Through its undergraduate programs, the Department of Psychology provides undergraduate students across campus, online and at OSU Tulsa with high quality courses in the social and natural sciences through a variety of pedagogical means, including lecture, laboratory, discussion, and service learning. The OSU Tulsa program met its goal of 75 majors in only 3 three years (had set goal of 5 years).
- The online program is one of the first fully online degree offerings in the College of Arts and Sciences and has been wildly successful, growing to well over two hundred majors since the last program evaluation and making the online psychology program alone larger than most departments in the College. While this program benefits OSU, it also benefits the people of Oklahoma by extending the reach of the Department, College, and University and helping to fulfill OSU's land grant mission. This program allows students in remote areas of Oklahoma and beyond to benefit from the award-winning faculty in the Department of Psychology. In fact, most of the faculty who teach online are the very same faculty who teach on the campus of OSU. This means that online students have professors who are both outstanding in their instructional abilities and in their research endeavors.
- The Department conducts basic and applied research related to mental health and human well-being that is critical to the needs of the state and the nation. The department actively engages undergraduate students in the research process through laboratory-based research, an endeavor that is critical to both instilling interest in research careers and to developing workplace skills (written and oral communication, collaboration, data analysis, data management, and critical thinking).
- Dr. Charles Abramson created a spring-break travel course on the history of psychology. Students have been provided with international experiences in Austria, Belgium, the Czech Republic, France, Greece, Ireland, Italy, Russia and Spain. The emphasis varies each year and is tailored to the specific country. For example, in Spain the focus was on Islamic contributions to sciences, in Italy the focus was on scientific contributions of the Renaissance, and in Belgium the focus was on Congolese atrocities committed by King Leopold II in his pursuit of rubber.
- The Department houses a unique 6-week summer program to increase the number of Native American students who consider post-baccalaureate education in psychology and to provide experiences that will enhance preparation and likely admission to graduate programs. As part of the nationally recognized American Indians Into Psychology Program (AIIP), coordinated by Dr. John Chaney and Ms. Patricia Alexander, students conduct research and participate in activities with tribal agencies and programs throughout Oklahoma. The AIIP also provides outreach to American Indian communities nationwide.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Psychology	MS	177	25.8	9	No

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Maureen Sullivan, Ph.D., Cindy Reese-Melancon, Ph.D.
Department Head	Name only, not signature	Maureen Sullivan, Ph.D.
Dean	Name only, not signature	Melinda Cro, Ph.D.

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The MS program in Psychology is not a stand-alone program, and students are not admitted directly into the program. Rather it is awarded to aspiring doctoral students after they pass their qualifying exams and may also serve as a record of achievement for those who do not manage to complete the Ph.D. For this reason, there are no particular departmental recommendations that would support this program. Once the Ph.D. goes through Academic Performance Review next year there will be recommendations for that which will also apply to the Masters.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The MS in Psychology is awarded to doctoral students after they pass their qualifying exams and is not available as a standalone degree. However, occasionally doctoral students do not complete their studies, and can graduate with the master's degree. Thus it also acts as an off-ramp for the doctoral program.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BA: SC (ADPR, SOCM, SPCO concentrations)	Undergrad	476	45	16.6	Yes

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Jared Johnson, Lori McKinnon, Karen Christian, Rachel Lim
Department Head	Name only, not signature	Jared Johnson
Dean	Name only, not signature	Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Improving recruiting efforts, particularly with prospective Strategic Communication (SC) students. For the last few recruiting events, including Admitted Students Day, we have sent a faculty representative to meet with our prospective students. This year (24-25), we have implemented several efforts to increase recruitment efforts.

(1) Established a **Faculty Recruitment Committee** to support SMSC recruitment efforts. The Faculty Recruitment Committee attends on-campus recruitment events such as major fairs and junior days, plans and hosts recruiting events, and coordinates with the CAS recruitment office to ensure SMSC representation at events. The Faculty Recruitment Committee collaborates with the Strat Comm Club on social media outreach to prospective students, organizes visits to target high schools to promote SMSC and career opportunities.

(2) Formed a **Student Leadership Council** to engage students in the recruitment effort. A member of The Student Leadership Council is available every Friday afternoon to talk to prospective students and show them our facilities. On those days, we have a sign outside of our building listing the majors we offer. This also happens to be next to the parking garage.

(3) **Increasing Social Media Presence**. The Faculty Recruitment Committee collaborates with the Strat Comm Club on social media outreach to prospective students and promoting SMSC.

(4) **Update promotional materials** offering better overview of SC and programs. This semester, we will distribute updated material and information about our introductory SC class to freshmen and sophomores.

(5) **Continuing Outreach efforts**. Last semester, we met with the leader in the freshmen advising center who works with both SC and MKTG students so his staff can be more prepared to help students clarify the differences between Marketing and Strategic Communications and find the major that fits their career goal the best. We still find that many students who are interested in Advertising, Public Relations or Social Media careers often assume those careers are obtained with a Marketing degree. The Marketing Department still list these careers on their website and recruiting material. However, students with those career goals would be better served in SC, but they don't always know about us. We need to continue recruiting and outreach efforts.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Retention efforts in Strategic Communication focus on increasing student engagement and persistence in the program. Beginning in the 2024-25 school year, we now accept students in SC with lower GPAs than we required the past as we no longer have pre-majors with a GPA and credit hour requirement needed to officially declare SC

and get started with media coursework. We expect that this will impact our previously good retention numbers. To maintain our retention numbers, we've implemented two main efforts:

(1) **Enhancing the SC Introductory Course with Expert Faculty**. We conducted a teaching expert survey among SC faculty to assign them to courses that align with their expertise. As we arranged teaching assignments, we moved some of our most talented faculty members to teach our introductory courses. In Spring 2025, we reassigned a highly skilled and well-liked adjunct professor with extensive SC industry experience to teach the introductory SC 2183. This change is expected to excite and inform students about the SC major from the very beginning.

(2) **Faculty Engagement.** The faculty teaching our first writing class are particularly talented at this and are helping students pass the LPE/Language Proficiency Exam at a higher level than the last few years. The students will also be more prepared for their upper-division writing classes. These instructors are also offering extra study/help sessions for the LPE.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BA	BA	BA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
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The Strategic Communications major prepares students to develop and implement communication strategies for brands and organizations, equipping them to craft effective messages across multiple media platforms. Students learn to conduct and apply research, design strategic messaging, and evaluate campaign effectiveness.

While not inherently more challenging than Marketing, SC takes a different approach, emphasizing writing, planning, strategy, and research—key to effective communication. Though it shares some elements with Marketing, SC focuses on broader societal, organizational, and public issues, including advertising, public relations, nonprofit communication, political and global communication, and sports communication.

In recent years, SC faculty have focused on enhancing the curriculum to stay aligned with the rapidly evolving field.

(1) **Annual SC curiculum review during the Faculty Retreat.** SC faculty retreats are held each August to review the curriculum, engage with industry professionals, align learning objectives, and clarify topic distribution across courses. In August of 2023, we invited professionals in strategic communication to join our retreat to discuss current trends in industry and to learn what they expect new graduates to already know upon graduation. In August of 2024, the SC faculty modified the degree program to strengthen the concentrations and create a curated list of SC classes from which SC "electives" would be chosen based on a student's interest and career goals.

(2) **Specialized concentrations within the SC degree**. With continuous monitoring of the SC curriculum, we divided the SC degree into concentrations – Advertising/Public Relations and Social Media. We added another concentration in Sports Communication (two years ago). We have also introduced a new concentration for the 2025-26 school year in Global Communications (BA only in this case). These concentrations capitalize on expertise and usually coursework that already existed. Spotlighting these new concentrations partially serves as a marketing tool to let students and others know the topics we teach and where our faculty expertise lies. A critical component of this is letting students see these areas of specialization in the titles of the degrees when they apply and/or peruse degree plans. Prior to creating the concentrations, we were having interactions with both majors and non-majors who did not understand exactly what strategic communications entailed.

(3) **Eliminated Entertainment Media.** SC also clarified our focus and goals by eliminating a SC concentration that was offered only at the Tulsa campus (Entertainment Media). This program was not growing as expected and it was a drain on our faculty resources.

(4) **Curriculum Enhancements for Foundational and Specialized Learning.** A new MC class in media literacy has been created as part of a General Education Trail. Several SC faculty contributed to its development and are teaching the course. Creative Strategy was made a required course for the AD/PR concentration to help students develop strong research, creativity, and strategy skills before advancing to more specialized courses in the SC curriculum.

(5) **Optimizing Faculty Assignments**. We've conducted teaching expert survey among SC faculty to assign them with courses that fit best with their expertise. As we arranged teaching assignments, we moved some of our most talented faculty to key introductory SC and MC courses to enhance recruitment and retention, ensuring new students build a solid foundation and understanding of the major and career field.

(6) **Revised SC course titles.** Last year, we updated SC course titles and descriptions to better reflect our topics and appeal to students. For example, "Electronic Media Advertising" became "Influencers, Promotions, and Placement," and "Social Media" became "Social Media Playbook."

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BS: SC (ADPR, SOCM, SPCO concentrations)	Undergrad	475	145.2	52.6	Yes

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	Name only, not signature	
Author of report		Jared Johnson, Lori McKinnon, Karen Christian. Rachel Lim
Department Head		Jared Johnson
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M.S.in Applied Statistics (online program)	Graduate	507	12.8	3.2	No

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Melinda McCann
Department Head		Melinda McCann
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

While our Applied M.S. students are generally quite successful after graduation, the current dynamic landscape in the job market often requires that employees quickly learn new skills and/or pivot to other priority areas within their discipline. Additionally, our graduate students often struggle with understanding the progression of their degree and often need additional instruction in soft skills associated with statistical industry jobs. Consequently, our first recommendation is to put in place a one-hour first-year seminar course for our graduate students. This seminar course will include instruction on TA duties within the department such as instruction or grading, discussion of successful collaborative research techniques and skills, introduction to the typical timeline and process for completion of the degree program, job search strategies, and various other topics as warranted. It is also anticipated that each tenure-track professor will provide a short 10-15 minute presentation about their research areas at some point during the semester. This will also enable us to have a venue to discuss any new knowledge that our students might need or that might increase their marketability more quickly than introducing a new course.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Most of our students in this program find positions that require either collaborative research skills or the ability to explain statistical concepts to a non-statistical audience. Opportunities to participate in a research grant or other collaborative research projects would be extremely helpful to these students. We plan to investigate opportunities for our students to provide statistical support for grant recipients and possibly other researchers.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			*
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The applied M.S. degree program has grown steadily over the past few years. This program is an online graduate program, so most of the students are employed while pursuing this degree. The students are enthusiastic and excited to enhance their job skills with statistical skills. For many, this degree provides an opportunity for an increased salary and/or a promotion. Recently, we have relaxed the elective requirements for this degree to allow for up to 9 hours of outside elective courses. This will allow Ph.D. student in Ag Econ, Plant and Soil Sciences, IEM

and other programs to achieve this degree concurrently with their respective Ph.D. degrees. Some limited marketing has been conducted, and the program has observed a slow, but steady increase in the number of students.

Academic Program Review Form

Oklahoma State University, Academic Program Review
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NOTE: By submitting the final report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of the program to ensure that the information and goals provided within are beneficial and agreed upon by all.

Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
B.S.in Statistics	Undergraduate	230	29.0.	8.8	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Melinda McCann
Department Head		Melinda McCann
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

While we have many excellent instructors in the department, we do occasionally have issues with instructors. We believe that we can increase the attractiveness of our undergraduate degree and the retention of information for our students if we concentrate on improving the instruction. We plan to do this in two ways: 1) Introduce a new first-year graduate student course that will include information regarding successful performance as an instructor, and 2) Initiate brown bag lunches (or possibly even provide lunch) where we provide information on a classroom topic of interest, such as encouraging student participation, classroom management, Canvas web page organization, etc… These lunches would be attended by all faculty instructors and TAs. We anticipate that this will improve instruction and have the added benefit of encouraging interaction between TAs and faculty with regards to instruction.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Most of our students in this program find positions that require either collaborative research skills or the ability to explain statistical concepts to a non-statistical audience. Opportunities to participate in a research grant or other collaborative research projects would be extremely helpful to these students. We plan to investigate opportunities for our students to participate in collaborative research.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BS	BS	BS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The B.S. program is known for being extremely flexible. This allows students to investigate minors, certificates, or perhaps just an additional application area while pursuing this degree. Statistics is unique in that every statistics problem has an application in another discipline that served as motivation. Consequently, it makes sense for students to investigate the application of statistics in other fields. In 2019 we added an actuarial science option to our B.S. degree and since then approximately 1/3 of our students are pursuing this option. In the past year, we have also begun offering a cross-listed undergraduate version of STAT 5123. The rationale here is that we have observed that most students who have taken this course and then sat for the P actuarial exam have successfully

passed this exam. Most of our B.S. students take Mathematical Statistics which has similar core content to STAT 5123 but is much more applied and requires less memorization. The skills required to pass the P exam are emphasized more in STAT 5123, so we anticipate that recommending students to take this new undergraduate version of STAT 5123 will benefit these students. Most positions as actuaries require students to have passed at least one exam.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
M.S. Statistics	Graduate	192	3.4.	1.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Melinda McCann
Department Head	Name only, not signature	Melinda McCann
Dean	Name only, not signature	Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

We recently saw a drastic decrease in the number of M.S. students enrolling in our program. This coincided with an increase in the number of Ph.D. students requesting admission as a 90-hour Ph.D. student. This is undoubtedly because the job market is requiring/requesting Ph.D. degree holders for many more career opportunities than previously. It took us a while to navigate this changing landscape, but now we currently encourage our Ph.D. students to achieve a M.S. along the way. However, that means that they are only enrolled in the program for the single semester in which they obtain their M.S. degree. We have also not been pursuing this practice for that long, so our drop in degrees is undoubtedly due to this situation. Our M.S. program is now essentially a feeder program for our Ph.D. degree or in some cases a parachute for students who realize they don't enjoy theory and/or research or don't have the skills to complete our Ph.D. degree. Consequently. most recommendations and observations for the M.S. and Ph.D. program will be similar.

While our M.S. students are generally quite successful after graduation, the current dynamic landscape in the job market often requires that employees quickly learn new skills and/or pivot to other priority areas within their discipline. Additionally, our graduate students, particularly our international students, often struggle with understanding the progression of their degree and often need additional instruction in their TA duties. Consequently, our first recommendation is to put in place a one-hour first-year seminar course for our graduate students. This seminar course will include instruction on TA duties within the department such as instruction or grading, discussion of successful collaborative research techniques and skills, introduction to the typical timeline and process for completion of the degree program, job search strategies, and various other topics as warranted. It is also anticipated that each tenure-track professor will provide a short 10-15 minute presentation about their research areas at some point during the semester. This will also enable us to have a venue to discuss any new knowledge that our students might need or that might increase their marketability more quickly than introducing a new course.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Our students often participate in internships during the summer. However, these are often located outside of Oklahoma. These are quite beneficial for our students, but due to the out of state locations, students with these opportunities often make little to no progress on their research during the summer. This often negatively affects the student's progression to graduation. The department has recently provided some summer support for students near the end of their program in the form of a fellowship. (These funds have been provided by a generous donor.) This has generally helped our students achieve timely graduation. We believe there are also opportunities on campus for collaborative research support for our graduate students over the summer months. For instance, perhaps a researcher on campus would like to hire a statistics graduate student to analyze their data over the summer. We

have recently had a junior faculty member request funding a student who might be able to help in this way over the summer from their start-up funds. We plan to investigate these opportunities for our students.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The statistics M.S. degree program has a record of placing its graduates in top industry and academic positions or into Ph.D. programs at excellent institutions upon their graduation. This speaks well to our ability to provide our students with the appropriate skills to succeed. In the past several years we have made several improvements to our program. These included writing a graduate handbook with clear details on policies, procedures, and degree requirements. Annual review forms were also created to assist faculty and students in identifying possible issues early and to assist students in timely progression to graduation. This has been successful in increasing the rate of satisfactory progress and in students exhibiting more timely degree completion.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Ph.D. Statistics	Graduate	193	13.	2.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Melinda McCann
Department Head		Melinda McCann
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

While our Ph.D. students are generally quite successful after graduation, the current dynamic landscape in the job market often requires that employees quickly learn new skills and/or pivot to other priority areas within their discipline. Additionally, our graduate students, particularly our international students, often struggle with understanding the progression of their degree and often need additional instruction in their TA duties. Consequently, our first recommendation is to put in place a one-hour first-year seminar course for our graduate students. This seminar course will include instruction on TA duties within the department such as instruction or grading, discussion of successful collaborative research techniques and skills, introduction to the typical timeline and process for completion of the degree program, job search strategies, and various other topics as warranted. It is also anticipated that each tenure-track professor will provide a short 10-15 minute presentation about their research areas at some point during the semester. This will also enable us to have a venue to discuss any new knowledge that our students might need or that might increase their marketability more quickly than introducing a new course.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Our students often participate in internships during the summer. However, these are often located outside of Oklahoma. These are quite beneficial for our students, but due to the out of state locations, students with these opportunities often make little to no progress on their research during the summer. This often negatively affects the student's progression to graduation. The department has recently provided some summer support for students near the end of their program in the form of a fellowship. (These funds have been provided by a generous donor.) This has generally helped our students achieve timely graduation. We believe there are also opportunities on campus for collaborative research support for our graduate students over the summer months. For instance, perhaps a researcher on campus would like to hire a statistics graduate student to analyze their data over the summer. We have recently had a junior faculty member request funding a student who might be able to help in this way over the summer from their start-up funds. We plan to investigate these opportunities for our students.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	PhD	PhD	PhD
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.
The statistics Ph.D. degree program has a record of placing its graduates in top industry and academic positions upon their graduation. This speaks well to our ability to provide our students with the appropriate skills to succeed. In the past several years we have made several improvements to our program. These included writing a graduate handbook with clear details on policies, procedures, and degree requirements. Annual review forms were also created to assist faculty and students in identifying possible issues early and to assist students in timely progression to graduation. This has been successful in increasing the rate of satisfactory progress and in students exhibiting more timely degree completion.

sAcademic Program Review Form

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BFA Acting	Bachelor	288	8.2	1	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Lee Brasuell
Department Head		Lee Brasuell
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

To ensure the highest quality of instruction and student success, maintain a consistent student cohort size for the BFA program, targeting 10-12 students per cohort for Acting. This number is crucial for optimal class sizes, effective faculty-student interaction, and the successful implementation of the revised curriculum.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

To ensure the long-term success and effectiveness of the BFA program in Acting, the department will prioritize continuous data collection and analysis of student progress and post-graduation outcomes.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BFA	BFA	BFA
Reduce the number of students in the program(s)			
Reorganize the program(s)	BFA	BFA	BFA
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The implementation of our new BFA program in Acting has significantly enhanced the Department of Theatre. Since 2017, we've experienced a substantial growth in our overall student population, expanding from under 50 students in 2017 to 110 in the fall of 2024. This growth has not only increased the vibrancy of our department but also enriched the overall theatrical experience for all students and patrons.

The more rigorous curriculum within the BFA program has allowed us to offer more advanced coursework, benefiting both BFA and BA students. Additionally, the increased student population and the specialized training within these programs have directly contributed to a marked improvement in our production values. These enhanced productions have attracted larger audiences, strengthened donor relationships, and significantly increased community engagement. The success of our BFA program is evident in the elevated artistic standards across all departmental activities.

Academic Program Review Form

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BFA Music Theatre	Bachelor	294	8	0.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Lee Brasuell
Department Head		Lee Brasuell
Dean		Melinda Cro

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

To ensure the highest quality of instruction and student success, maintain a consistent student cohort size for the BFA Music Theatre program, targeting 8-10 students per cohort for Music Theatre. This number is optimal for class sizes, effective faculty-student interaction, and the successful implementation of the proposed revised curriculum.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

To ensure the long-term success and effectiveness of the BFA Music Theatre program, the department will prioritize continuous data collection and analysis of student progress and post-graduation outcomes.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BFA	BFA	BFA
Reduce the number of students in the program(s)			
Reorganize the program(s)	BFA	BFA	BFA
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The implementation of our new BFA program in Music Theatre has significantly enhanced the Department of Theatre. Since 2017, we've experienced a substantial growth in our student population, expanding from under 50 students in 2017 to 110 in the whole department in the fall of 2024. This growth has not only increased the vibrancy of our department but also enriched the overall theatrical experience for all students and patrons.

The more rigorous curriculum within our BFA programs has allowed us to offer more advanced coursework, benefiting both BFA and BA students. Additionally, the increased student population and the specialized training within the BFA Music Theatre program has directly contributed to a marked improvement in our production values.

This includes the addition of a second musical to our season, showcasing the exceptional talents of our BFA students.

These enhanced productions have attracted larger audiences, strengthened donor relationships, and significantly increased community engagement. The success of our BFA program is evident in the elevated artistic standards across all departmental activities.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Bachelor of Science in Construction Engineering Technology	BS	076	191.4	44	Yes, ABET

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Building and Heavy Options

	Name only, not signature	
Author of report		Heather Yates
Department Head		Chulho Yang
Dean		Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The faculty has identified a five-year plan for growth. The initial steps for growing the student body to 400 students include adding:

1) Construction Professional Undergraduate Certificate (approved and available 100% online)
2) Online Bachelor's degree in Construction Management (submitting Spring 2025/Fall 2025 and future ANSAC accreditation)
3) Construction Project Administration Graduate Certificate (submitting 2025 and available 100% online).
4) Construction Masters Degree
4) OSU Polytech including online programs, and micro-credentials

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

With the student growth plan, the program will need additional faculty and staff to support the growth. The current student-to-faculty ratio with declared majors is 39.67 students per faculty member. To just keep that ratio that is 10 total faculty, when we are at 6 right now. ABET accreditation listed the current student to faculty ratio as a concern, meaning we need more faculty to deliver the program. The recommendation is to add one faculty member per year using a combination of both Professor of Practice and Tenure Track faculty depending on the specialized needs.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BSET	BSET	BSET
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.
The program has a strong connection with the Construction Industry which is demonstrated by the active Advisory Board, two-400 hour internships, and 100% placement of students upon graduation.

Academic Program Review Form

Oklahoma State University, Academic Program Review Executive Summary					
Official Degree Program(s) covered by this report	**Degree Level**	**3-digit code**	**5-yr average Headcount**	**5-yr average Degrees Granted**	**Yes/No, Area Accreditation?***
Petroleum Engineering, PhD	PhD	274	9.6	0.6	No

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No options

Author of report	Name only, not signature	Prem Bikkina, Program Director, PETE and Heather Fahlenkamp, Head
Department Head	Name only, not signature	Heather Fahlenkamp
Dean	Name only, not signature	Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Applies to both MS and PhD programs - ENERGY: The department is in the process of creating the next strategic plan for 2026 – 2030 which is intended to grow our reputation and impact within the field of petroleum engineering. The process will start at our annual faculty and staff retreat in August 2024 and will continue throughout the academic year and will include feedback from our industrial advisory board (IAB) and alumni. The new plan will be presented to the CEAT Executive team at the end of the academic year for recommendations and final approval. The plan will align with the new strategic plans for the college and university and will focus our impact on Energy, Manufacturing, and Human Health. Based on continuous feedback from leaders in the field and our IAB there is a growing need to diversify the program to prepare students for the broader Energy field. To do so, we will need support from the college and central administration to offer and manage graduate degrees that span multiple departments and colleges.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Applies to both MS and PhD programs – STUDENTS: Increase the number of high-quality graduate students to support our growing research programs and the workforce needs of the State and Nation. To do so, we will increase efforts to promote our people and research programs to help increase our reputation, diversify our recruiting methods to reach students in other fields and locations, increase financial support for students to stay within the average of our peer programs, and provide mentoring and training resources for students within the program to increase retention and decrease the time to degree. We will work with both the CEAT and Graduate College to utilize resources and people that are already in place and can support these efforts. Within the department, we have recently hired a Prospective Student Service Specialist to help in promoting our programs with prospective students, alumni, industry partners, and donors. Most students are financially supported by external grants obtained by research-active faculty. We will also look for ways to connect with industry partners to support students on projects associated with their industries. We are also working to connect to our graduate student alumni in an effort to grow the graduate program endowment. Our graduate students pay the highest fees compared to our peer and regional universities. Support from the college and central administration to help lower these fees is greatly needed in order for us to be competitive in recruiting students. To improve student mentoring and training, we have added a new class, Introduction to Science and Engineering Research for all new graduate students to take in their first year and, added training and professional development experiences in the Graduate Seminar class, and implemented a new academic advising model for all students in the program. Going forward, we will implement more training for faculty to mentor/advise graduate students and best practices for all program requirements in order to be consistent and fair.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	**College**	**Institution**
Expand the number of students in the program(s)	PhD	PhD	PhD
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			

Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Petroleum Engineering PhD program was established in the fall of 2020. Since its inception, 6 students have successfully graduated. All students received support through research assistantships. Throughout the program's existence, our faculty have seized opportunities to engage in numerous research projects sponsored by federal, state, and industry funding sources. The collective efforts of our faculty, students, and student chapters have earned numerous prestigious awards both within and outside of OSU. The program has established robust connections with regional and international players in the oil and gas industry, fostering research collaborations and facilitating student recruitment for internships and full-time positions. Our faculty and students actively contribute to the academic discourse by presenting their research findings at conferences, publishing peer-reviewed journal papers and securing patents.

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Executive Summary

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Civil Engineering BSCV	Bachelor's	047	215.6	50.4	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Environmental Engineering

	Name only, not signature	
Author of report		Norb Delatte
Department Head		Norb Delatte
Dean		Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Expand national and international recruiting for the BSCV program. Applications to the program have steadily increased the last few years, 287 in fall 2022, 296 in fall 2023, and 455 in fall 2024. So far for fall 2025 there are 451 applications.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Expand elective course offerings, particularly in Water Resources, Geotechnical Engineering, and Transportation. Prepare to accept 45 to 60 new students through the Southwest Jiaotong Program per year starting fall 2025.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BSCV	BSCV	BSCV *
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Students in CIVE are well supported with scholarships and funded research opportunities. Job opportunities within the civil engineering field remain strong.

Academic Program Review Form

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Official Degree Program(s) covered by this report	**Degree Level**	**3-digit code**	**5-yr average Headcount**	**5-yr average Degrees Granted**	**Yes/No, Area Accreditation?***
Electrical Engineering, Master of Engineering	MENG	524	5.8	1.0	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No options

Author of report	Name only, not signature	Weili Zhang
Department Head	Name only, not signature	Guoliang Fan
Dean	Name only, not signature	Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Strategic and data-driven student recruitment and retention improvement which include:

- Partnership with CEAT and Graduate College to increase the enrollment, retention, and graduation rates of the MENG program. [timeline: ongoing]
- Develop an active partnership with Keystone Academic Solutions for outreach activities. [timeline: establishing]
- Promote professionalism and ethics through nurturing an inclusive academic environment. [timeline: ongoing]

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Metric-based program assessment and faculty-involved program development which include:

- Yearly assessment of MENG program and its follow-up strategic actions for remedy. [timeline: ongoing]
- Grow and retain highly productive tenured and tenure track faculty. [timeline: ongoing]
- Improve the reputation and ranking of ECE graduate programs nationally and internationally. [timeline: ongoing]

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	**College**	**Institution**
Expand the number of students in the program(s)	MENG	MENG	MENG
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The ECE Master of Engineering Electrical Engineering (MEngEE), Master of Science Electrical Engineering (MSEE), and Doctor of Philosophy Electrical Engineering (PhDEE) comprise the three graduate program offerings of the School of Electrical and Computer Engineering (ECE). All three programs focus on advanced, graduate level coursework with or without formal research experience. The three programs are offered by the faculty of ECE, many of whom have industrial/government laboratory experience and all of whom are accomplished researchers. Students who graduated from the programs are actively recruited and hired by national and international employers. The demand for ECE's graduate graduates outstrips the supply each year. This trend is not expected to abate any time soon.

The MEngEE program is a non-thesis, non-research, 33 credit-hour (CH) degree program that has been crafted for professional development and for ECE's accelerated "4+1" program that allows a student to earn an MEngEE degree and a BSEE/BSCpE degree in five years. It includes 24 CH of lecture courses and 9 CH of additional courses to be approved by the student's graduate advisory committee. Additional courses may include non-ECEN, math, science, or engineering graduate-level courses. It is well suited for students who desire an advanced degree but whose career ambitions are devoted to industry. The MEngEE program is available online.

The MSEE program is a thesis, research, 30 CH degree program that provides advanced training, including 21 CH of lecture courses, 3 CH of additional courses approved by the student's graduate advisory committee, and 6 CH of thesis research. It typically takes about two years to complete. It is ideal for students who seek a research-oriented education and who may have aspiration to continue their studies as a doctoral student. The MSEE program is available online.

The PhDEE program is a 73 CH degree program that provides advanced course work and an intensive research experience, including 33 CH of lecture courses, 1 CH of seminar series, 3 CH of Preliminary PhD research & proposal, 6 CH of additional courses approved by the student's graduate advisory committee, and 30 CH of dissertation research, that culminates in a dissertation. It is carefully designed for students who seek to be employed as a researcher in a research laboratory, government laboratory, or as an academician in a university. Many ECE PhDEE program graduates have been recognized nationally and internationally and awarded CEAT Hall of Fame Inductees and Lohmann Medal.

Students are advised by both a dedicated faculty adviser and a graduate advisory committee including at least one outside member. The faculty adviser provides guidance about the curriculum and its relevance to professional research. The primary purpose of the graduate advisory committee is to advise, educate, and oversee graduate students via the mentorship model; promote excellence in research/scholarship/creative activity; ensure full compliance with the degree requirements and ethical conduct of research/scholarship and creative activity; elevate students to successful completion of their culminating experience in a timely manner; and to prepare graduate students for career success.

ECE Graduate Program Committee (GPC) assesses the quality of students' written publications through journal impact factor and of written communication ability through thesis defense examination. An annual thesis audit is conducted to validate the quality of the thesis work. The newly added Learning Outcome in annual program assessment also raises the awareness of professionalism, ethics, and inclusion in our MSEE program.

ECE graduate students are nominated annually by faculty to compete for the Robberson Summer Dissertation Fellowship and Dr. Homer & Mrs. Tang Graduate Fellowship both offered by Graduate College. Additionally, nominations are made by ECE Awards Committee for Dr. Yarlagadda Fellowship, Dorrough Distinguished Graduate Fellowship (DGF), Schuetz DGF, Yarborough DGF and CEAT outstanding Graduate Student Award, all solicited by CEAT. Our graduate students are also recognized by professional organizations, such as IEEE, IEEE Societies/Councils, and Eta Kappa Nu Honorary Society. At times, ECE graduate students formed a research team to compete and brought home awards and recognition from Microsoft Imagine Cup, International Technical Events, and IEEE-sponsored Hackathons.

The following improvements have been continuously engaged in the last five years and will remain our focus for the period of this Program Enhancement Plan (PEP):

- Yearly assessment of MEngEE program and its follow-up strategic actions for remedy.
- Partnership with CEAT and Graduate College to increase the enrollment, retention, and graduation rates.
- Grow and retain highly productive tenured and tenure track faculty.
- Improve the reputation and ranking of ECE graduate programs nationally and internationally.
- Promote professionalism and ethics through nurturing an inclusive academic environment.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Bachelor of Science Electrical Engineering technology, BSEET	Undergraduate	077	49	12.6	Yes, ABET

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Imad Abouzahr, Associate Professor
Department Head		Chullo yang
Dean		Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The BSEET program is fully compliant with the published criteria of ABET, the leading accreditation organization for undergraduate engineering programs in the US. The two main recommendations for the program have been devised with ABET as a focus and the successful placement of the program's graduates in the workforce:

- Yearly assessment of the BSEET's required five ABET learning outcomes in summer.
- Annual assessment of the BSEET program by the EET Industrial Advisory Board.

The EET program is in danger of being eliminated because of a lack of students participating in the program. To maintain the existence of the program we need to increase student enrolment. The EET program will take the following steps to increase student enrollment. A few years ago, changes were made to the EET curriculum to make mathematics requirements similar to the Electrical Engineering program. These changes cause the EET program to lose its distinction from Electrical Engineering. Our goal is that by the Fall of 2025 a curriculum change proposal will be made to the College Academic Council that re-introduces a mathematical difference between the EET program and the ECE program.

1. Change the program Calculus requirement to an applied Calculus
2. Reduce the number of hours required for Calculus

This will impact the EET program by increasing the size of the pool of students that EET can draw recruits.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

CEAT recommended that EET and MET, and Mechatronics merge with the Dept of Material Science, and under a new name Material Science, Manufacturing, and Mechatronics Engineering which will be centered in Tulsa. That will help recruit more students by moving the program to a metropolitan area which will increase our chances to recruit non-traditional students. This is a move that will occur in the next calendar year (2026).

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BSEET	BSEET	BSEET

Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The electrical engineering technology (EET) curriculum provides preparation for outstanding career opportunities not only in the electrical and electronics industries, but also in many other sectors because of their dependence upon electricity and electronics control, power, communications, and computation. The job responsibility of electrical engineering technology graduates ranges from application engineer, testing engineer, and field engineer. In addition, the graduates also work as design and development engineer and application development engineer for modern microprocessors.

The EET program offers a Bachelor of Science in Engineering Technology degree with a major in Electrical Engineering Technology. An option with an emphasis on computers and computing is also available. The program focuses on a hands-on laboratory-oriented curriculum to meet the diverse needs of modern industries. It provides a strong foundation of specialized mathematics, science, applied electrical engineering, and related technical courses, as well as courses in the area of written and oral communications, humanities, and the social sciences.

The BSEET program is offered by faculty, who have industrial experience. The faculty include Associate Professor Imad Abouzahr, Associate Professor Brian Norton, Assistant Professor Ellis Nuckolls and Adjunct Professor Thomas Henderson. These faculty are responsible for the EET program curriculum and consult on a regular basis in regard to program changes and enhancements.

The BSEET program is reviewed annually by EET's Industrial Advisory Board (IAB), which is comprised of 15 active members who represent both regional and national industries that hire EET students. The mission of the EET Industrial Advisory Board is to provide external council and feedback to the Electrical Engineering Technology program for the purpose of sustaining and growing academic excellence,

The BSEET program is laboratory-intensive with all its courses having required hands-on labs to ensure graduates are prepared to produce products that contribute to the local, national, and global economies. Over the past eight years, CEAT has invested in its laboratory infrastructure to make sure the laboratory experiences are relevant to today's rapidly advancing technologies.

All required courses of the EET program are offered once a year, and students plan to finish their degree in a timely fashion. Students are advised by both an academic adviser and a faculty adviser. The staff adviser provides advice about course flow, prerequisites, and degree requirements, and provides solutions and resources. The faculty adviser provides advice about the curriculum and its relevance to professional practice.

Academic Program Review Form

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Engineering Technology Management MS	Masters	411	85.2	28.8	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Terry R. Collins
Department Head		Guiping Hu
Dean		Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

An ETM program curriculum review was conducted in the 2024-25 academic year. As a result of the curriculum review, the following recommendation was approved by the IEM department:
Recommendation #1
The curriculum review revealed that a full 3-hr Engineering Economic Analysis course should be added to the curriculum to be in line with our peer EM programs. The IEM department is currently preparing a CAF to increase ETM 5411 (a 1-hour Engineering Economic Analysis course) to 3-hour course designated as ETM 5413. A revised class syllabus has been prepared to accommodate the new course number and content. The CAF for this proposed 3-hour course have been submitted for approval with expected full implementation in the Spring 2026 semester.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

An ETM program curriculum review was conducted in the 2024-25 academic year. As a result of the curriculum review, the following recommendation was approved by the IEM department:
Recommendation #2
The curriculum review identified the need to change the name of one course to reflect Systems Engineering curriculum content that is significantly covered in other peer EM programs. The current course is called ETM 5163 Business and Innovation Technology course. The new title for this ETM 5163 course will be Fundamentals of Systems Engineering. This CAF has been prepared in the Spring 2025 semester, and the new course content is to be offered in the Fall 2025 semester.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Master of Science in Engineering and Technology Management was initiated in 1998 by Dr. Ken Case. The program has received major accomplishments with the program ranking in the top 10 Engineering Management programs for the past two decades. The program has received a top 5 EM program designation in the past.

ETM Program Administrators are using data from the newly completed EM program curriculum study to conduct a benchmarking comparative analysis for several key program metrics. One of the recent changes, which has improved the ETM program credibility, is the selection of expert faculty with terminal degrees in an ETM program focus area.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Fire Protection and Safety Engineering Technology	BS	079	151.4	59.6	Yes, ABET

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No Options

	Name only, not signature	
Author of report		Dr. Virginia Charter, Program Coordinator, FPSET
Department Head		Dr. Chulho Yang, Interim Head, DET
Dean		Dr. Hanchen Huang, Dean, CEAT

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The faculty have identified a five-year plan for student growth in the undergraduate programs. The goal for student growth in the undergraduate program(s) (including online and on campus) is 10%, with heavier emphasis in growth in the online program. The plan for growth includes:

1. Continue development and launching of the FPSET online program (we are currently in 2000 level classes as students progress through the program).
2. Develop and launch a Fire Protection Technology Certificate program (will be 100% online).
3. OSU Polytech, including online programing and micro-credentials.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

As a part of the growth of the online FPSET program, the faculty have suggested the lab experiences for online students be reviewed in depth and improved to ensure there is valuable experiences and learning outcomes for our students. The faculty are working on incorporating Virtual Reality, Augmented Reality, 3D imaging, and gamification of labs to better the student experiences. Currently, the FPSET program has 9 courses that include labs. The goal is to have 6 of the 9 online lab courses updated in the next five (5) years, averaging 1-2 courses per year.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BSET	BSET	BSET
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Our program is one of three programs in the United States of similar name and/or accreditation. We are the oldest program currently in existence. We have a strong alumni network that helps our program name continue to excel. Our program has evolved over the last 85 years to meet the needs of industry and many of those hiring employers

indicate our graduates can hit the ground running and are very well prepared technically as well as those intangible skills such as communication, project management, and teamwork.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Engineering Technology – Fire Safety and Explosion Protection	MS	519	15.2	4	no

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Only the Fire Safety and Explosion Protection option is covered by this report.

Author of report	Name only, not signature	Dr. Virginia Charter, Program Coordinator, FPSET and Dr. Bryan Hoskins
Department Head	Name only, not signature	Dr. Chulho Yang, Interim Head, DET
Dean	Name only, not signature	Dr. Hanchen Huang, Dean, CEAT

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The faculty have identified a five-year plan for student growth in the graduate program(s). The goal for student growth in the graduate program(s) is to (both online and on campus) grow by 10%. The plan for growth includes:

1. Develop on campus and online information sessions to help get both undergraduate students in FPSET as well as other disciplines information about the FSEP program. Information will include opportunities for graduates as well as potential teaching or research assistant opportunities.
2. Develop and submit for a Doctor of Philosophy in FSEP that will be a natural extension of our undergraduate program (FPSET) and the Master's program addressed here.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The faculty have identified the need to better streamline student research development (for those working on a thesis component). As such, the faculty will develop a plan and a set of expectations for those students working towards a thesis to ensure growth in research capabilities to better position them for doctoral programs and positions in academia. This plan will be articulated through our student handbook, which will be updated as a part of this recommendation so clear communication is provided to students.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MSET- FSEP Option	MSET- FSEP Option	MSET- FSEP Option
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The FSEP program is unique in the United States. It focuses on both fire safety and explosion protection. This provides for a multidisciplinary approach as we can recruit from a variety of engineering and technology fields.

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Official Degree Program(s) covered by this report	**Degree Level**	**3-digit code**	**5-yr average Headcount**	**5-yr average Degrees Granted**	**Yes/No, Area Accreditation?***
Materials Science and Engineering	MEN	313	12	4	No

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Masters of Engineering

Author of report	Name only, not signature	Jim Smay
Department Head	Name only, not signature	Jim Smay
Dean	Name only, not signature	Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The MEN degree is a way for working professionals to achieve a graduate education in materials science and engineering tuned for industrial application rather than continuation in academia. MSE offers the courses for this program in evening hours 4:30-10:30 pm and caters to working adults. The traditional thesis of an MS degree is supplanted by a capstone project that has been administered for the past five years through independent study and close advice of the faculty. We request that the program be continued as we are continuing to see growing interest from professionals.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

MSE will also be recognized as one of the leading research and graduate programs in Material Science and Engineering graduate schools in Southeastern/Midwestern US. As a result, MSE will aim to conduct > $1.0 million in research expenditures annually from tenured and tenure track faculty in the next five years. Our MEN offering is meant to support state and local workforce development for professionals working in aerospace and energy sectors where materials science plays a key role.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	**College**	**Institution**
Expand the number of students in the program(s)	MSE	MSE	MSE
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The initial five years of the program saw moderate numbers of students and student credit hours. As our MSE program is merging into the School of Materials, Mechatronics & Manufacturing Engineering, we expect the interest in the MEN degree will grow as working adults seek advanced degrees without the commitment of a research thesis requirement. We expect this to both serve the revenue model of OSU-Tulsa and support advanced workforce development.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Mechanical Engineering Technology	BS	081	136.6	39.4	Yes ABET ETAC

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Aaron Alexander
Department Head	Name only, not signature	Chulho Yang
Dean	Name only, not signature	Hanchen Huang

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The MET program has just completed the ABET re-accreditation cycle with final resolution expected to be issued this summer (2025). MET currently has two needs that need to be addressed. First, when professional schools were eliminated the main student feeder pipeline for MET from MAE was lost resulting in a dramatic reduction in the number of MET students. In the past two years, a marketing effort has been enacted to replace that pipeline although it continues to be a struggle to introduce incoming students to the MET major. MET recommends that the marketing effort be ramped up with new initiatives in the coming two years.

Second, MET does not have the necessary faculty to teach the required courses. In 2015, MET had five tenure track faculty teaching full time, one tenure track faculty teaching a half time teaching load, and two professors of practice covering courses. Currently, MET has one tenure track faculty teaching a full-time teaching load, two tenure track faculty with half-teaching loads, and one professor of practice with a full teaching load. MET recommends hiring at least two faculty to cover MET classes.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

MET needs to introduce programs that will continue to create stronger engineering graduates. This includes creating a co-op program that will give students credit for substantive engineering roles in industry. In addition, newer industry focused senior level classes need to be created that will give MET students advanced knowledge of the demands of engineering careers.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BSET	BSET	BSET
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

MET is distinguished by giving students more engineering experience than programs without the Technology emphasis. For example, a Mechanical Engineering Program requires its students to take Calculus I, Calculus, II, Calculus III, Differential Equations, and Linear Algebra. Since most engineering graduates never use those final three classes in their career, the Mechanical Engineering Technology program stops at Calculus II and replaces those three classes with more engineering experiences. This includes classes in:

1. Geometric Dimension and Tolerancing
2. Computational Fluid Dynamics
3. Finite Element Analysis
4. Advanced CAD packages
5. Instrumentation

etc.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Counseling Psychology	PhD	552	36.8	8.0	

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Douglas Knutson
Department Head		Tonya Hammer
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Documentation and Record Keeping

The program faculty have identified the following as the primary recommendations for the PhD program in Counseling Psychology:

1. **Implement a new electronic record-keeping system to improve the efficiency and accuracy of program record-keeping.**
    - The program will transition to a new electronic record-keeping file system by the end of the fall 2025 semester.
    - All student records will be stored electronically, consistent with the new organization system.
    - All admissions records will be stored and maintained in SLATE.
    - All comprehensive exam grades and GRA/GTA evaluations will be submitted through Qualtrics.
2. **Improve the timeliness of program record-keeping to ensure that records are up-to-date and accurate.**
    - The program will establish a goal of filing all program records within one week of receipt.
    - The program will also implement a system of regular reminders to ensure that records are filed in a timely manner.
3. **Increase the frequency of review of program records with students to ensure that students are aware of their progress and any outstanding requirements.**
    - The program will meet with students at least once per semester to review their program records.
    - The program will also provide students with electronic copies of their program records.
4. **Improve communication with students about program requirements and deadlines.**
    - The program will send students regular email reminders about program requirements and deadlines.
    - The program will also post program requirements and deadlines on the program website.

These recommendations are designed to improve the efficiency, accuracy, and transparency of program record-keeping. The program faculty is committed to implementing these recommendations and will monitor their progress to ensure that they are meeting the program's goals.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

GRA/GTA Assignment Process and Monitoring

1. **Revise the GRA/GTA assignment process to better align student career goals with assistantship duties.**
    - The program will survey students about their career goals and interests before assigning assistantship positions.
    - The program will also work with partner sites to develop a wider range of assistantship opportunities that meet the needs of a diverse student body.
2. **Increase the feasibility and sustainability of the position selection process for all stakeholders, including partner sites.**
    - The program will streamline the application and selection process for assistantship positions.
    - The program will also work with partner sites to develop a clear and concise set of expectations for assistantship positions.
3. **Support performance monitoring and feedback from all stakeholders, including students and sites.**
    - The program will implement a system for regular performance evaluations for assistantship positions.
    - The program will also solicit feedback from students and partner sites on the assistantship program.
4. **Ensure compliance with Graduate College requirements and guidelines.**
    - The program will review the Graduate College requirements and guidelines for assistantship positions.
    - The program will also develop a checklist to ensure that all requirements are met.

These recommendations are designed to improve the quality and effectiveness of the assistantship program. The program faculty is committed to implementing these recommendations and will monitor their progress to ensure that they are meeting the program's goals.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	PhD	PhD	PhD
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

1. Program is shorter than some other doctoral programs
2. Focus on health disparities populations in recruitment, research, and training
3. Emphasis on community engagement and translational research
4. Only American Psychological Association accredited doctoral program in counseling psychology in the state

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Counseling	MS	194	103.0	38.6	Yes

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Lisa Beijan
Department Head		Tonya Hammer
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Implement a formal orientation program for practicum and internship site supervisors.

Description: Ensure that practicum and internship site supervisors receive formal orientation that aligns with the program's goals, ethical guidelines, and supervisory expectations.
Rationale: To provide consistency in the supervision process and ensure that site supervisors are well-prepared, a formal orientation program will be developed.
Action Plan:

- Create a comprehensive orientation manual outlining the role of site supervisors, supervision techniques, and student evaluation guidelines.
- Conduct orientation workshops for all practicum and internship supervisors before each academic term.
- Provide ongoing support and training opportunities for site supervisors throughout the year.

Timeline: Begin the formal orientation program by Summer 2025.
Outcome: Site supervisors will demonstrate a clear understanding of their role, student evaluation, and supervision best practices.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Develop and implement a comprehensive evaluation plan for program improvement.

Description: Develop a formal evaluation plan that includes clear procedures for data collection, analysis, and utilization to improve curriculum and program effectiveness.
Rationale: To meet CACREP's requirements, the program must have a robust evaluation system that tracks data over time and uses it for continuous improvement.
Action Plan:

- Identify key types of data to be collected (e.g., student performance, faculty feedback, clinical experiences).
- Develop a timeline and procedures for when and how data will be collected at multiple stages of the program.
- Create a formal process for analyzing data and generating reports that inform curriculum improvements and program adjustments.
- Share evaluation results with faculty and stakeholders to discuss potential enhancements.

Timeline: Complete the evaluation plan by Fall 2025.
Outcome: Regular evaluation cycles will provide actionable insights that lead to measurable improvements in curriculum, student outcomes, and program quality.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS *
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

1. Students are able to complete the program in 2 years, with a focus on either mental health counseling or school counseling.
2. The master's in counseling program is accredited by CACREP and meets the licensure requirements for Oklahoma and most other states. The program is currently accredited until 2030. The May 2025 Progress Report has been submitted.
3. The master's in counseling program is an in-person program that students can complete at one of two campuses- Stillwater or Tulsa.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Public Health	BS	116	108.8	33.8	Yes

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Exercise and Health, Community Health

	Name only, not signature	
Author of report		Darcy Jones (DJ) McMaughan
Department Head		Tonya Hammer
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation: **Increase Enrollment and Retention of Undergraduate Public Health Students**. The PH program's 2024 conversion rate (students enrolled/students admitted) is low. The department recommends that the Undergraduate Public Health Program work towards increasing their conversion rate (10%) to the CEHS average conversion rate (30%). Address potential barriers to timely graduation due to students achieving benchmarks for internships by improving course scheduling and providing academic support for high-complexity courses.

Implementation and Timeline:

1. Engage admitted students (Spring 2025-Fall 2025)
2. Attend admitted students days (Spring 2025-Fall 2025)
3. Develop recruitment materials (Spring 2025-Fall 2025)
4. Review high-complexity courses and begin adjusting teaching strategies or course structures/offerings (Fall 2025-Spring 2026)

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation: **Address Advising Concerns of Undergraduate Public Health Students.** Undergraduate Public Health Students report concerns that professional public health advisors have limited knowledge of the public health curriculum. Students also report disruptions in advising as professional advisors are re-assigned or leave OSU. The department recommends that the Undergraduate Public Health Program collaborate with professional public health advisors in CEHS to improve understanding of the public health curriculum and develop a faculty advising program in line with CEPH recommendations. Train advisors to help students navigate prerequisite sequences and avoid delays.

Implementation and Timeline:

1. Develop an informational sheet for the public health advisors that includes information about courses, course timings, concentrations, and competencies (Spring 2025-Fall 2025)
2. Develop a parallel process for academic advising to ensure continuity and accuracy of advising (Spring 2025-Fall 2025)

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The program received CEPH (Council on Education in Public Health) accreditation in June 2024. The program rebranded from Health Education and Promotion to Public Health in 2020. The program has undergone a self-study and revamped curriculum to align with public health. The program includes a 400-hour capstone internship experience in a professional public health setting.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Aging Studies	MS	287	1.4	0.0	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No options

	Name only, not signature	
Author of report		Alex Bishop
Department Head		Lynn Boorady
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recruiting and retaining students is our top priority over the next five years, and we are committed to implementing strategic initiatives to achieve this goal. By fall 2025, we will enhance and expand our use of social media to better engage prospective students and strengthen our outreach efforts. Additionally, by spring 2026, we will transition from 16-week online courses to a more flexible 8-week format, providing a more efficient and accessible learning experience. To further align with the interests and expectations of our target market, we will also update course titles and descriptions to ensure they are relevant, engaging, and reflective of industry trends. Through these efforts, we aim to increase enrollment, improve student retention, and enhance the overall educational experience. We plan to assess our progress in recruitment annually and increase efforts and implement additional strategies if not meeting our annual target enrollment.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

We are committed to expanding our reach and impact in Aging Studies by developing a collaborative partnership with a national network of Aging experts. This initiative will enhance awareness of our programs, support workforce development through micro-credentialing tailored to their target market and strengthen our traditional degree and certificate offerings in Aging Studies. Our first step will be engaging with **USAging**, an organization dedicated to providing programs that help older adults, caregivers, and individuals with physical, cognitive, and intellectual disabilities live safely and independently at home. Through this partnership, we aim to broaden our influence, create new educational opportunities, and further our mission of supporting aging populations and those who serve them.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Our program stands out for its focus on aging in place and quality of life, integrating interdisciplinary expertise—including aging in place—to support older adults' independence and well-being. Designed for working professionals, the fully online format offers flexible, accessible learning tailored to career advancement in healthcare, policy, and business sectors serving older adults. With practical, workforce-driven training and a strong emphasis on advocacy and integrative aging practices, graduates are equipped with the specialized skills needed to lead and innovate in the

	field of aging. By leveraging faculty expertise from a variety of higher education institutes, we offer students a unique and applicable education.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Early Child Care and Development	BSHS	537	22.0	1.8	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Jennifer Stepp
Department Head		Lynn Boorady
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The primary recommendation for the Early Care and Child Development program is to boost recruitment and visibility. In 2025–2026, the program will secure a booth at the NAEYC conference to connect with prospective students and professionals. From 2026–2028, efforts will focus on building transfer pathways through partnerships with two-year colleges, supporting enrollment growth and improving access for future early childhood educators.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The secondary recommendation for the Early Care and Child Development program is to strengthen retention by enhancing academic support, mentorship, and engagement for its 31 online students. Beginning in 2025, the program will implement virtual advising, interactive forums, flexible support services, and multimedia coursework to improve persistence and degree completion.

In future years, the program will explore innovative ways to enhance the online learning experience through multimedia resources and interactive coursework. By prioritizing accessible and meaningful student support, the program aims to maintain and improve retention rates, ensuring that students stay engaged and successfully complete their degrees.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BSHS	BSHS	BSHS*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Bachelor of Science in Early Care and Child Development at Oklahoma State University is a unique, fully online 120-credit program that prepares students for careers in early childhood education and care. Offered through the Innovative Digital Education Alliance (IDEA) in collaboration with the University of Missouri, University of Nebraska–Lincoln, and Iowa State University, the program benefits from shared course delivery, coordinated recruitment, and joint assessment efforts. Faculty meet regularly and host annual retreats to ensure the curriculum remains current and aligned with industry needs. While Program Experience Surveys are in place to gather graduate feedback, low response rates have limited their impact, prompting ongoing efforts to improve participation. Through strong partnerships, engaged faculty, and a commitment to student success, the program delivers a high-quality, accessible education for future early childhood professionals.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Health and Human Performance	PhD	337	43.8	7.4	No

*Note: The numbers reported for this degree are from the prior major name: Health, Leisure, and Human Performance: Health & Human Performance; This name change occurred less than two years ago so there is little data to report with the new name.

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Doug Smith
Department Head		Bert Jacobson
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

We have a successful doctoral program with approximately 18 enrolled PhD students who are serving as GTA's, RA's, or non-funded students. This is a comfortable number for our program in order to optimize the student experience and not over extend faculty with service on student committees. The GTA and RA students typically work with research teams which leads to conference presentations and journal publications. Areas of focus in the HHP program are strength and conditioning, tactical performance, neuromuscular assessment, bone health and imaging, c-v function, etc…).

Recommendations provided by the faculty that should be considered in order to update the program and provide students with an optimal education experience: Course Optimization and Curriculum Updates, Course Scheduling and Availability, Specialty Course Development, Streamline Academic Content and Consistency with PhD.

1) Course Optimization and Curriculum Updates:

- A review is being conducted to identify and phase out courses that are no longer being taught or relevant to the current academic structure.
- Course content is being updated to ensure alignment with industry trends and academic standards, providing students with the most current and applicable knowledge in the field.
- Consideration is being given to refining areas of focus within the PhD program to enhance specialization and address evolving professional demands.

2) Course Scheduling and Availability:

- Efforts are being made to evaluate course scheduling strategies to optimize enrollment and ensure that essential courses are offered in a manner that best serves student needs.
- A strategic approach to course offerings will be implemented to maintain program efficiency while expanding opportunities for students to take courses aligned with their career and research interests.

3) Specialty Course Development:

- There is an interest in developing specialty courses that align with faculty expertise, allowing for deeper exploration of emerging and high-demand topics.
- Expanding these course offerings will enhance the academic experience for students while leveraging faculty strengths to provide unique learning opportunities.

4) Streamline Academic Content:

- For the PhD our primary goals should be to provide academic content that is specific to our students needs to pursue either academic or professional (i.e. research, industry, etc…) careers. With this in mind, our core classes and electives need to be reviewed and updated.
- The goal is to develop our students CV's in order to optimize the students experience moving forward after graduation and be competitive in the employment market

5) Consistency with MS:

- We can consistently offer a seminar course - it is a very valuable piece that our program is missing.
- Develop consistency with the comps/dissertation format.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Develop strategies to elevate the programs reputation and the programs performance through faculty Mentorship, Student Engagement, Professional Development, Clarification of Program Policies, and Staying Current with Technology and Software.

1) Mentorship:

- We should continue to emphasize research mentorship at the PhD level – this might benefit from the development of landmarks and standards we feel should be met by each student at the PhD level.

2) Student Engagement:

- There are a few things we could do to continue to elevate our culture and get students to become leaders of that culture. This would need to be spearheaded by the faculty, of course, but we think students benefit greatly from their interactions with us. The more, the better. Rarely do our students see us together, with them in a formal research/teaching setting.

3) Professional Development:

- Enhance professional development by integrating grant-writing or translational research components into the curriculum. Attention should be given at the PhD level – finding partnerships for students to begin establishing a sense of independence. A lot of faculty are already doing this but no harm in emphasizing it.

4) Clarification of Program Policies:

- We should try and be better about the clarity and accessibility of program policies (e.g., candidacy requirements, funding timelines) to streamline student progression. Perhaps some documents could be created to help step-by-step students through deadlines and incorporate our programs expectations for big landmarks.

5) Staying Current with Technology and Software:

- In terms of exploring opportunities to leverage technology and software – teaching grants are great and we can continue to be strategic with what we ask for as a program. For example – the program might benefit from some updated graphical software. We can also look at what "small" purchases could yield bigger returns (upgrades to current equipment or new analysis software).

These initiatives aim to strengthen the overall quality and effectiveness of the PhD graduate program while addressing student feedback regarding course offerings, content relevance, and opportunities for specialization. The PEP aligns with the Oklahoma State University mission to provide high-quality education, promote research, and engage in the community. Addressing the items identified in the PEP will help us improve the PhD in HHP by delivering a valuable and rewarding experience and preparing students for successful careers.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	PhD	PhD	PhD
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Health and Human Performance Graduate Programs provide the highest quality of professional preparation that promotes the development of future professionals in the Ph.D. in Health and Human Performance. In so doing, this program will provide an environment conducive to learning, strive for academic excellence, and foster a spirit of professionalism.

The Health and Human Performance PhD program will distinguish itself through:

1) Highlighting the success of graduates and alumni
2) Streamlining a curriculum that makes student expectations clear
3) Providing a collaborative environment for the students

	4) Promote student involvement in research and dissemination of that research through presentations and publications 5) Prepare students for success based on their career goals 6) Prepare students to communicate professionally through oral and written skill development 7) Our Graduate Programs are Certified through the National Strength and Conditioning Association Education Recognition Program (ERP). 8) Our Graduate Programs consistently present the most research at the Central States American College of Sports Medicine Conference (Oklahoma, Arkansas, Kansas, Missouri)

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Health and Human Performance	MS	117	27	11.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report	Name only, not signature	Doug Smith
Department Head	Name only, not signature	Bert Jacobson
Dean	Name only, not signature	Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

We have a successful master's program with approximately 30 enrolled MS students who are serving as GTA's, RA's, or non-funded students. This is a comfortable number for our program in order to optimize the student experience and not over extend faculty with service on student committees. There is a thesis option and a non-thesis option that students select based on their projected career path. The GTA and RA students typically work with research teams which leads to conference presentations and journal publications. Non-thesis students are also encouraged and welcome to join research teams that fit their career path (i.e. strength and conditioning, tactical performance, neuromuscular assessment, bone health and imaging, c-v function, etc…).

Recommendations provided by the faculty that should be considered in order to update the program and provide students with an optimal education experience: Course Optimization and Curriculum Updates, Course Scheduling and Availability, Specialty Course Development, Streamline Academic Content and Consistency with MS.

1) Course Optimization and Curriculum Updates:

   Conducting a review to identify and phase out courses that are no longer being taught or relevant to the current academic structure. Course content is being updated to ensure alignment with industry trends and academic standards, providing students with the most current and applicable knowledge in the field. Consideration is being given to refining areas of focus within both the MS program to enhance specialization and address evolving professional demands.

2) Course Scheduling and Availability:

   Efforts are being made to evaluate course scheduling strategies to optimize enrollment and ensure that essential courses are offered in a manner that best serves student needs. A strategic approach to course offerings will be implemented to maintain program efficiency while expanding opportunities for students to take courses aligned with their career and research interests.

3) Specialty Course Development:

There is an interest in developing specialty courses that align with faculty expertise, allowing for deeper exploration of emerging and high-demand topics. Expanding these course offerings will enhance the academic experience for students while leveraging faculty strengths to provide unique learning opportunities.

4) Streamline Academic Content:

For the MS our primary goals should be to provide academic content that is broad and provides our students an excellent hands-on foundation to pursue either professional careers or a PhD. With this in mind, our core classes and electives need to be revamped but not till after the UG curriculum is updated. There may be a way to restructure the non-thesis option (creative component) that can optimize the students experience moving forward after graduation.

5) Consistency with MS:
We can consistently offer a seminar course - it is a very valuable piece that our program is missing. Develop consistency with the comps/thesis format.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Develop strategies to elevate the programs reputation and the programs performance through faculty Mentorship, Student Engagement, Professional Development, Clarification of Program Policies, and Staying Current with Technology and Software.

1) Mentorship:

We should continue to emphasize research mentorship at the MS level – this might benefit from the development of landmarks and standards we feel should be met by each student at the MS level.

2) Student Engagement:

There are a few things we could do to continue to elevate our culture and get students to become leaders of that culture. This would need to be spearheaded by the faculty, of course, but we think students benefit greatly from their interactions with us. The more, the better. Rarely do our students see us together, with them in a formal research/teaching setting.

3) Professional Development:

Enhance professional development by integrating grant-writing or translational research components into the curriculum. Attention should be given at the M.S. level – finding partnerships for students to begin establishing a sense of independence. A lot of faculty are already doing this but no harm in emphasizing it.

4) Clarification of Program Policies:

We should try and be better about the clarity and accessibility of program policies (e.g., candidacy requirements, funding timelines) to streamline student progression. Perhaps some documents could be created to help step-by-step students through deadlines and incorporate our programs expectations for big landmarks.

5) Staying Current with Technology and Software:

In terms of exploring opportunities to leverage technology and software – teaching grants are great and we can continue to be strategic with what we ask for as a program. For example – the program might benefit from some updated graphical software. We can also look at what “small” purchases could yield bigger returns (upgrades to current equipment or new analysis software).

These initiatives aim to strengthen the overall quality and effectiveness of the MS graduate program while addressing student feedback regarding course offerings, content relevance, and opportunities for specialization. The PEP aligns with the Oklahoma State University mission to provide high-quality education, promote research, and engage in the community. Addressing the items identified in the PEP will help us improve the MS in HHP by delivering a valuable and rewarding experience and preparing students for successful careers.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Health and Human Performance Graduate Programs provide the highest quality of professional preparation that promotes the development of future professionals in the M.S. in Applied Exercise Science and the Ph.D. in Health and Human Performance. In so doing, this program will provide an environment conducive to learning, strive for academic excellence, and foster a spirit of professionalism.

The Health and Human Performance MS program will distinguish itself through:

1) Highlighting the success of graduates and alumni
2) Streamlining a curriculum that makes student expectations clear
3) Providing a collaborative environment for the students
4) Promote student involvement in research and dissemination of that research through presentations and publications
5) Prepare students for success based on what their career goals
6) Prepare students to communicate professionally through oral and written skill development
7) Our Graduate Programs are Certified through the National Strength and Conditioning Association
8) Our Graduate Programs consistently present the most research at the Central States American College of Sports Medicine Conference (Oklahoma, Arkansas, Kansas, Missouri)

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Health, Leisure, and Human Performance: Leisure Studies	PhD	428	43.8	7.4	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Leisure Studies

	Name only, not signature	
Author of report	Name only, not signature	Tim Passmore
Department Head	Name only, not signature	Bert Jacobson
Dean	Name only, not signature	Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation One: Increase number of Tenure track Faculty by 2 FTE which will allow proper academic advising, dissertation advising, and degree committee chairing.

Reasoning:

Manage exponential growth of the online PhD during the end of the 2024 academic year and the begging of the 2025 academic year; with current enrollment of 63 PhD students and approximately 20 additional applications to be admitted by the end of summer 2025. The faculty that advise the PhD students are the same faculty who advise the MS degree students and teach at the Undergraduate level with program coordination responsibilities at all three levels BS, MS, PhD.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation Two: Review course offerings and timing to maintain student progress towards degree.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	PhD	PhD	PhD
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Exponential Growth of online program for HLHP during the end of the 2024 academic year and the beginning of the 2025 academic year. The HLHP-Leisure PhD program, has current students including on campus, online students nationally and internationally. The current employment rate is 100% with the majority of the individuals receiving employment offers before completion of their PhD.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Leisure Studies	MS	436	24.6	6.4	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Recreation Management, Recreational Therapy

	Name only, not signature	
Author of report		Tim Passmore, MS Degree, Program Coordinator
Department Head		Bert Jacobson
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation One: Increase number of Tenure Track Faculty by 2 FTE. The request for additional Tenure Track Faculty is to properly support both the MS in Leisure Studies with areas of focus Recreational Management & Recreational Therapy. The exponential growth of the Online PhD in HLHP-L has created significant difficulty in properly managing the MS degree. The faculty who advise and teach the MS degree, advise and teach the Online PhD, and undergraduate degree in Recreational Therapy (projected fall 2025 enrollment of 72 freshman) and the undergraduate degree in Recreation & Athletic Management (projected fall 2025 enrollment of 35 freshman).

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation Two: Review course offerings and timing to maintain student progress towards degree.
Due to exponential growth in the HLHP-L Online Doctoral degree additional doctoral classes are needed and requiring suspension of master's degree option in Recreation Management courses.

The MS program will also evaluate the possibility of offering an online MS degree with options in Recreational Therapy and Recreation Management.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Option in recreational therapy is the only one offered in the states of Oklahoma, Texas, Kansas, Nebraska, Arkansas, Louisiana

Enhancement of options for students interested in athletic management within the Recreation & Athletic Management Option

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Recreation and Athletic Management	BS	180	17.8	6.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Recreation Management

	Name only, not signature	
Author of report		Dr. Donna K. Lindenmeier
Department Head		Dr. Bert Jacobson
Dean		Dr. Jon Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recommendation One: Increase number of majors in the program.

Yearly – meet with recruiters to explain RAM; have a table at LASSO majors fair

Year 1 – create a video to be played on OSU screens in Colvin, Union, and General Academic Buildings; Meet with Silo Advisors to explain RAM

Year 2 – get videos on screens – have videos on screens in at least 2 buildings at least twice per month through the fall and spring semesters; Create a fact sheet to give silo advisors to explain RAM

Year 4 – evaluate efforts with recruiters – numbers and types of events compared to majors' numbers

Year 5 – evaluate advisors' knowledge and guidance into RAM and video efforts and use by discussions with current majors

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation 2 – Balance course rotation to provide best education with recourses available

Year 1 – review all course options with faculty to determine best courses to offer and sequence of courses

Year 2 – revise advising information to assist advisors in sequencing courses for majors

Year 3 – request input from former students and area practitioners to find gaps in coursework offered

Year 4 – review former student and practitioner information to consider changes to courses and course content

Year 5 – submit any program modifications determined necessary through the review and evaluation process

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Distinguishing Attributes –

- 2021 added Athletic to the degree title to become Recreation and Athletic Management to better reflect the professional pursuits being served
- Changed one tenure-track faculty position to a teaching faculty position to provide additional teaching options

Oklahoma State University (OSU) offers a distinguished Recreation and Athletic Management (RAM) program that prepares students for leadership roles in athletic, recreation, and leisure industries. The program is rooted in a blend of theoretical knowledge, practical experience, and industry partnerships, creating a dynamic learning environment for aspiring professionals.

The program combines coursework in recreation, athletic management, event planning, and leadership development. Students gain a strong foundation in the principles of program design, facility management, and legal issues specific to recreation and athletics. The curriculum also emphasizes critical thinking, problem-solving, and hands-on learning experiences, ensuring graduates are prepared to address real-world challenges.

The RAM program is committed to providing students with experiential learning opportunities that bridge classroom knowledge with practical application. Internships, fieldwork, and community partnerships allow students to gain valuable experience working in recreation departments, collegiate athletics, professional sports organizations, and nonprofit agencies. These opportunities help students build professional networks and enhance their resumes before graduation.

The RAM program is led by accomplished faculty members with extensive industry experience in recreation and athletic management. Faculty are dedicated to student success, providing mentorship, research opportunities, and guidance for career development. Their diverse expertise ensures students learn from professionals who understand both the theoretical and practical aspects of the field.

The RAM program maintains strong relationships with local, regional, and national recreation and athletic organizations. These partnerships create pathways for internships, employment opportunities, and professional development. Graduates of the program are well-prepared for careers in parks and recreation departments, collegiate and professional athletics, fitness and wellness management, and event coordination.

Over the past years the RAM program has had many accomplishments both inside and outside of the classroom. Inside the classroom, instructors are working diligently to provide curriculum that students expect. This includes adding an athletic component, providing real work experiences, and creating strong theoretical foundations.

Outside the classroom, the RAM program is known locally, regionally, and nationally. The RAM program is responsible for the Oklahoma Tourism and Recreation Assistance Center (OTRAC) as well as completing the most recent State Comprehensive Outdoor Recreation Plan (SCORP). Both these programs have a tremendous impact on the state of Oklahoma and how people recreate.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Master of Science – Aviation & Space	Master	486	39.4	19.8	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Timm Bliss
Department Head		Chad Depperschmidt
Dean		Jon Pederson

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Master's Degree Program - A proposed online *Master of Science in Space Science & Exploration* fits within the nation's current workforce needs as it provides knowledge and understanding across educational and technical areas, from (1) science theory, (2) critical/analytical thinking, (3) practical/applied technology, (4) non-technical/soft skills, and (5) management/leadership.

The US space industry is experiencing rapid growth, fueled by increasing commercial space activities and government investments, and is projected to reach $1.8 trillion by 2035. As a result, the US space industry workforce is experiencing significant growth, especially in the commercial sector, with projections for continued expansion, but the industry faces challenges in attracting and retaining skilled workers. This specialized graduate program will enhance the nation's workforce as we continue in the 21st century transformation of human space flight and exploration.

The coursework identified for this new MS degree program will place emphasis on (1) history of space flight, (2) mission management and planning, (3) privatization of US space travel, (4) space law, (5) space and national security, (6) human health in space, (7) space science and technology policy, (8) space ethics, (9) space commercialization, (11) artificial intelligence, and (12) space-related aspects of business and management. Students will be educated in scientific problem-solving approaches while concurrently learning essential business concepts, policy and ethics considerations, as well as verbal and written communication skills. The unique blend of curricular content and hands-on experience will enable our students to seamlessly transition into the scientific and technical space/aerospace workforce.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Graduate Certificate - The online Graduate Certificate in Aviation/Aerospace Administration focuses on the business aspects of the aviation/aerospace industry; and four existing graduate level Aviation & Space (AVED) courses (12 credit hours) are required to earn this graduate certificate program in Aviation/Aerospace Administration at OSU. This certificate program is designed to serve as: (1) a combination of theoretical information and practical application for the Aviation/Aerospace working professional lacking the industry-related academic background, (2) an advancement/promotion opportunity in an individual's career development, and (3) a springboard to complete an aviation/aerospace graduate program.

The target audience will be administrative decision-makers (managers, directors, executives) employed at a variety of aviation/aerospace entities, including federal/state government agencies, major and regional airlines, aviation/aerospace manufacturers, airport systems, and military bases. Many of these administrative professionals have formal preparation (business degrees) for employment in their administrative discipline but do not possess the

historical, foundational, and theoretical knowledge specifically related to a broader understanding and appreciation of aviation/aerospace when they are hired or promoted as decision-makers within the aviation/aerospace industry.

This graduate certificate has been approved by the OSU Regents; however, to date it has not been advertised or marketed due to lack of faculty resources.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Graduate Certificate in Aviation/Aerospace Administration. This new certificate program focuses on the business aspects of the aviation/aerospace industry; and was designed to serve as: (1) a combination of theoretical information and practical application for the Aviation/Aerospace working professional lacking the industry-related academic background, (2) an advancement/promotion opportunity in an individual's career development, and (3) a springboard to complete an aviation/aerospace graduate degree program. The target audience will be administrative decision-makers (managers, directors, executives) employed at a variety of aviation/aerospace entities, including federal/state government agencies, major and regional airlines, aviation/aerospace manufacturers, airport systems, and military bases.

Removal of Creative Component Requirement. Offering the MS in Aviation & Space as an 100% online graduate degree (since 2013) has created additional complications in fulfilling the requirements for the Creative Component (e.g., the scheduling of Creative Component defenses, and traveling issues for students). The overwhelming majority of AVED MS students are non-traditional students who reside and work out-of-state; therefore, it creates legitimate personal and professional hardships for these students to travel to the Stillwater campus during the week to defend their Creative Component. The AVED faculty agreed that a Plan II option *(no required Creative Component)* would result in increased student enrollment, as well as add additional curricular content (labor relations in the aviation/aerospace industry, and current issues affecting the aviation/aerospace industry).

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Educational Leadership Studies	MS	437	62.4	27.0	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

College Student Development (CSD), Higher Education (HIED)

	Name only, not signature	
Author of report		Tami L. Moore
Department Head		Chad Depperschmidt
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Ten years ago, HESA separated from the Educational Leadership program, seeking to distinguish our curriculum and degree offerings by their focus on 2- and 4-year colleges and universities; however, the two programs continue to share the Educational Leadership Studies degree. HESA oversees the two options covered in this APR. Recently, the HESA faculty has been considering a new name for our academic program to more accurately reflect the skills/competencies necessary to be effective in the increasingly diverse educational landscapes in which our graduates are working. We hope to have the name of the program solidified by Fall 2025; assuming a name change, we plan to propose a MS degree with options in Higher Education Administration and Student Affairs. This will not be a new degree, per se. Rather, the curriculum action would create an independent MS degree with options which have been renamed to reflect the shift in our field away from an emphasis on curricular and co-curricular programming to support student development during the college years, and toward administration of support systems targeting students/learners in post-secondary and other educational environments. The option name changes are moving through the approval process for AY25-26. We plan to initiate the approval process for the new degree immediately following the program name change, with a target of Fall 2027 for publication in the university catalog and launch of new marketing materials.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The changes in the field have led to a shift in who is interested in working in this environment. Fewer entry level positions are filled by former student leaders interested in working with students. More commonly, individuals with experience in the business sector or K-12 education come to postsecondary education, and find that the singularities of supporting students pursuing advanced education are unique relative to their prior experiences because of the student/human development and training necessary to support traditional and adult learners, and the administration of programs in this area. Thus, the strategic planning activities outlined in the PEP have been designed to develop further considerations for re-organizing the curriculum for the existing options, and developing at least one additional option based on input from an advisory group. The 12-hour option core requirements will also be proposed as stand alone certificates. We believe creating 12-hour certificates in Student Affairs and in Higher Education Administration, and at least one additional area will allow us to grow program enrollment by increasing our reach to professionals desiring knowledge and skills relevant to their new work environment while on the job. It may also be that individuals who complete a certificate will be more interested in considering pursuing the degree. We plan to propose the Student Affairs and Higher Education certificates in the AY25-26 curriculum cycle, for a Fall 2027

launch. The third certificate will be developed during AY25-26 and proposed through the curriculum approval process in AY26-27 for a Fall 2028 launch.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The master's in Educational Leadership Studies (ELS) with options in Higher Education and College Student Development is distinct in that it prepares students for multiple roles related to higher education and student affairs. Such preparation begins with careful, comprehensive assessment by the program faculty of student application materials. Specific criteria for admission include a clear match between the program and the applicant's personal and career goals, preparation for the program (through essay narratives and resume), proof of past academic performance (transcripts), and high-quality recommendations. Upon admission, the master's program options prepare graduates with scholar-practitioner identities and leadership related to higher education and student affairs. This is achieved through requisite and elective coursework including a theory-to-practice creative component, while working closely with faculty through advising and mentoring. This extensive training prepares graduates for administrative and leadership positions in higher education and student affairs. Our graduates become university administrators and student affairs practitioners nationally and globally. The Higher Education option now provides a 100% on-line course delivery opportunity for students interested in pursuing roles related to higher education administration and student affairs. Because several HESA courses are required or can be used as electives for both options, the on-line delivery option has expanded opportunities for students interested in grounding their administrative practice in a firm understanding of the influence of institutional environments on student success. Our graduates become university administrators and student affairs practitioners nationally and globally. During the review period, program faculty developed two 12 credit-hour certificates and revised the requirements for the MS option in College Student Development twice. An initial revision took place in AY19-20 to include a new course, HESA 5653/Research to Practice in the degree requirements in place of research methods, given that graduates of the program typically go on to student affairs administrator roles rather than immediately pursuing graduate study. As second revision took plan in the following year to allow students to apply courses required for the certificates as electives for the M.S. degree. With careful planning, a student could "stack" one or both certificates, together with the 24 hours of required coursework (some of which is also either required can be counted as an elective for one or both certificates), to graduate with a M.S. degree and up to two additional certificates demonstrating deeper knowledge related to Facilitating Career Development and/or Hidden Student Populations.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Educational Psychology	MS	068	24.4	16.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Mike Yough
Department Head		Chad Depperschmidt
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The primary objective of the Educational Psychology MS Program Enhancement Plan is to increase admissions to approach program capacity of 12 admits per year with a long-term goal (beyond the scope of the PEP) to graduate 10 students a year. We believe we can move toward this goal with a multi-pronged approach that includes (a) Re-imagine program identity, (b) increase in global/international opportunities, and (c) continuing to adjust annual student learning outcomes (SLO) as needed. Please see the following section for details.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The secondary objective of the Program Enhancement Plan is to focus on re-imagining program identity and to increase international opportunities. We believe a change in the name of the academic program from Educational Psychology to *Learning, Development, and Motivation Sciences* will aid prospective students trying to identify the program that best fits their goals. We are regularly contacted by prospective students who, after some probing, discover we are not the best program to get them where they want to go (e.g., to be a school psychologist or counselor with a K-12 context). At the same time, we recognize that many prospective students may still search "educational psychology." Thus, although we propose changing the *program* name, our intent is to keep "educational psychology" as a *degree* name and EPSY as a prefix to our courses, so individuals both familiar and unfamiliar with our discipline are able to locate us. We believe this change will better position our program to attract the attention of high-quality candidates from across the state and nationwide, as well as international scholars seeking to study how people learn, develop, and are motivated within educational contexts.

The educational psychology faculty recognizes the value of international experiences. International experiences enhance critical thinking skills, promote understanding and collaboration, foster empathy and cultural awareness, cultivate a sense of care for the larger global community, and prepare students for the 21st century workforce. We believe this can be accomplished through study abroad opportunities and international research internship opportunities. Recently, two such programs were implemented, with support from the Don and Cathey Humphres endowment to increase the latter.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

	Educational Psychology is the study of human learning, development, and motivation in educational settings. Educational psychologists are concerned with understanding how formal and informal learning environments are structured to promote cognitive, personal, and social development broadly as well as learning and motivation. The role of Educational Psychology program is to bring together theory and research from psychology and related disciplines in order to facilitate healthy human development and effective learning and teaching. Many of our of students aspire to careers in academia, instructional/curriculum design, and/or educational consultants.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Educational Psychology	PhD	070	28.2	4.8	

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Educational Psychology

	Name only, not signature	
Author of report		Mike Yough
Department Head		Chad Depperschmidt
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The primary objective of the Educational Psychology PhD Program Enhancement Plan is to increase admissions to approach program capacity of five admits per year with a long-term goal (beyond the scope of the PEP) to graduate 4.5 students a year. We believe we can move toward this goal with a multi-pronged approach that includes (a) Re-imagine program identity, (b) increase in international student matriculation, (c) reduction in the number of required credit hours for program completion, (d) increase in global/international opportunities, and (e) continuing to adjust annual student learning outcomes (SLO) as needed. Please see the following section for details.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The secondary objective of the Program Enhancement Plan is to focus on re-imagining program identity and to increase international opportunities. We believe a change in the name of the academic program from Educational Psychology to *Learning, Development, and Motivation Sciences* will aid prospective students trying to identify the program that best fits their goals. We are regularly contacted by prospective students who, after some probing, discover we are not the best program to get them where they want to go (e.g., to be a school psychologist or counselor with a K-12 context). At the same time, we recognize that many prospective students may still search "educational psychology." Thus, although we propose changing the *program* name, our intent is to keep "educational psychology" as a *degree* name and EPSY as a prefix to our courses, so individuals both familiar and unfamiliar with our discipline are able to locate us. We believe this change will better position our program to attract the attention of high-quality candidates from across the state and nationwide, as well as international scholars seeking to study how people learn, develop, and are motivated within educational contexts.

The educational psychology faculty recognizes the value of international experiences. International experiences enhance critical thinking skills, promote understanding and collaboration, foster empathy and cultural awareness, cultivate a sense of care for the larger global community, and prepare students for the 21st century workforce. We believe this can be accomplished through study abroad opportunities and international research internship opportunities. Recently, two such programs were implemented, with support from the Don and Cathey Humphres endowment to increase the latter.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	PhD	PhD	PhD
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

	Educational Psychology is the study of human learning, development, and motivation in educational settings. Educational psychologists are concerned with understanding how formal and informal learning environments are structured to promote cognitive, personal, and social development broadly as well as learning and motivation. The role of Educational Psychology program is to bring together theory and research from psychology and related disciplines in order to facilitate healthy human development and effective learning and teaching. Many of our of students aspire to careers in academia, instructional/curriculum design, and/or educational consultants.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Education	PhD	435	107.4	12.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Language, Literacy and Culture, Mathematics Education, Science Education, Special Education, Social Foundations of Education

	Name only, not signature	
Author of report		Brandi Davis, Dr. Jennifer Cribbs
Department Head		Dr. Stephanie Hathcock
Dean		Dr. Jon Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Program Evaluation

- Data collection
  - Add 3rd SLO data point – dissertation defense to align with the annual report requirements
    - Should be added by spring 2025;
  - Review existing SLO data points and how they are evaluated – discussing with faculty in spring 25 meeting, vote in fall 25 meeting, and put into place for 26-27 academic year
    - Removing an option from current Qualtrics surveys
    - Review rubric to see if it accurately applies to all options
  - Update Canvas page to have current links to the surveys in the phded@okstate.edu Qualtrics login
  - Communicate with faculty members each semester to submit any data that they might have

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Program Evaluation

- Data management
  - Create a PhD in Education Qualtrics log in where data collection can easily be transferred to the next chair
  - Have one location to store data for annual and 5-year reports
  - Utilize Canvas community to submit reports for all faculty to review
- Start a Co-Chair rotation
  - Ease transition between options
  - Allows for a training process for job duties the chair is responsible for
  - Help transfer login information for data collection

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	Ph.D.	Ph.D.	Ph.D.
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)	Learning, Design & Tech becoming own program		
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The program has a formidable reputation for teacher leadership and education. This program spans two schools (departments) within the College of Education & Human Sciences representing a variety of educational options as listed above with many of the options are in the School of Teaching, Learning and Educational Sciences. Two options are in the School of Educational Foundations, Leadership and Aviation: Educational Technology and Social Foundations of Education. All the options support theoretical grounding and scholarship in education. Additionally, there are several centers, labs, and projects that support research and outreach for the PhD faculty and students: The Center for Research on STEM Teaching and Learning (CRSTL) supports not only Mathematics Education and Science Education research, but other disciplines that may have a focus on Science, Technology, Engineering, and Mathematics (STEM). The Emerging Technologies and Creativity Research Lab, part of the Educational Technology program, but open to all programs for research and exploration, and the OSU Writing Project (OSUWP) continues to secure national grants that support faculty, graduate student research, and provide national visibility.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Family and Community Services	MS	304	5.6	0.4	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Lynn Boorady, with Ginger Welch and FAM faculty.
Department Head		Lynn Boorady
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Recruitment and retention are top priorities for all IDEA programs, especially following post-COVID enrollment declines. To stay competitive, our program will shift from 16-week to 8-week courses and reduce the total credit hours from 36 to 30. These changes will allow students to complete the program faster—potentially in under two years—while maintaining the flat $622 per credit hour tuition rate set by IDEA member institutions.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The second recommendation is to implement targeted changes that attract and retain students. Based on our August 2024 survey, we identified growth opportunities among military-affiliated individuals and those working with people with developmental disabilities. Adding electives focused on these populations will expand our reach, demonstrate our commitment to relevant, career-focused education, and enhance student satisfaction, retention, and program impact.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Master of Arts in Family and Community Services is part of the IDEA Alliance, a collaboration among six universities—including the recent addition of Iowa State in Spring 2024. Courses are taught in rotation to ensure equity and efficiency, with shared efforts in recruitment, instruction, and assessment. The program prepares students for careers in social work, counseling, case management, and community development. Faculty, staff, and leadership meet regularly online and convene annually in Kansas City to support program coordination and improvement.

An assessment was implemented in August 2024, in which the program sent out a Program Experience Survey to thirty-two students who graduated or were flagged for graduations in FY 2024. This survey had a 47% response rate, which was roughly equivalent to the FY 2023 survey. Survey results indicated that 93.33% endorsed “Agree” or “Strongly Agree” to the prompt “I have the knowledge and skills to use a research-based perspective to understand individuals across the lifespan.” In fact, all knowledge and skill (KSA) items were rated as 93.33% or higher for “Agree” or “Strongly Agree.” Based on this survey, the program demonstrated consistent quality from year to year with a high degree of student satisfaction.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Family and Consumer Sciences Education	MS	544	9.0	1.2	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Paula Tripp
Department Head		Lynn Boorady
Dean		Jon E. Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

OSU has been part of the IDEA Family and Consumer Sciences Education (FCSE) online master's program since 2019, and course names and descriptions have not changed since then. Within the IDEA Consortium, all members of the FCSE program have committed to reviewing and updating the required and elective courses over the next few years. Working with IDEA colleagues to maintain relevant graduate courses is a top priority related to the integrity of the program as well as for recruitment and retention of students.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

There are documented shortages of Family and Consumer Sciences educators in public schools and in the Cooperative Extension Service, and this shortage is forecast to continue for several years. These shortages are also seen nationwide in administrative and higher education positions. Recruiting students to this online master's program is critical for the profession so that more leaders are prepared to bring creative, forward-thinking, and visionary campaigns aimed at increasing the numbers of FCSE professionals. Students in this program are provided many opportunities for "real world" critical thinking and problem solving current and trending issues. Over the next five years our goal is to increase the number of students in the OSU program by 25%, making it one of the larger FCSE programs in the IDEA Consortium. At the same time our goal is to retain the students that are admitted so they complete the program in a timely manner, ready to impact the profession.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports the expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The MS in Family and Consumer Sciences Education (FCSE) is unique in Oklahoma, at OSU, and in the Department of Human Development and Family Science. This program is a partner in the IDEA Consortium for an online MS in Family and Consumer Sciences Education, the only program of its kind in the state. Management of this and several other IDEA programs is overseen by a team at Kansas State University. Within our FCSE program, there is monthly collaboration with the four other universities who are part of the consortium. Of the five FCSE programs, students choose their "home" university from which they will receive their degree, then complete coursework that is offered by all partner universities. This is currently a 36-hour program, and faculty from the five institutions share teaching of the courses. Thus, students have experiences with faculty and students from across the country. Faculty at each university are nationally renowned leaders in the profession. Even on social media sites when potential students are asking for recommendations of a high-quality, online graduate program in the field, this IDEA program is included in many posts.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
School Psychology	EdS	291	1.4	.2	Y

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No option

	Name only, not signature	
Author of report		Brandi Davis, Dr. Brian Poncy
Department Head		Dr. Stephanie Hathcock
Dean		Dr. Jon Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Departmental Recommendation One is to fill a faculty position recently vacated due to a core faculty retirement. Dr. Stinnett, a core departmental faculty member, recently retired after being a part of the program for over 25 years. His absence has resulted in an increased advising load on the remaining faculty and an increase in adjunct teaching. Currently we are using adjuncts for 12 different graduate courses. In a professional training program, it is critical to have consistent instructors who can both teach the graduate coursework but engage with graduate students outside of the instructional setting. The department views an overreliance on adjuncts to be detrimental to the quality of training.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Departmental Recommendation Two is to maintain accreditation with APA and approval with NASP, our two primary national governing bodies and to continue to expand the certification track shared with the Special Education program. The American Psychological Association (APA) and the National Association of School Psychologist (NASP) accredit and approve respectively the PHD program with the EDS program being approved by NASP. Both organizations are the highest level of national recognition that a School Psychology program can receive, and the department will continue to provide training consistent with organizational recommendations. In addition to APA and NASP, the program has a verified course sequence approved by the BACB (Behavior Analysis Certification Board) which allows graduates from the PHD, EDS or the MS in Special Education the option to become BCBA (Board Certified Behavior Analyst). This credential is a highly prestigious and sought after credential for practitioners around the country. The department recommendation regarding the BCBA is to continue delivering the course and expand delivery to any students outside the program that are interested in achieving this certification.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	EdS	EdS	EdS
Maintain the number of students in the program(s)			

Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			
*If the institution supports expansion of the number of students in the program, it is within the known resources.			
Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.			
The EdS degree is one of only a handful of programs in the state that train nationally certified School Psychologist, also a critical shortage area. The EdS is designed for students who do not wish to complete the PhD degree for various reasons, and as such, the enrollment is very low. It is fully embedded within the coursework of the PhD. The differences between the two exist in the dissertation and clinical internship. The existence of both degree programs serves the state and the nation in training practitioners and researchers in a needed area.			

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Teaching, Learning and Leadership	MS	057	93.2	30.8	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Special Education, K-12 Education, Curriculum & Leadership Studies, Mathematics & Science Education, Reading & Literacy

	Name only, not signature	
Author of report		Dr. Candace Schell, Brandi Davis, MSEd
Department Head		Dr. Stephanie Hathcock
Dean		Dr. Jon Pedersen

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The Special Education option in the Teaching, Learning, and Leadership program will be focusing on recruitment and retention. Recruitment strategies include targeted outreach through partnerships with undergraduate institutions and utilizing digital marketing campaigns, while alumni ambassadors will assist in sharing success stories. Retention efforts emphasize personalized advising, workshops, mentorship, and mental health and wellness strategies, including partnerships with counseling services and community-building activities, alongside flexible course delivery formats to accommodate all learners. The implementation timeline targets full execution by Spring 2025, with continuous evaluation using key metrics such as application rates, retention statistics, student satisfaction, and course engagement. Standardized surveys and data analysis will guide program improvements. Program sustainability will rely on ongoing data-driven adjustments and alignment with OSU's mission and priorities. These efforts aim to create a broader candidate pool, increase student success rates that align with OSU's mission and strategic goals.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Another area of focus will be improvement of online learning. To improve online learning, the program will integrate Universal Design for Learning principles to ensure accessibility and engagement, train faculty in online teaching best practices, and implement advanced technologies like AI-driven platforms to enhance engagement and accessibility. Enhance student engagement with interactive webinars, virtual office hours, and collaborative forums. Use continuous feedback through surveys, focus groups, and data analytics for iterative improvements.
The implementation timeline targets full execution for program faculty to complete online learning training by Spring 2025, begin immediately on course redesign, with full integration of UDL principles by Fall 2025. These efforts aim to create a broader candidate pool, increase student success rates, and ensure a high-quality, inclusive online learning experience that aligns with OSU's mission and strategic goals.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			

Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Special Education Program at Oklahoma State University (OSU) is a graduate-level program designed to prepare educators for careers working with students with mild to moderate disabilities. As part of the program, teacher candidates engage in professional development, field experiences, and service-learning opportunities with students who have mild to moderate disabilities. These components are integrated into the program's coursework. The Oklahoma State Department of Education has recently recognized six courses within the program as meeting the requirements for the Special Education Alternative Certification Pathway Bootcamp. To qualify, students must complete three of these courses. Following the Bootcamp, students must complete an additional 18 graduate credit hours, which can be fulfilled through the Teaching, Learning, and Leadership (TLL) master's degree option in Special Education. Students who complete the 9-credit Bootcamp and the 18 credits required for standard certification need only 9 additional graduate credit hours to earn the master's degree. Completing the degree not only enhances professional credentials but also leads to an increased salary for educators. These courses are offered online, providing greater access to education and alternative certification to individuals throughout the state of Oklahoma. This is important given the nation- and statewide shortage of special education teachers.

Special education course assignments directly relate to tasks required of them while in the field of education. Further, several of our courses require students to work directly with children in schools, enhancing their ability to immediately apply what is being learned in the classroom.

Special Education faculty conduct meet with students each semester to complete advising requirements and identify any challenges students may face and to provide appropriate support. Formal annual evaluations of student progress occur each spring. Faculty have created and maintain a program Canvas site, as well. Students can message program faculty directly from this site; upload required training certificates, annual review documents, and non-thesis project documents; and access all necessary forms, timelines, and announcements for program completion.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Global Studies	MS	410	31.6	15.6	No

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

No Options

Author of report	Name only, not signature	Jami Fullerton
Department Head	Name only, not signature	Jami Fullerton
Dean	Name only, not signature	Randy Kluver

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

In Fall 2017, the university appointed a new dean to the School of International Studies and renamed the unit as the School of Global Studies (SGS). Under the direction of the new dean, a new school director was appointed and given the task of re-organizing the MS program. Over the last five years the program completed the process that began in 2018 and implemented a new curriculum, added new courses, increased enrollment and hired a faculty. We believe the program implementation phase is now complete and we are now in a good position to grow. Therefore, our **Recommendation One for the next five years is to increase the size of the program by 33% from an average of 30 students to an average of 40 students.**

The size of the program has been hampered since 2020 by a number of factors, most significantly the COVID pandemic and associated student visa restrictions. Because about half of the students in the MS in Global Studies are international students (by design), outside factors limiting access to international student visas - mostly driven by the pandemic – restricted our growth. Other factors in the economy contributed to fewer domestic students joining the program.

We believe that we are now ready to increase our student enrollment numbers. Steps achieve this include:

- **Developing a formalized 5-year promotional marketing plan.** The School leadership includes professionally trained marketers who can strategize, develop and execute such a plan. The plan will include both face-to-face recruiting opportunities (career fairs/campus visits), social media engagement, traditional advertising (Foreign Policy Magazine, for example) and other tactics.
- **Addition of dual-degree programs with select international universities.** By partnering with select international institutions and developing dual-degree programs, we can increase our pipeline of students

from these institutions who will earn degrees at OSU. Similar to our relationship with UPAEP in Mexico, we will identify one university in Europe and one in Asia to partner with. Additionally, a dual-degree agreement will provide our current students with options to study abroad and earn an additional degree from an international university.

- **Increase hybrid offerings.** We will strategically add a hybrid component to some of our in-person classes to allow from students who are not on campus to join our program. While we are not ready for a fully on-line degree, we think hybrid classes can help achieve our goal of increasing student enrollment.
- **Offer courses at OSU-Tulsa.** In an effort to attract non-traditional students from Tulsa, we will consider offering some courses on the OSU-Tulsa campus.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

A secondary recommendation for the program is **improving student success before and after graduation**. To achieve this goal, we will focus on career placement and advising. Part of this focus will include carefully analyzing and possibly restructuring our capstone requirement as related to the thesis, internship, and creative component elements of the program. This will require more detailed requirements agreed upon by the faculty and stricter oversight. We will also implement enhanced career placement, professional development workshops and other programs to improve student success after graduation.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
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*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Although our enrollment numbers were down, our program offerings remained strong as evidenced by the following:

- GS courses were full (no classes were canceled during the period).
- Global Briefing Series speaker events were held every semester with distinguished speakers were well attended by students and faculty from across campus, as well as community members.
- Career workshops with outside professionals were held each semester.
- A Director for the Iranian and Persian Gulf program was hired and the program was ramped-up and very successful.
- The Global Studies faculty is small, but mighty. They were very active in their scholarship, publishing and grant awards, including publishing peer-reviewed research papers with students
- Internship placement was exemplary. On average, 9 students complete 150-hour internships each year (mostly in summer) at government (i.e. Mexican Consulate), corporate (i.e. Westwind Elements) and non-profit organizations (i.e. Lawyers without Borders).

Academic Program Review Form

Oklahoma State University, Academic Program Review
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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Accounting	MS	002	48.0	46.0	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

MS: Corporate Finance, Data Analytics and Systems, Financial Reporting and Auditing, Research Methods, Taxation

	Name only, not signature	
Author of report		Angela Spencer
Department Head		Angela Spencer
Dean		James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

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Recommendation #1: Increase enrollments at all programmatic levels (BSBA, MS, and PhD)

Element #1: Focus on Survey of Accounting
Implementation: Consistent with the National Pipeline Advisory Group's (NPAG) recommendations[1], we are focused on (1) making the academic experience more engaging and (2) telling a more compelling story about accounting careers. While these efforts can be found throughout our programs, they are more obvious (and arguably, more important) in our introductory course, ACCT 2003, Survey of Accounting, as this course introduces prospective students to the major.

Survey of Accounting was already a highly interactive course. However, in 2023-2024, the structure and deployment were redeveloped to be more responsive to student needs and roadblocks to success.

In Spring 2024, we deployed a "Speaker Series" to help students at the introductory level understand the importance of accounting in the business world and understand the wide variety of options available to accountants. These events occur multiple times each semester, each featuring a single or group of highly successful business professionals. Students are required to attend a select number of these events.

On an ongoing basis, we continue to refine the content and delivery of the course and expand the Speaker Series to include more events and a wider variety of speakers.

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Oklahoma State University, Academic Program Review
Executive Summary

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Accounting	BSBA	444	577	167.4	Yes

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

BSBA: External Reporting and Control, Internal Reporting and Control

	Name only, not signature	
Author of report		Angela Spencer
Department Head		Angela Spencer
Dean		James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

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Element #1: Focus on Survey of Accounting
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	Department	College	Institution
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Business Administration: Accounting	PhD	036	2.8	0.8	Yes
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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.					

Author of report	Name only, not signature	Angela Spencer
Department Head	Name only, not signature	Angela Spencer
Dean	Name only, not signature	James Payne

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Business Administration	PhD	036	76.6	16	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Accounting
Entrepreneurship
Finance
Management
Marketing
Management Science and Information System
Business for Executives

	Name only, not signature	
Author of report		Alan Louis
Department Head		Ramesh Sharda
Dean		Jim Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Increase recruiting (# of applicants who apply) and selection (quality of applicants accepted). Ultimately, if the former is improved the latter will follow. To that end, we are leveraging the few options available: Conference pre-doc consortia (SMA, AOM) and an online community housed within the University of Iowa; DocNet organization.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Expedite students' academic writing in the form of publishable manuscripts. Students often take too long to prepare and submit work to journals. This ultimately hampers their marketability upon graduation. To remedy, we use comprehensive exams into 1) a statistics qualifier and 2) research paper qualifier. The second qualifier requires them to prepare and submit an article for publication by the end of their 2nd year. We also require a first- and second-year project that leads to publication.

Recommendation for size of program: Use degree indicator such as BS BA or Cert as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	PhD	PhD	PhD *
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program any accomplishments of the program and/or discuss the improvements the program has made over the past several years.

The Spears School of Business offers a single Ph.D. program with multiple areas of specialization, some of which have a history spanning over 50 years and have produced numerous successful academics. Faculty across Spears' departments consistently rank among the top 25 business schools in North America in research

productivity, as recognized by the TAMUGA Rankings. Moreover, Spears faculty are actively engaged in leadership roles within prominent professional organizations, including serving on the presidential track of the Southern Management Association (SMA) and holding editorial appointments at prestigious journals such as *Organizational Research Methods* and the *Journal of Applied Psychology*. This high level of scholarly and professional engagement enhances the academic experience by providing doctoral students with meaningful opportunities for mentorship and professional networking. Spears focused and rigorous approach to doctoral education has attracted high-caliber candidates, including mid- to senior-level professionals from a wide range of industries and global regions. Many of these graduates have gone on to assume prominent academic leadership roles, serving as deans and department chairs at respected institutions such as Oklahoma City University, Le Moyne College, Northern Kentucky University, Penn State University – Behrend, Texas State University, California State University – Northridge, Georgia College, Central University of Finance and Economics (China), University of Florida, University of Arkansas, University of Georgia, Colorado State University, and Texas Tech University. In addition, several alumni have secured influential positions in major organizations such as Morgan Stanley and Discover Financial Services.

Academic Program Review Form

Oklahoma State University, Academic Program Review
Executive Summary

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Economics – Ph.D.	Ph.D.	065	7.8	2.6	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Department Chair Dr. J.B. Kim and Economics Graduate Studies Committee comprised of Dr. Bidisha Lahiri (Graduate Program Coordinator), Dr. Minhae Kim, Dr. Rui Du, and Dr. Qiyao Zhou.
Department Head	Name only, not signature	Dr. J.B. Kim
Dean	Name only, not signature	Dr. James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The department is updating its program structure and course descriptions to reflect current content and advanced quantitative methods, ensuring transparency for current and prospective students.

To underscore the program's technical rigor and to improve student outcomes, the department is pursuing a STEM designation. This designation is expected to strengthen student placement prospects, attract a more competitive applicant pool, and expand job opportunities for international students within the U.S.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The department is launching a student success program to foster research progress, academic development, and professional readiness. Key program components include meetings with advisors, structured peer mentorship, and brown bag seminars for students to present their research. To enhance career prospects, students will be encouraged to pursue publications prior to entering the job market and to actively engage with the scholarly community through networking and conference attendance, supported by departmental funding. An ECON-tutoring center will offer graduate students teaching experience while providing academic support to undergraduates. The department will also explore possibilities for interaction of OSU ECON-PhD students with the Department of Economics at the University of Oklahoma (OU) and strengthen connections with alumni through mentorship programs and networking events on electronic platforms. To broaden the applicant pool and expand career opportunities for graduates, outreach initiatives will target colleges in Oklahoma and neighboring states.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	Ph.D.	Ph.D.	Ph.D.
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Our PhD program specializes in four key areas of economics: Urban and Regional Economics, Economic Development, International Economics, and Dynamic Macro & Macroeconometrics. Each area is led by two faculty members dedicated to graduate training and mentorship. Our program has placed students in academia, banking, and government.

Recent placements include tenure-track and non-tenure track research/teaching roles at institutions such as Wichita State University, University of Minnesota-Duluth, and Georgia State University, alongside analyst positions at Wells Fargo Bank, Huntington Bank, and government-affiliated research centers such as the Institute for Defense Analysis and the Cambodia Development Resource Institute.

The department also has a strong record of placing researchers within Oklahoma state organizations, including Oklahoma DHS, Tulsa Public Schools, and the Army Corp of Engineers, reflecting the program's emphasis on regional economic analysis.

Availability of the Master's program ensures PhD students who either do not complete the program after candidacy or fail preliminary exams still receive an academic qualification.

Our program's faculty is a cornerstone of our strength, featuring prominent scholars such as Dan Rickman, ranked in the top 3% of Urban/Regional Economics, the top 5% in Economic Geography, and the top 10% in the broadest category listed in RePEc's Economics, Finance, and Agricultural Economics. Rickman has consistently received high citations from leading publications since the 1990s.

Our graduate program attracts Fulbright scholars from around the world, drawn to our esteemed faculty and rigorous academictraining.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BSBA Economics	BSBA	445	123.6	29.6	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Business Economics and Quantitative Studies
Pre-law

	Name only, not signature	
Author of report		Dr. Eric Gonzalez Sanchez, Dr. Bill McLean, Dr. Michael Morris, and Dr. Harounan Kazianga.
Department Head		Dr. J.B. Kim
Dean		Dr. James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The main recommendation we have identified is to increase enrollment in our classes and increase the number of students who are economics majors and minors. The implementation of this includes increased social media presence, engagement with alumni, expand involvement opportunities in different contexts such as student clubs, school events (profs off the clock, recruiting events, etc.), simplifying the degree prerequisites.

Our timeline is as follows:

- The plan starts on January 2025 and will be completed by December 2029.
- During the first semester of 2025 we start to increase social media presence of our department. At the same time, we submit the proposed changes to the degree sheet. We expect all 2025 to be about proposals.
- In 2026 we aim to have final decisions about proposals of engagement, degree sheets and courses offered. We expect those decisions to involve voting and input and feedback from all Economics Department faculty.
- Once those decisions are taken, we aim them to be implemented by Spring 2027.
- Once the decisions are implemented the undergraduate studies committee will try to maximize data collection regarding the decisions made. We expect this process to extend at least until 2027-2028.
- During Spring 2029 data collected is expected to be used to evaluate the result of the policies implemented and propose adjustments related to the data collected.
- In Fall 2029 we expect to evaluate the entire set of policies recommended including the adjustment and discuss final steps by December 2029.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The secondary recommendation identified is to have a 2-year sequencing of upper-level economics course offerings. This includes which semesters some classes will be taught, also within that semester what day and time they will be offered to make sure students can plan for a timely graduation. We plan to coordinate with academic advisors, so that they can be well informed to advise students on when they need to take certain classes.

Our timeline is to have this done for 2026 Fall enrollment.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BSBA	BSBA	BSBA
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Economics is a core discipline in social sciences and business and our department plays an essential role in the University's mission as a comprehensive land grant university. Our instructional mission includes undergraduate, graduate, and continuing education that is informed by scholarship and research. Our research, scholarships, and creative activities keep the department at the apex of current knowledge in our discipline. It is imperative that OSU students have access to courses and programs that help them understand how economic markets and national economies operate; in accordance with both the mission and role of OSU, economic research is undertaken and disseminated to advance economic knowledge and to facilitate the development of strategic alliances and partnerships with government, business and industry that lead to enhanced economic development of Oklahoma and the nation.

The faculty, programs, and course offerings of this Department are critical for the success of numerous other undergraduate programs at OSU. Economics courses are listed on the degree sheets of at least one major in every college. Several Ph.D. programs at OSU rely heavily on the Economics doctoral program. Doctoral students in Agricultural Economics take a number of Economics Ph.D. courses and our faculty submit preliminary examination questions for their Ph.D. qualifying exams. Economics faculty frequently serve on Ph.D. committees in AGEC (and vice versa). The Ph.D. program in Business Administration with primary fields in Finance, Accounting and Management each require or recommend graduate courses in Economics. Business Administration students typically account for about 20 percent of the enrollment in each of the courses ECON 5033, 5213 and 6213. Economics faculty frequently serve on Ph.D. committees in Business Administration. Economics faculty also teach core courses in the Masters of Business Administration curriculum and regularly teach Economics course electives for the MBA program. Members from the Economics faculty also serve on the MBA curriculum committee. Economics faculty have served on Ph.D. committees for this program.

Through the department’s Center for Applied Economic Research, our faculty provide economic forecasts for the Oklahoma Tax Commission and other stakeholders within our state. We have trained economists who are currently employed in government, industry, and academia. Department economists are also working to address important issues such as regional growth, economic effects of shale gas, policies to relieve poverty and hunger, business cycles and economic growth to improve the reach and scope of education, and to improve teacher quality.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Economics – MS	MS	064	0.0	0.0	Yes
	.				

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Department Chair Dr. J.B. Kim and Economics Graduate Studies Committee comprised of Dr. Bidisha Lahiri (Graduate Program Coordinator), Dr. Minhae Kim, Dr. Rui Du, and Dr. Qiyao Zhou.
Department Head		Dr. J.B. Kim
Dean		Dr. James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

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The department is launching a student success program to foster research progress, academic development, and professional readiness. Key program components include meetings with advisors, structured peer mentorship, and brown bag seminars for students to present their research. To enhance career prospects, students will be encouraged to pursue publications prior to entering the job market and to actively engage with the scholarly community through networking and conference attendance, supported by departmental funding. An ECON-tutoring center will offer graduate students teaching experience while providing academic support to undergraduates. The department will also explore possibilities for interaction of OSU ECON-PhD students with the Department of Economics at the University of Oklahoma (OU) and strengthen connections with alumni through mentorship programs and networking events on electronic platforms. To broaden the applicant pool and expand career opportunities for graduates, outreach initiatives will target colleges in Oklahoma and neighboring states.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	MS	MS	MS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Our PhD program specializes in four key areas of economics: Urban and Regional Economics, Economic Development, International Economics, and Dynamic Macro & Macroeconometrics. Each area is led by two faculty members dedicated to graduate training and mentorship. Our program has placed students in academia, banking, and government.

Recent placements include tenure-track and non-tenure track research/teaching roles at institutions such as Wichita State University, University of Minnesota-Duluth, and Georgia State University, alongside analyst positions at Wells Fargo Bank, Huntington Bank, and government-affiliated research centers such as the Institute for Defense Analysis and the Cambodia Development Resource Institute.

The department also has a strong record of placing researchers within Oklahoma state organizations, including Oklahoma DHS, Tulsa Public Schools, and the Army Corp of Engineers, reflecting the program's emphasis on regional economic analysis.

Availability of the Master's program ensures PhD students who either do not complete the program after candidacy or fail preliminary exams still receive an academic qualification.

Our program's faculty is a cornerstone of our strength, featuring prominent scholars such as Dan Rickman, ranked in the top 3% of Urban/Regional Economics, the top 5% in Economic Geography, and the top 10% in the broadest category listed in RePEc's Economics, Finance, and Agricultural Economics. Rickman has consistently received high citations from leading publications since the 1990s.

Our graduate program attracts Fulbright scholars from around the world, drawn to our esteemed faculty and rigorous academictraining.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Finance	BSBA	446	775.8	179.0	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	Betty Simkins and David Carter
Department Head	Name only, not signature	Betty Simkins
Dean	Name only, not signature	Jim Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

In conjunction with the School of Hospitality & Tourism Management and the Department of Economics, we have developed a certificate in **Real Estate & Property Management** and have a BS program in this area which should be approved very soon. The School of Hospitality and Tourism Management (HTM) is taking the lead on both of these by coordinating it. The Department of Finance and Department of Economics will work with HTM to make sure the courses are offered on a regular basic in our respective areas. This is still a developing area on the coordination and implementation timeline.

The Department of Finance will continue developing materials for education in the energy area. The challenge in this area is funding with budget concerns at OSU. Our department is focusing on maintaining current initiatives in the energy space. A pressing item for the energy area (including energy finance) today is managing change, adapting, and providing the services that will be sought after during the years to come.

Timeline: AY2025-2026

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Specific program: The Department of Finance will continue developing materials for education in the energy area. The challenge in this area is funding with budget concerns at OSU. Our department is focusing on maintaining current initiatives in the energy space.

The Department of Finance will continue developing materials for education in the energy area. We are currently working on donor funding. If there is no additional funding, our department will focus on maintaining current offerings. Several faculty who take the lead in the energy area will most likely be retiring in the next five years. This is a risk area but plans are underway to ensure a smooth transition over time. This is being actively monitored.

Timeline: AY2025-2026

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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The number of Finance majors has grown dramatically in the past two years from 788 in Fall 2022 to 966 in Fall 2024. Data from IRA indicates that Fall 2025 should look very strong too (over 900).

The BSBA in Finance was offered online beginning in Fall 2020. As of Fall 2024, there were around 115 true Distance students.

FMA president Carson Horsburgh and some other FMA officers have competed in several competitions, as Carson listed in his email below. They participated in quite a few competitions and did very well.

Distinguising attributes/awards:

- Competitions participated by Financial Management Association (FMA) student members and officers which included the NYC presentation of an equity research report over Tyson Foods. There was also an FMA Virtual Trading Simulation.

Competition awards:

- Riata Center Elevator Pitch Competition (1st Place)
- Spears Business Plan Competition (Finalist)
- CFA Society of Oklahoma Competition (2nd Place)
- Spears Datathon (2nd Place) with FMA Executive, Dylan Robertson
- Tulsa Investment Portfolio Challenge (2nd Place)

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Quantitative Finance	Masters	431	16.9	6.6	Yes

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Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Currently, there are no official options within the program. We have some suggested paths or concentrations students may follow, but it is optional, and they can choose courses from among the different paths or other eligible elective courses.

	Name only, not signature	
Author of report		Allissa Lee
Department Head		Betty Simkins
Dean		James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

The MSQF Program is focused on growing overall program enrollment but also on increasing the number of domestic students enrolled.

In recent years, the overwhelming majority of our students were international, and many find it challenging to get industry placements because they need visa support. Our employer stakeholders in and around Oklahoma, where many OSU graduates place, typically will not provide visa support and require new interns and new full-time hires to have legal authorization to work in the US already. As such, increasing our recruitment efforts with OSU undergraduate students may help to improve our domestic student enrollment and our relationships with our employer stakeholders.

In 2023, we developed a Finance/MSQF 4+1 program, and in 2024, we launched an Economics/MSQF 4+1 program. We have seen enrollments in both of these programs due to the advantageous nature of their structure. In recent weeks (March 2025), I have had several conversations with current students regarding their interest in the Finance/MSQF 4+1 program. In addition, in March 2025, I met with the department head in Math regarding developing additional MSQF 4+1 programs to target students from math, actuarial science, statistics, etc. as they are often good fits for our program. Following my meeting with the department head in math, I scheduled a visit with the SSB Manager for Marketing and Communications about the idea of developing an internal recruitment ad to focus on the students coming from math and science backgrounds.

I think the main emphasis is being intentional with recruitment. I recently took over as program director (June 2023) and I do not think recruitment was an area of focus for the previous director. I am doing my best to follow up on program inquiries in a timely fashion. I think this is making a difference and will continue to make a notable difference in enrollment.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

The MSQF Program is focused on maintaining and increasing program quality. Producing graduates that are attractive recruits for industry and academia is key. Post-graduation placement statistics will continue to be a measure of program quality as will internship placements. In recent years, many of our program graduates have moved forward with the pursuit of doctoral degrees. The programs in which they enroll are indicative of the quality of the students graduating as well as program quality. With respect to internships, in Summer 2024 we had two students earn internships with MidFirst Bank and in Summer 2025 we have one student with an internship there as

well. In addition, we have two students who are doing long-term internships with BOK Financial, one of which has transitioned to a full-time placement as he is wrapping up the MSQF degree. These are all great metrics for our program and should help with program placements. Continuing to recruit strong students that are desirable in the marketplace (academia or industry) is key to maintaining and ultimately improving our student and program quality.

Recommendation for size of program: Use degree indicator such as BS BA or Cert as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MSQF	MSQF	MSQF
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

In less than 2 years, we have increased the percentage of domestic students from less than 6% to nearly 30%.

Each year, a team of 4-6 students competes in the Rotman International Trading Competition. For 2025, the team placed 17th overall. This is an international competition, drawing top teams from around the globe as well as from the US. They beat teams from the University of Boston, Columbia University, and even the University of Toronto. https://inside.rotman.utoronto.ca/financelab/competition/rotman-international-trading-competition-scoring-day-2/. This is a significant improvement over team results in recent years. In addition, we secured an external sponsorship from Total Energies to provide some financial support as well as targeted strategic support for the 2025 Rotman Team.

According to the TFE Times, our program is ranked 34th in their Best Master's of Financing Engineering Programs for 2025 outranking similar programs from schools like Texas A&M, for example. We have seen a slight increase in program ranking recently.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BS Management	Undergraduate	449	1,204	339	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

	Name only, not signature	
Author of report		Bryan D Edwards
Department Head		Bryan D Edwards
Dean		James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Maintain the quality of our program in the eyes of our students, external stakeholders, and rankings bodies.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Build our national reputation for scholarship which we feel will increase the quality of graduate students and the quality of instruction in the undergraduate, MBA, and PhD programs.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The Management Department is the third largest major at OSU and has realized 18% growth in the number of majors in the last five years. In addition, the management department is routinely ranked in the top 25 of all management departments in North America (out of more than 350 departments) in terms of research productivity (http://www.tamugarankings.com/). Management is one of the few top-25 ranked departments in terms of research

productivity in all of OSU. Management is home to the PhD for Executives program which of the first such program in business schools in the world and is a flagship program at OSU. Another distinguishing attribute is the level of efficiency with how we carry out the mission of OSU and SSB. For example, in the last five years, the number of majors has increased by 18% and Management has 7 fewer faculty to serve those students.

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International Business	BS	448	140	39	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Marketing Research and Analytics; Professional Selling and Sales Management; Marketing Communications Management; Sports Marketing and Revenue Generation

	Name only, not signature	
Author of report		Tom J. Brown
Department Head		Tom J. Brown
Dean		James E. Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Our primary goal is to get more Spears School of Business students enrolled in international business courses, in particular those taught in the School of Marketing and International Business (where we control content and quality), to prepare them for an increasingly global business marketplace.

Departmental Recommendation One: Implement an “International Business Certificate.”

The rationale for this recommendation is that many students may be avoiding international business courses in the belief that they must earn a major (or minor) degree. A certificate program enables them to obtain a tangible outcome without investing the time required to earn the full degree.

Implementation and Timeline: If the certificate is approved in the current cycle, we will implement in fall 2025. If not, implementation will be fall 2026. We are targeting 100 students working toward the undergraduate certificate in International Marketing by the end of AY2027-2028.

Here are the required and elective courses for the new certificate:

Specific curricular information

Total Hours: 18

MKTG 3213	Marketing (S)	3
MKTG 3993	International Business (G)	3
MKTG 4093	Current Topics International Business	3
MKTG 4553	International Marketing	3
Select Two:		6
ACCT 4763	International Accounting Abroad (G)	
AGEC 4343	International Agricultural Markets and Trade (G)	
ECON 3613	International Economic Relations (GS)	

FIN 4213	International Financial Management
HTM 2563	Culture, Food, and Travel (G)
LSB 4633	Legal Aspects of International Business Transactions (G)
MGMT 4613	International Management (G) (Or any Study Abroad Trip or IB-Focused Internship (domestic or international))
or ACCT 4763	International Accounting Abroad (G)
or BADM 2093	Study Abroad: Contemporary International Culture and Business Impacts
or BADM 3090	Study Abroad (G)
or BADM 4090	International Proficiency Field Experience for Business
or BADM 4093	Study Abroad: Business Impacts of Contemporary International Culture (G)
or EEE 4090	Study Abroad in Entrepreneurship
or FIN 4053	Study Abroad: Contemporary Global Impacts in Finance
or HTM 4053	Study Abroad: Contemporary Global Impacts in HTM
or HTM 4090	International Hospitality Studies
or MGMT 4053	Study Abroad: Contemporary Global Impacts in Management
or MGMT 4750	International Leadership Experience
or MKTG 4053	Study Abroad: Contemporary Global Impacts in Marketing & International Business
or MSIS 4063	STUDY ABROAD: Contemporary Global Impacts in IT, Analytics and Cybersecurity
Total Hours	18

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Departmental Recommendation Two: Increase the percentage of International Business students (pursuing majors or certificates) who (1) take international study trips through the Cagle Center or (2) who study abroad for a semester or (3) who pursue an international business internship (domestic or overseas).

Implementation and Timeline: Stage One (AY 2025-2026), determine current percentage of graduates who have earned credit in one of these three ways; begin promotion efforts with international business students (majors or certificates). Stage Two (AY 2026-2027), continue promotion efforts; Stage Three (AY 2027-2028), assess goal accomplishment.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS	BS	BS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The International Business degree program (BS and proposed certificate) focuses on getting students exposure (1) to concepts across business disciplines, (2) to key concepts relevant for global commerce, and (3) to international cultural experience.

Academic Program Review Form

Oklahoma State University, Academic Program Review
Executive Summary

NOTE: By submitting the final report, you are confirming that the faculty within the department, the department head, and the college representative have all reviewed, edited, and approved the report. Part of the APR process is to collaborate with all involved in the success of the program to ensure that the information and goals provided within are beneficial and agreed upon by all.

Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
Marketing	BS	451	1163	332	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Marketing Research and Analytics; Professional Selling and Sales Management; Marketing Communications Management; Sports Marketing and Revenue Generation

	Name only, not signature	
Author of report		Tom J. Brown
Department Head		Tom J. Brown
Dean		James E. Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Our primary goal is to continue implementing strategies and tactics to provide better education and job opportunities for our students.

Departmental Recommendation One: Shift more of our majors from the overall marketing degree to the specific option tracks. These are current (target) numbers for these options (only three of which were offered at the time of data collection):

Marketing Research and Analytics: 39 (50)
Professional Selling and Sales Management: 161 (150; hold steady until more resources available)
Marketing Communications Management: 155 (175)
Sports Marketing and Revenue Generation: NA (150)
Supply Chain Management: NA (25)

Implementation and Timeline: This is an ongoing process. Target numbers are to be accomplished by end of AY2025-2026.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Departmental Recommendation Two: Participate with other university units to create a university-wide supply chain management program.

Implementation and Timeline: This is in-process, pending approval from university level administrators. We are targeting a fall 2025 start date.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	BS; limited expansion	BS; limited expansion	BS; limited expansion
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			

Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The marketing major is very broad. We have experienced significant growth over the past five years, to the point that marketing is not only the largest major in the Spears School of Business, but also the largest undergraduate major on OSU's campus. Adding the option tracks has allowed us to specialize our students' education and, to an extent, create community—which is important given the number of majors. We are keenly focused on the future success of our students.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BSBA Management Information Systems	BS	452	403.4	96.6	YES

*If the program is covered by area accreditation then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Data Science (BS) Information Assurance (BS)

	Name only, not signature	
Author of report		Rick L. Wilson
Department Head		Rick L. Wilson
Dean		James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Enhance/Grow Student Experience with Project-Based or Industry-Based Internships/Practicums with both bachelor's and master's degree programs. At present, students are encouraged to get internships in the MIS/Data Science/Cybersecurity area and can earn credit as well. Additionally, with corporate sponsorship, the MSIS Department has also be able to use student teams to address external projects for companies and other organizations. These different endeavors are supervised (and/or led) by the MSIS Assistant Department head and are very time intensive (but extremely valuable student experiences, and companies have provided great feedback for the value our students are adding).
The challenge is how to properly scale this considering program size (>= 500 students).
We envision working closely with our MSIS Industry Advisory Board and other donors such as ConocoPhillips, Interworks, Love's Travel Stores and others to craft an on-going sustainable plan in the next 18 months. We have collected enough experiences over the past 2 years to have an understanding on the challenges of such a "Experiential Learning/Consulting" program for our students and look forward to institutionalizing these experiences for our students.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Immerse Program Classes with "Artificial Intelligence Tools" as appropriate within both bachelor's and master's degree programs. We have taught specific AI classes in our degree programs since the 1980's. Obviously, as the tools have matured, the use of machine learning, neural networks, and explainable AI have become common place in the curriculum. The dramatic rise in use (and availability) of LLM's and other similar tools has been transformational, but does not replace the rigor of our classes, merely enhancing the ability of our students. As such, we will work with our external constituents (MSIS Industry Advisory Board, employers, etc.) and our departmental curriculum committees to strategically update curriculum that will include the use of such "AI-based' tools (including their lifecycle, the ethics, the limitations, etc.) so that our graduates are "AI-savvy". This process has already started organically, and we will formalize the process and documentation of the changes over the next 2-3 years. We are excited about working closely with our corporate friends in this endeavor.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BS	BS	BS
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The MSIS Department is the nexus of many interdisciplinary programs in the SSB at both the undergraduate and graduate level. We have a long history of excellence in data analytics/data science as well as cybersecurity, having first been named a Center of academic Excellence in 2008. We have recently added a new BS in Data Analytics, which has already exceeded our 5-year growth projections. We continue to be innovative with certificate programs started in Supply Chain Management, Data Systems, Business Analytics, Cyber Systems and other key areas. We fill a niche in many of the top demand STEM jobs, and our MSIS Department Industry Advisory Board and corporate partners help us maintain status as one of the largest quality MIS programs in the region with demand outstripping supply for graduates of our programs.

Even with the focus on promoting instructional excellence at the undergraduate and graduate level, the MSIS Department has maintained an active impactful research agenda in areas such as business analytics and data science, health informatics, information security and data protection, among other areas. Since 2021, MSIS faculty have published over 125 refereed journal articles, along with hundreds of other presentations and keynote addresses at national and international academic meetings.

MSIS faculty have won dozens of teaching and community related awards; are one of the few departments at OSU that have 2 Regents professors (the highest honor a faculty member can receive); and have faculty who have been awarded international achievement awards, including one faculty inducted into the Oklahoma State Regents Education Hall of Fame.

In the past 4 years, empowered by gifts from ConocoPhillips and Interworks, the MSIS Department has established a deep expertise in providing analytics education for all Spears Business students and others around campus, offering help desks and other extra-curricular offerings, empowering student activities through the interdisciplinary Data Analytics Club (DAC), and has created a ‘buzz’ on campus with its 2 day Datathon event (4th annual completed in March, 2025).

We have grown even closer to our industry partners over these past 4 years and have begun to do ‘consulting’ type projects for local businesses and internally at OSU. Our students have benefited from such projects and ‘intern/externships’. We wish to continue down this path (recommendation one) in the spirit of the land grant mission of OSU.

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
MS Management Information Systems	MS	412	53.6	26.8	YES

*If the program is covered by area accreditation then the accreditation letter can be submitted as a replacement for page 4 of the form.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Data Science (BS) Information Assurance (BS)

	Name only, not signature	
Author of report		Rick L. Wilson
Department Head		Rick L. Wilson
Dean		James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

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The challenge is how to properly scale this considering program size (>= 500 students).
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Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)	MS	MS	MS
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

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Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*
BSBA General Business	BSBA	447	417	69.6	Yes

*If the program is covered by area accreditation then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Pre-Law Option

	Name only, not signature	
Author of report		Dr. Eric Gonzalez Sanchez, Dr. Bill McLean, Dr. Michael Morris, and Dr. Harounan Kazianga,
Department Head		Dr. J.B. Kim
Dean		Dr. James Payne

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

We have recently incorporated the General Business major into the Economics Department. As can be seen, this is a non-trivial degree option and is as large as many other units in the Spears School of Business. While we mostly try to grow our majors, we are actively trying to minimize this option for students. Most of our industry contacts have suggested that a specific degree is more salient in today's business environment. However, there are many cases where General Business is actually appropriate and flexible for students. This option has been positive for athletes and students who are not sure what they want to pursue.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

For many years, the General Business degree has been a secondary choice for students. That said, we are also noticing that our student population is changing (more students working concurrently; more students using online options; more nontraditional students, etc.) – hence, we feel that we have to be ready to evaluate the importance of the General Business degree within new parameters. In short, if General Business grows in popularity due to changing student types, we want to ensure that the degree has relevance on the job market.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			
Maintain the number of students in the program(s)	BSBA	BSBA	BSBA
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

The General Business degree is unique in that students can complete the degree by taking a wide range of courses within the Spears School of Business. Instead of taking a number of upper division electives within an area, students take courses in ALL disciplines. This affords the student great breadth and less depth than specific majors; however, it's flexible and appealing to a number of students. Within the General Business major, we house the Pre-Law program for Legal Studies. This is a growing area of interest for students and we hope to expand these opportunities accordingly. Economics is a core discipline in social sciences and business and our program, in general, provides a skill-based and/or career readiness which focus on economic and business data analysis and fundamental logics. Hence, the Pre-Law fits very nicely into that strategy.

Our instructional mission includes undergraduate, graduate, and continuing education that is informed by scholarship and research. Our research, scholarship, and creative activities keep the department at the apex of current knowledge in our discipline. It is imperative that OSU students have access to courses and programs that help them understand how economic markets and national economies operate; in accordance with both the mission and role of OSU economic research is

undertaken and disseminated to advance economic knowledge and to facilitate the development of strategic alliances and partnerships with government, business and industry that lead to enhanced economic development of Oklahoma and the nation.

The faculty, programs, and course offerings of this Department are critical for the success of numerous other undergraduate programs at OSU. Economics courses are listed on the degree sheets of at least one major in every college.
Several Ph.D. programs at OSU rely heavily on the Economics doctoral program. Doctoral students in Agricultural Economics take a number of Economics Ph.D. courses and our faculty submit preliminary examination questions for their Ph.D. qualifying exams. Economics faculty frequently serve on Ph.D. committees in AGEC (and vice versa). The Ph.D. program in Business Administration with primary fields in Finance, Accounting and Management each require or recommend graduate courses in Economics. Business Administration students typically account for about 20 percent of the enrollment in each of the courses ECON 5033, 5213, 6033, and 6213. Economics faculty frequently serve on Ph.D. committees in Business Administration. Economics faculty also teach core courses in the Masters of Business Administration curriculum and regularly teach Economics course electives for the MBA program. Members from the Economics faculty also serve on the MBA curriculum committee. Economics faculty have served on Ph.D. committees for this program.

Through the department's Center for Applied Economic Research, our faculty provide economic forecasts for the Oklahoma Tax Commission and other stakeholders within our state. We have trained economists who are currently employed in government, industry, and academia. Department economists are also working to address important issues such as regional growth, economic effects of shale gas, policies to relieve poverty and hunger, business cycles and economic growth to improve the reach and scope of education, and to improve teacher quality.

Summary of Planned Curricular Actions for 2025-2026

This summary provides a preview of the curricular items for which Oklahoma State University intends to ask approval during the 2025-2026 academic year. Each college has provided a list of the new programs and certificates they intend to propose or are considering as well as a brief sample of the curricular modifications they seek to implement. OSU will continue to provide a rationale for each curricular action as it is presented to the Board for its consideration, but the intent of this document is to preview what will be forthcoming and some context for the proposals.

Ferguson College of Agriculture

New degree program and option requests:

Bachelor's degree in Biochemistry and Molecular Biology, Secondary Education
The unit has developed the degree in collaboration with the College of Education and Human Sciences to address shortage of secondary education chemistry teachers. BIMB students will also be able to pursue additional certification in biology.

Undergraduate Food Science option additions: Food Science - Business, Pre-Law; Food Science - Pre-Veterinary/Pre-Medical; Food Science – General (provides students with flexibility to focus related electives on their specific career interests within the food industry) These options provide clearer communication on potential career paths in food science and related industries. The pathways were developed in response to student feedback and review of programs at peer institutions.

New certificate requests:

Graduate Certificate in Land-Grant University Faculty Preparation
This was developed to strengthen career readiness of graduate students interested in faculty positions at land-grant universities. Students in the program will build foundational skills across the three focus areas of the land-grant mission (teaching, research, Extension) and will develop tangible tools for use in the faculty application process.

Undergraduate Certificate in Meat Science
The certificate was developed in response to industry demand. The program equips students with the practical skills and scientific knowledge necessary to pursue careers in meat science and processing.

Undergraduate Certificate in Soil Profiler
This certificate received input from the Oklahoma Department of Environmental Quality (DEQ) and was developed to meet industry demand. Students completing this certificate will be permitted by the DEQ to directly apply for an Oklahoma Soil Profiler License without meeting the current two-year relevant work experience requirement.

Curricular modifications:

The college intends to update degree programs to reflect industry needs, disciplinary innovations, gaps identified through the academic program assessment process, student interests and career readiness preparation. The Department of Animal and Food Sciences and the Agricultural Leadership major workgroup (within the Department of Agricultural Communications and Leadership) recently underwent curriculum reviews of their degree programs. Both departments have submitted course actions and program modifications to address findings from these reviews. Other departments within the college are also revising curriculum to reflect goals listed in Program Enhancement Plans submitted during recent academic program reviews. Common areas of focus include career/professional development initiatives and enhancement of soft skills that transfer across disciplinary areas. A few program modifications were submitted to address clerical errors on the current degree sheets. Examples include:

Bachelor of Science in Agriculture in Agricultural Leadership: The unit proposes to update curriculum in response to a multi-year AGLE program and curriculum review. Changes allow for more flexibility in incorporating students' academic and professional interests and encourage the declaration of a minor. Delete two existing options (Extension Education; International Studies) as students will be able to include an emphasis in these focus areas with the general AGLE degree.

Bachelor of Science in Agriculture in Horticulture: Through a series of curriculum planning meetings, faculty identified the need to increase students' exposure to horticulture careers, industry opportunities and advancements while investing in the professional development of our students. Proposed changes to all options reflect addition of three one-credit professional development courses (Horticultural Food Safety; Horticultural Business; Horticultural Science; Landscape Management; Public Horticulture; Turf Management; Urban Horticulture).

College of Arts and Sciences

New degree program request:

Bachelor of Fine Arts in Theater Arts
The proposed degree consolidates and updates the department's undergraduate offerings in keeping with norms at peer institutions and in alignment with National Association of Theatre Schools accreditation standards.

New certificate requests:

Undergraduate Certificate in Substance Use, Addiction, and Society
This proposed certificate was developed to support individuals seeking employment in the social services sector.

Graduate Certificate in Data Science
The proposed certificate was developed to prepare graduate students for workforce demands in data science in industries ranging from health care to technology.

Curricular modifications:

The College of Arts and Sciences will submit program modifications aimed at clarifying and streamlining degree requirements. Thematically, a collegewide focus this year is centering generative AI development and usage. The efforts of the Departments of Computer Science, English, and Geography are worth highlighting here. Many of the college's modifications this year also improve alignments of faculty research interests, departments' resource limits, and program design to meet student demand and industry need. Examples include:

Bachelor of Science in Applied Computer Programming: The unit proposes a course that teaches students about ethics in artificial intelligence and encourages discussions about ethical learning, responsibility and automated systems, and algorithmic bias. Computer Science also proposes giving increased flexibility to students in fulfilling their social science requirement, allowing them to choose rather than specifying a single speech course.

Doctor of Philosophy in Microbiology, Cell and Molecular Biology: The unit proposes to remove the GRE requirement for admission to the program. This aligns with national trends in this and other fields, and the data do not suggest a good correlation between GRE score and success in the doctoral program, making it desirable to remove the barrier to entry. Microbiology also wishes to add a career-focused course for microbiologists, helping students learn how to give scientific presentations and conduct themselves ethically and professionally in the discipline.

Spears School of Business

New program requests: None

New certificate requests:

Undergraduate Certificate in Commodity Trading
Spears is working with energy partners to develop a new embedded undergraduate certificate to help finance majors develop skills in commodity trading fundamentals, energy derivatives, financial modeling, regulatory policy, and Python capabilities. Students of the certificate program will also apply their skills in a commodity trading competition, visit trading floors of industry partners, and engage commodity internships. There is significant demand for commodity analysts and traders from the major energy firms.

Curricular modifications:

The proposed curricular modifications from Spears will focus on efficiency of course offerings, improving alignment with workforce needs, and increasing flexibility for students. This includes proposing sunsetting certificates that lack robust enrollment and whose objectives can be accomplished in other ways more efficiently. Examples of proposed modifications include:

Bachelor of Science in Business Administration in Finance: Spears proposes removing ACCT 4901, Advanced Accounting Technology, from the requirements for the Finance degree. The one-

credit course has been required, but it is not needed for jobs in finance. The necessary technology training is being taught in other required finance and accounting courses.

Bachelor of Science in Business Administration in Management: Spears proposes removing MGMT 3011, ENGL 3323, SPCH 3723 from major requirements. The foundational content in the one-hour MGMT 3011 is covered in other MGMT required courses, so it is more efficient for students and teaching resources to eliminate the course. The English and Speech courses would be removed from a list of electives from which students choose because the content of the BCOM courses is more specifically designed and relevant for the needs of management majors.

College of Education and Human Sciences

New program requests:

The College of Education and Human Sciences is considering proposing several new degree programs to deal with critical workforce shortages in the state. In Elementary Education, the college will likely propose a new option in Special Education to facilitate training more teachers to deal with populations with special needs. In Secondary Education, there continues to be a shortage of math and science teachers, and some students who are strong in their content area and in teaching skills feel that they cannot afford the time or cost of student teaching. The college will propose new options that allow students to pursue alternative certification and still earn a bachelor's degree in Secondary Education (rather than a Bachelor of University Studies). A possible option in Education Leadership Studies will help higher education professionals learn how to collaborate across institutional boundaries with community colleges, career technology centers, and area non-profits. Finally, the college is exploring the possibility of a doctoral degree in nursing practice and a master's degree in nursing, addressing the critical need in the nursing profession in Oklahoma and nationwide.

- **BS in Elementary Education, new option in Special Education**
- **BS in Secondary Education, new option in Mathematics Alternative Certification**
- **BS in Secondary Education, new option in Science Alternative Certification**
- **MS in Educational Leadership Studies: New option in Place-Based Collaboration and Learning**
- **Doctor in Nursing Practice**
- **Master of Science in Nursing**

New certificate requests:

The College of Education and Human Sciences is considering proposing several new certificates that are intended to help prepare our graduates in targeted areas that will improve their workforce readiness. The proposed graduate certificates in Student Affairs and in Higher Education Administration would assist those who intend to pursue careers in these areas, and they rely on existing courses and thus would not require additional resources to offer. The proposed undergraduate certificates align with specific areas of workforce preparation that our external partners and students have asked about and that also align with existing course offerings.

- **Graduate Certificate in Student Affairs**
- **Graduate Certificate in Higher Education Administration**
- **Undergraduate Certificate in Aging, Disability and Community Living**
- **Undergraduate Certificate in Family and Consumer Sciences Education**
- **Undergraduate Certificate in Infant, Child and Family Programming**
- **Undergraduate Certificate in Trauma Informed Care**

Curricular modifications:

Proposed modifications from Education and Human Sciences are designed to modernize the curriculum and support student success, aligning with industry needs. Some examples include:

Bachelor of Science in Fashion Merchandising: The unit will propose updating the degree to streamline requirements and better reflect current industry practices, trying to use teaching resources more efficiently and decrease time to degree. This is especially important in curricula that require specialized lab spaces, which restricts the times classes can be offered and the number of students in the space.

Master of Science in Educational Technology (School Library Media option): The unit proposes to revise the degree to align with current accreditation standards, slightly modifying the courses within the curriculum and at the same time providing a clearer, more consistent degree sheet that helps students understand more easily what they need to do.

College of Engineering, Architecture and Technology

New program requests:

Bachelor of Science in Technology in Construction Management
The proposed Construction Management Technology program offers a flexible, online alternative to the existing Construction Engineering Technology program, designed to meet increasing student and industry demand. CET enrollment has grown steadily, with 247 majors and 65 minors, and the program maintains a 100% job placement rate. National attention, including a 2024 *Good Morning America* report citing a 25% rise in students pursuing construction majors, and Bureau of Labor Statistics data showing a 9% growth in demand for Construction Managers, further supports the need. Over 90 employers participate in the Construction Job Fair, and an online format will expand access for rural, non-traditional, and military students. This new program will help meet workforce needs while offering a more accessible and targeted educational pathway.

Master of Science in Engineering Technology
The proposed MS in Engineering Technology with a focus in Construction fills a critical gap in Oklahoma, where no such advanced degree currently exists. It is designed to support working professionals from diverse technical fields, including those involved in construction-intensive industries like data center development. This program offers a flexible and accessible pathway for career advancement in a growing sector.

Bachelor of Science in Engineering Technology in Mechatronics and Robotics
The previous leadership of the Mechatronics and Robotics (MERO) program transitioned from offering a BSET degree to a BS degree, resulting in the elimination of the BSET. We are now restoring the BSET, as it better aligns with the academic profile of students in CEAT's technology programs. While the BS degree suits students pursuing advanced studies or theoretical careers, the BSET is geared toward direct industry employment. Offering both degrees ensures broader accessibility, especially since the BS's advanced math requirements may limit some students. ABET accreditation is anticipated for the BSET under ETAC in 2026, with plans to also accredit the BS under EAC.

New certificate requests:

Graduate Certificate in Construction Project Administration
The proposed graduate certificate aims to address the construction industry's widespread labor shortage by equipping professionals with formal education in construction practices. It is designed for current employees in the architecture, engineering, and construction sectors, as well as technical professionals seeking to transition into the field. The program provides a pathway to retool and update skills, supporting workforce development and career advancement in one of the nation's largest employment sectors.

Curricular modifications:

Most CEAT curricular modifications reflect small changes to courses on degree plans designed to reflect improved curriculum more closely tailored to workforce needs, increased efficiency in course offerings, and flexibility for students. Several programs within Mechanical and Aerospace Engineering with faculty already based in Tulsa will propose adding OSU-Tulsa as a location for the program, reflecting the department's commitment to integrated operations across Stillwater and Tulsa. Examples of proposed modifications include:

Minor in Construction: A new lower-division course, CET 2333 (Construction Practices and Procedures), would replace an upper-division course and better prepare students for the advanced topics they will see in the upper-division courses they will take. Two elective courses, CET 4103 (Integrated Project Delivery Methods) and CET 4533 (Heavy Civil Construction and Estimating), would be added as electives for students completing the minor.

Master of Science in Engineering and Technology Management: After a review of national programs and student feedback, the college will propose to update the name to remove the term "technology" to align better with peer institutions and standard industry terminology. The review also identified a clear need to add a systems engineering course to the Engineering Management curriculum, supported by student and alumni comments, and the college will propose this addition.

<u>School of Global Studies</u>

New program requests: None

New certificate requests: None

Curricular modifications:

Master of Science in Global Studies: The School will ask to drop the foreign language requirement from the MS in Global Studies degree. The 6-hour foreign language requirement was not part of the plan of study but was needed (prior to or during the program) in order to meet graduation requirements. This requirement has become a barrier-to-entry, particularly for domestic students. We believe by eliminating this requirement, we will increase our program size. Additionally, the School will ask to remove GS 5233 (Global Competitive Environment) from the required core courses and replace it with GS 5213 (Global Trade Economics). This change was prompted by the retirement of Dr. Kevin Voss, who taught GS 5233 for.

Finally, the School will apply for online delivery of several courses in the crisis management track, mostly taught by Dr. Marten Brienen. The objective is to make these courses more accessible to Fire and Emergency Management and International Disaster and Emergency Management students, who are often working emergency management professionals located around the world and need to access the courses online. This should increase enrollment in the international certificate program.

College of Veterinary Medicine

New program requests: None

New certificate requests:

Graduate Certificate in Beef Cattle Production
In alignment with the CVM vision to promote veterinary medicine in rural communities and production animal settings, a certificate program will be presented for review in the coming academic year. This certificate is developed by the Rural Veterinary Center and will be available to enrolled DVM students. This 12-credit hour graduate certificate will include courses within the DVM program electives that focus on beef cattle production, herd health, rural community service, and bovine clinical skills. Graduates of this certificate program will be able to provide evidence of their expanded skills and knowledge in beef cattle production medicine and will be best prepared to enter the workforce as day-1 practice-ready bovine practitioners.

Graduate Certificate in Veterinary Practice Management and Leadership
To more readily provide affordable expansion of training and experiences in business and leadership development, the College of Veterinary Medicine is in the early stages of developing a graduate certificate program for DVM students motivated to pursue advanced training in these topics. This program will utilize existing courses, including several re-vamped elective offerings, that will specifically focus on veterinary practice management, business finance, and leadership. Many CVM graduates will go on to purchase and own their own practices or affiliated businesses. Provision of a certificate program to develop these skills under the umbrella of the DVM program directly provide skills to have a successful, financially fruitful, team-focused practice.

Curricular modifications:

There is continued modification and development of the clinical year curriculum for our DVM students. Based on increasing caseloads and expansion of services within the veterinary teaching hospital, we are able to start offering more specialty and ambulatory electives for students over the coming year. Rotations must be offered as services are available to teach – for example, we will open a neurology and neurosurgery service here in Stillwater at the VTH soon and so will start offering elective rotations in this area. The VTH is also expanding ambulatory services, especially in production animal and equine medicine, which will also provide expansion of clinical year rotation offerings. The CVM continues to pursue as many in-house rotations in a wide range of veterinary services for our students as possible. In addition to expansion of in-house offerings, the CVM continues to pursue partnerships with high quality practices as distributive educational sites for elective rotations (externships).

Center for Health Sciences

New program requests:

CHS is exploring the addition of Neuroscience as a formal area of emphasis within the PhD. in Biomedical Sciences, reflecting growing student interest in the area and current faculty doing research related to neuroscience. Possibilities include a transcripted option within the existing Ph.D. program or a standalone master's or Ph.D. in Neuroscience to complement the existing graduate certificate.

New certificate requests:

Graduate Certificates in Forensic Sciences

- Forensic Genealogy
- Forensic Intelligence
- Blood Spatter Analysis

Each of these certificates correspond to emerging workforce needs and align with national trends in forensic science education.

Graduate Certificate in Healthcare Administration Medical Education
Possibilities under consideration include a standalone certificate in Medical Education, a targeted graduate certificate in Healthcare Administration Medical Education, or a specialized track within the existing graduate certificate in Healthcare Administration. Naming clarity will be important as we move toward proposal development, and the proposal will be refined in collaboration with the department.

Curricular modifications:

No major changes are expected, just a title change of one course in the Master of Science in Physician Assistant Studies from “General Surgery” to “Surgery” to align with national standards.

OSU/A&M Board of Regents
October 24, 2025

OSU-Stillwater

New Certificate Requests

College of Education and Human Sciences

Undergraduate Certificate in Family and Consumer Sciences Education
New program request
- Delivery method: Traditional
- Total credit hours: 18
- Rationale: The proposed undergraduate certificate provides an alternative pathway for students who do not hold a degree in Human Development and Family Science: Family and Consumer Sciences Education to obtain the necessary coursework for teaching certification and county Extension work.

Undergraduate Certificate in Infant, Child and Family Programming
New program request
- Delivery method: Traditional
- Total credit hours: 18
- Rationale: The proposed undergraduate certificate will provide foundational and skills-based learning through the design, translation, and implementation of best practices in family-centered infant and child programming. The certificate addresses the growing demand for professionals who have the training and skills necessary to create and deliver developmentally appropriate and family-centered programming for infants and young children.

Undergraduate Certificate in Trauma Informed Care
New program request
- Delivery method: Traditional
- Total credit hours: 18
- Rationale: The proposed undergraduate certificate will meet a growing need across education, health, and social service sectors for professionals trained to understand and respond to the impact of individual, family, and community trauma.

Curricular Modifications (e.g., changes in delivery method, removal of barriers to admission, option or program suspensions or deletions, and changes in coursework to accommodate workforce and accreditation needs, modernization of programs, and efficiency of course offerings)

College of Arts and Sciences

Bachelor of Science in Applied Computer Programming (334)
Course requirement change
- Remove SPCH 2713
- Remove communication requirement (select one course from ENGL 3323, BCOM 3113, BCOM 3223, or SPCH 3723)
- Add PHIL 3783 as an alternative to CS 4883

- Increase CS electives from 6 to 9 credit hours
- Total credit hours will not change
- Rationale: Removing specified (S)-designated general education courses will allow students more flexibility in general education selections. ABET accreditation allows for PHIL 3783, which provides additional flexibility for students and teaches them about the ethics of artificial intelligence.

Bachelor of Science in Computer Science (052)
Course requirement change

- Remove SPCH 2713
- Add PHIL 3783 as an alternative to CS 4883
- Total credit hours will not change
- Rationale: Removing specified (S)-designated general education courses will allow students more flexibility in general education selections. Allowing students to select from CS 4883 or PHIL 3783 provides additional flexibility; PHIL 3783 teaches students about the ethics of artificial intelligence.

Bachelor of Arts in Strategic Communication (476)
Degree requirement change

- Option in Sport Communication
    - Removing “A minimum of 72 hours must be taken outside of MC-MMJ-SC-SPM”
    - Updating language related to transfer credit hours to “No more than 6 hours in MC-MMJ-SC-SPM transferred from other institutions can be used toward major requirements. Additional hours in MC-MMJ-SC-SPM transferred from other institutions may be applied to other degree requirements as appropriate.”
    - Total credit hours will not change
    - Rationale: The 72-hour rule is outdated. The accrediting agency (ACEJMC) recently relaxed restrictions on how many hours in the major can apply towards the degree.

College of Education and Human Sciences

Bachelor of Science in Aerospace Administration and Operations (247)
Course requirement change

- Option in Professional Pilot
    - Remove AVED 2122 and AVED 3341
    - Add AVED 2121 and AVED 2162 or AVED 3342
    - Total credit hours will not change
    - Rationale: Updating the curriculum to align with FAA training requirements.

Bachelor of Science in Applied Exercise Science (514)
Course requirement change

- Option in Pre-Professional
    - Add BIOL 3203 and BIOL 3201 as an alternative to BIOL 3204
    - Remove HHP 2802, HHP 3663, HHP 4773, PHYS 1114, BIOL 1604, BIOL 3204, BIOC 3653, CHEM 1225 or CHEM 1515, CHEM 3013, and CHEM 3012
    - Increase electives from 10 to 29 credit hours
- Option in Sport and Coaching Science
    - Remove HHP 3663, HHP 4880, and HHP 4773
    - Add HHP 3664, HHP 4960, and HHP 4774

    - Decrease electives from 27 to 25 credit hours
- Total credit hours will not change
- Rationale: The proposed changes to the Pre-Professional option will better serve students' learning by creating a more flexible degree that students can adapt to their career interests. The proposed changes to the Sport and Coaching Science option are the result of credit number changes.

Bachelor of Science in Fashion Merchandising (340)
Course requirement change
- Remove DM 3553
- Add DM 4010
- Total credit hours will not change
- Rationale: The content from DM 3553 was combined with DM 3563 for efficiency. DM 4010 provides students with coursework related to event planning.

Spears School of Business

Undergraduate Certificate in Business Financial Essentials (296)
Program suspension
- Suspend program beginning fall 2026
- Program will be reinstated or deleted within three years
- Rationale: Students can earn a similar credential through the Undergraduate Certificate in Business Essentials, which has greater enrollment, and it is more efficient to have a single credential.

Undergraduate Certificate in Casino, Gaming, and Resort Management (345)
Program suspension
- Suspend program immediately
- Program will be reinstated or deleted within three years
- Rationale: Suspending this certificate for efficiency reasons. The content can be delivered through streamlined course offerings and separate non-credit programs offered to external partners.

OKLAHOMA STATE UNIVERSITY
INSTITUTE OF TECHNOLOGY

Program Requests

New Programs

Independent analyses from EAB and Forvis, as well as conversations with significant industry partners, have identified potential high impact program needs that align with OSUIT's mission. For the upcoming year, we are evaluating the viability of new degree programs in the following areas:

1. AAS in Logistics and Supply Chain Technology (Lightcast Growth Area/Oklahoma Critical Occupation)
2. AAS: Agriculture Technology-John Deere (industry partnership opportunity)

Program Discontinuations

Some programs at OSUIT have consistently created negative financial margins for several years or have appeared on annual low-productivity reports. The following programs are under review for discontinuation.

1. AAS: Toyota T-TEN (low productivity)
2. AAS: MOPAR Career Automotive Program (low productivity)

New Certificate Requests

As a part of our effort to enhance student expertise in emerging technologies and allow stackable credentials, we are evaluating the viability of new for-credit certificates including but not limited to the following areas:

1. AI for the Modern Workforce – Foundations to Application (industry requests)
2. MOPAR CAP Certificate - (industry requests, accelerated path to employment)
3. John Deere Technician – (embedded certificate)
4. Food Service Supervision – (embedded certificate; Lightcast Growth Area/Critical Occupation)
5. Accounting and Bookkeeping – (embedded certificate; Lightcast Growth Area/Critical Occupation)
6. Community and Public Health – (Lightcast Growth Area)

Program Modifications

Programs on the Regent's Low Productivity list require discontinuation or restructuring or represent growth potential based on analysis of Lightcast data. We will be requesting restructuring of at least the following programs:

1. AAS: 3D Modeling and Animation (low productivity)
2. BT: Applied Industry Leadership (updating curriculum to better align with industry requests and remove unnecessary barriers to entry)
3. AS: Business—Food Service Management track (Lightcast Growth Area/Oklahoma Critical Occupation)

Additional areas of focus:

- All AAS programs in excess of 70 credit hours are being reviewed to ensure current alignment with industry expectations and improve program completion rates.
- All program CIP codes are being reviewed to ensure current alignment with appropriate mappings to related SOC-Codes
- Many programs are under review for possible addition of options based on growth opportunities and advisory board recommendations.

OKLAHOMA STATE UNIVERSITY

Program Requests

New Programs

Evaluation of workforce needs, interaction with potential industry partners, and analysis of Lightcast data and Oklahoma Top Critical Occupations signal areas aligned to the mission of OSU-OKC. For the upcoming year, we are evaluating the viability of new degree programs in the following areas:

1. AAS: Artificial Intelligence and Machine Learning (based on industry interest in Oklahoma City Area)
2. AAS: Unmanned Aerial Vehicle Technologies (based on industry interest in Oklahoma City Area)
3. AAS: Air Conditioning and Refrigeration (leveraging industry partners in Oklahoma City Area, Lightcast projected growth area/Oklahoma Critical Occupation)
4. AS: Paralegal Studies (Lightcast projected growth area/Oklahoma Critical Occupation)

Program discontinuation

Some programs at OSU-OKC have consistently created negative financial margins for several years or have appeared on annual low-productivity reports. The following programs are under review for discontinuation.

1. AAS: Technical Spanish (low productivity)
2. AS: Police Science (low productivity; we are retaining the current and viable AAS: Police Science)

New Certificate Requests

As a part of our effort to enhance student expertise in emerging technologies and allow stackable credentials, we are evaluating the viability of new for-credit certificates including but not limited to the following areas:

1. Unmanned Aerial Vehicle Technologies (industry requests from first responders, construction)
2. Artificial Intelligence and Machine Learning (industry requests)
3. Semiconductor Manufacturing Technician (industry requests)
4. Abdominal Sonography (Lightcast projected growth area)
5. Accounting and Bookkeeping (Lightcast growth area/ Oklahoma Critical Occupation; embedded Cert in AAS in Accounting)
6. Meeting and Event Management (Lightcast growth areas/Oklahoma Critical Occupation; embedded Cert in AAS in Business)

Program Modifications

Evaluation of current curricular requirement suggests areas where curricular updates can better meet student and workforce needs. We will be requesting restructuring of at least the following programs:

1. General Education Curriculum (add optional general education class in artificial intelligence for all programs)
2. Bachelor of Technology: (updating admission requirements to remove AAS requirement)
3. AAS: Nursing Science (adding course in Intro to Nursing and updating degree options/requirements)

4. AAS: Power Transmission and Distribution Technology (revising curriculum to align with industry needs in underground utilities, fiber optics)
5. AAS: Applied Technology (creation of courses to facilitate PLA block credits to degree program for relevant industry certifications)
6. AAS: Computer Information Systems (name change to improve clarity of degree)
7. AAS: Crime Victim/Survivor Services (name change to align with industry nomenclature)
8. AS: Pre-professional Studies (curriculum modification to expand tracks and concentrations)

Additional areas of focus:

- All AAS programs are being reviewed for possible inclusion of internship and capstone experiences.
- All program CIP codes are being reviewed to ensure current alignment with appropriate mappings to related SOC-Codes
- Many programs are under review for possible addition of options based on growth opportunities and advisory board recommendations.

Approval of a Peace Officer Action (OSU-STW)

Board approval is requested for the Peace Officer action listed below.

Decommission
Haley McCool

This request is submitted under the provisions of Title 74, Section 360.15 O.S. and the Board's regular commissioning procedures.

Approval to Execute a Certificate of Completion and Acceptance for the James Mountain Inhofe VA Medical Center (OSU-CHS)

Board approval is requested to execute the Certificate of Completion and Acceptance between the Board of Regents, VHiT, LLC., and the US Department of Veterans Affairs, finalizing the handover of the James Mountain Inhofe VA Medical Center.

The updated memorandum detailing the aspects of the VA hospital project is included in this item. This final action completes all requirements for the Board of Regents under the Design and Development Agreement with the VA. VHiT, LLC., will continue to work directly with the VA through a joint occupancy agreement to complete all contractually obligated work under the DDA.

No funding is required.

Eric Polak, OSU-CHS, is coordinating this item.

EXECUTION VERSION

CERTIFICATE OF COMPLETION AND ACCEPTANCE
UNDER THE
DESIGN AND DEVELOPMENT AGREEMENT
BETWEEN
U.S. DEPARTMENT OF VETERANS AFFAIRS
VHIT, LLC AND THE REGENTS FOR THE OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGES

This Certificate of Completion and Acceptance ("CCA") under that certain Design and Development Agreement between U.S. Department of Veterans Affairs ("VA"), VHiT, LLC ("VHiT") and the Regents for the Oklahoma Agricultural and Mechanical Colleges ("the Board") dated as of August 27, 2021 (the "Agreement") as amended, is entered into effective as of November 7, 2025 (the "Effective Date"). Capitalized terms not otherwise defined in this CCA shall have the definitions ascribed to them in the Agreement.

WHEREAS, pursuant to the Agreement, the VA agrees to accept the construction and donation of the Project (as defined in the Agreement), in accordance with the "CHIP IN Act," Public Law 114-294 consistent with VA's mission to serve the Nation's Veterans; and

WHEREAS, effective June 16, 2025, VA accepted donation of the real property associated with the Project as set forth in Appendix A; and

WHEREAS, VHiT and the Board have completed construction of the Project in accordance with the Agreement and the Agreed upon Procedures as applicable, except as otherwise provided in Appendix B ("Agreed Upon Exceptions to the Design and Development Agreement"); and

WHEREAS, the Agreement provides that upon completion of the Project VA will accept VHiT's and the Board's donation of the Project through written correspondence and VHiT and the Board shall provide VA with documentation appropriate to transfer ownership of the Project; and,

WHEREAS, the Parties agree that this CCA satisfies the requirements under the Agreement to effectively transfer the Project from VHiT and the Board to VA and serves as the required documentation of VA's acceptance of the Project,

NOW THEREFORE, the Parties agree as follows:

1. Donation and Acceptance of Project. As of the Effective Date VHiT and the Board hereby donate, and VA hereby accepts donation of, all right, title and interest in and to the Project including but not limited to the real property previously donated under Appendix A, and the improvements constituting the Project as well as all as constructed drawings of record, systems manuals, general construction warranties and any warranties that accompany such materials or systems that are included in the Project.

2. Unqualified Acceptance. VA's acceptance of the Project under this CCA is without exception except for those items specifically listed in Appendix B ("Agreed Upon Exceptions to the Design and Development Agreement"), and represents VA's determination that VHiT and the Board have fully performed all other obligations under the Agreement. VHiT and Board shall have no further obligations under the Agreement of any kind, except for completion of the Appendix B items and as otherwise expressly stated herein. Except as otherwise set forth herein, completion of the items set forth in Appendix B shall be governed by the Agreement.

3. Exceptions. As a result of delays in VA's provision of equipment and/or equipment specifications that impeded the Project's critical path and VHiT's ability to complete certain of the requirements under the Agreement , but in order to facilitate the timely donation of the Project to VA, the items set forth in the Acceptable Exceptions to the Design and Development Agreement attached as Appendix B shall be completed by VHiT following donation, as more specifically described therein. The Anticipated Completion Date for each item set forth in Appendix B is contingent upon VA IT contractors meeting installation milestones that support the Anticipated Completion Dates. If, in the reasonable judgment of VHiT, completion of one or more of Appendix B items is unreasonably delayed beyond the Anticipated Completion Date due to the actions or inaction by VA IT or other VA contractors then, upon VHiT providing written notice with supporting documentation to VA identifying the specific delay and affected item(s), VA shall have 10 calendar days to dispute VA's sole responsibility for completion of such item(s). VHiT and VA shall engage in good faith discussions to resolve any disputed item(s), with any unresolved issues being subject to resolution as provided in Article 2.E. of the Agreement.

4. Joint Occupancy. In order to allow for completion of the items set forth in Appendix B, the parties have executed the Joint Occupancy Agreement attached as Appendix C.

5. Completion of Exceptions. The items set forth in Appendix A shall be deemed completed by VHiT and accepted by VA, upon VA's receipt of a Final Certificate of Occupancy issued by the Authority Having Jurisdiction via Oklahoma State University. Such action shall also represent determination that VHiT and the Board have fully performed all remaining obligations under the Agreement and that they have no further obligations under the Agreement of any kind.

IN WITNESS WHEREOF, the Parties have caused their duly authorized representative to execute and deliver this Certificate of Completion and Acceptance.

United States Department of Veterans Affairs

By (Print Name): Jessica Kaplan

Sign Name: _____

Title: Acting Executive Director, Office of Construction and Facilities Management

Date: _____

VHiT, LLC

By (Print Name): Steve Cochran

Sign Name: _____

Title: Manager

Date: 9-11-25

BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES

By (Print Name): Rick Walker

Sign Name: _____

Title: Chair

Date: _____

4905-6762-3015, v. 1

Appendix A

CERTIFICATE OF ACCEPTANCE UNDER THE DESIGN AND DEVELOPMENT AGREEMENT BETWEEN U.S. DEPARTMENT OF VETERANS AFFAIRS, VHiT, LLC, AND THE BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICL COLLEGES

This Certificate Acceptance ("Certificate") under that certain Design and Development Agreement between U.S. Department of Veterans Affairs ("VA"), VHiT, LLC ("VHiT") and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges ("Board") dated as of August 27, 2021 (the "Agreement") as amended, is entered into effective as of (the "Effective Date"). Capitalized terms not otherwise defined in this Certificate shall have the definitions ascribed to them in the Agreement.

WHEREAS, pursuant to the Agreement, the VA agrees to accept the construction and donation of the Inpatient Facility ("the Project"), on the Oklahoma State University Academic Medical Campus in downtown Tulsa, Oklahoma, in accordance with the "CHIP IN Act," Public Law 114-294 consistent with VA's mission to serve the Nation's Veterans; and

WHEREAS, VHiT is working towards completion of the Project in accordance with the Agreement and the Agreed upon Procedures as applicable; and

WHEREAS, in order to facilitate more efficient completion of the Project, the Board wishes to donate the real property associated with the Project to the VA; and

WHEREAS, the Agreement provides that VA will accept the Board's donation of the Project through written correspondence and the Board shall provide VA with documentation appropriate to transfer ownership of the Project; and

WHEREAS, the Parties acknowledge that while this Certificate satisfies the requirements under the Agreement to effectuate the transfer of the real property portion of the Project from the Board to VA and constitutes VA's formal acceptance of said property, certain elements of construction remain incomplete at the time of transfer;

WHEREAS, the Parties further agree and acknowledge that final construction, occupancy, and project completion will occur in phases following the real property transfer, and that such remaining work will be completed in accordance with the terms, warranties, and assurances outlined in the Design and Development Agreement;

WHEREAS, the Parties have agreed to attach exhibits A and B to this Certificate a list of outstanding construction items and a tentative schedule for their completion to ensure mutual understanding and transparency regarding the remaining scope of work;

WHEREAS, the Parties shall continue to fulfill and satisfy all other obligations and requirements under the Agreement until final completion of the Project as contemplated therein.

NOW THEREFORE, the Parties agree as follows:

1. Donation and Acceptance of Real Property. As of the Effective Date the Board hereby donates, and VA hereby accepts donation of real property that are included in the Project. A General Warranty deed in substantially the form as attached **Exhibit C** will be executed and delivered by the Board to and for the benefit of VA.

2. Title and Closing. The Board agrees to convey good, marketable, and insurable fee simple title to the United States of America, free from all liens, claims, or encumbrances, except for rights of record acceptable to the U.S. Government. Title shall be conveyed by General Warranty deed, and the legal description shall conform to the government-commissioned survey. The VA specifically makes the acceptance of real property and validity of this Certificate contingent on the Board clearing noted exceptions to the title commitment offered by Chicago Title Insurance Company, specifically exceptions 19, 20, 21, 28, 29, 30, 32, 34, 46, and 50. The Board anticipates these items to be cleared on or about June 2, 2025.

Closing shall include the recordation of the General Warranty Deed, covering both the land and building improvements, in the Tulsa County Public Registry.

3. Evidence of Title and Costs. VHiT shall provide a title chain and a title commitment for the benefit of the United States of America no less than forty-five (45) days prior to the effective date of this transfer. VHiT shall be responsible for all costs associated with title insurance, preparation and recordation of the deed, and any other applicable transfer taxes or fees due at or before closing.

The United States reserves the right to communicate directly with the title company to ensure compliance with VA requirements and to address and resolve any curative title matters as needed.

4. Parking Garage Lease. On or about January 24, 2022, Oklahoma State University Center for Health Sciences ("OSU-CHS") and the VA entered into a Parking Lease Agreement, attached hereto as **Exhibit D**, whereby OSU-CHS leased to the VA 300 parking spaces in a parking garage to use cost-free for a period of twenty (20) years. Such Parking Lease Agreement shall commence as of the Effective Date as provided therein.

5. Conditional Acceptance of Real Property. VA's acceptance of the Project under this Certificate is limited to the real property component of the transfer and does not constitute a determination that all construction and related obligations under the Agreement have been fully performed. VA acknowledges that additional work remains to complete the Project in accordance with the Agreement. This acceptance affirms the parties' mutual commitment to fulfill all remaining obligations, including those related to construction completion, occupancy, and activation, as outlined in the Design and Development Agreement.

IN WITNESS WHEREOF, the Parties have caused their duly authorized representative to execute and deliver this Certificate Acceptance.

UNITED STATES DEPARTMENT OF VETERANS AFFAIRS
By (print name): Jessica Kaplan
Sign Name: JESSICA GARRETT Digitally signed by JESSICA GARRETT Date: 2025.06.16 12:10:28 -04'00'
Title: Acting Executive Director, Office of Construction and Facilities Management
Date:

VHiT, LLC
By (print name):_____
Sign Name:_____
Title:_____
Date:_____

BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES
By (print name): Jimmy Harrel
Sign Name:_____
Title: Chair
Date:_____

IN WITNESS WHEREOF, the Parties have caused their duly authorized representative to execute and deliver this Certificate Acceptance.

UNITED STATES DEPARTMENT OF VETERANS AFFAIRS
By (print name): Jessica Kaplan
Sign Name: _____
Title: Acting Executive Director, Office of Construction and Facilities Management
Date:

VHiT, LLC
By (print name): Courtney Knoblock
Sign Name: Courtney Knoblock
Title: VP of Programs
Date: 06/16/2025

BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES
By (print name): Jimmy Harrel
Sign Name: _____
Title: Chair
Date: 6-13-25

EXHIBIT A

Items Outstanding at Phase I Land Transfer

1. **Site Work Components**
    - Concrete Pavement (west and south elevations)
    - Bulk Oxygen Farm
    - Security Fence
    - Security Bollards
    - Landscaping and Irrigation
    - Asphalt Toping (north and east elevations)
    - Parking Lot Access Control
    - Fuel tank and final concrete payment
    - Segmented retaining wall(s)
    - Sidewalks
    - Concrete paving at Emergency Department drop-off and Ambulance drop-off
    - Misc. curb and gutter
    - Dropoff Canopy
    - Victory Garden (sidewalks, site furniture and landscaping)

2. **Buildings A, B and C**
    - Exterior elevation punch list
    - Building Systems installation and punch lists
    - Building and System Controls, IT Network functionality
    - Interior trades and punch list
    - Misc. punch list items

EXHIBIT B

Phased Completion and Activation Schedule

This exhibit provides an estimate timeline for the completion of outstanding construction items identified in Exhibit A. The schedule is intended to guide coordination between VA, VHiT, and the Board to ensure timely progress toward full project completion, occupancy and activation.

The Parties acknowledge that the schedule is tentative and subject to change due to filed conditions, contractor availability, regulatory approvals, or other unforeseen factors. In the event of any anticipated delays or adjustments to the timeline, all Parties agree to provide timely notice and to work collaboratively to mitigate impacts, align expectations, and maintain progress towards a coordinated and successful project completion.

VHiT
Veterans Hospital in Tulsa LLC

VHiT Overview Schedule 5-30-2025
James M. Inhofe VA Medical Center
Design Development Agreement 8-21-2021

6-3/6-2025	VHiT Executes **Land Transfer Package**, to VA for Acceptance Signature (Allows Eastern OK VA to contract, advance utility work)
6-13-2025	OSU Board of Regents Votes on **Land Transfer and Title Ins.** Payment for VA OSU Executes Land Transfer Package and Transfers Deed Draft Joint Occupancy Agreement

IT Cabinet Cabling Delivery Install Hard Deadline: 7-10-2025 - VHiT to meet with VISN

7-16-2025	Memo **Schedule Delay:** 11-7-2025 (9 weeks from 9-4-2025) EOVA IT delivery not met by 5-19-2025 IT Racks, Cabling Precludes network functionality of systems VHiT Seeking Alternate/ATT/Cellular for Key Inspections
11-7-2025	**Facility Transfer/Turnover Package** Sent to VA (Potentially Building A) Substantial Completion *Waiver for Final Commissioning* of Some Items (HVAC controls system, etc.) Joint Occupancy Agreement Executed (sooner if needed on IT)
11-11-2025	**Ceremonial Celebration of Turnover** Inhofe VA Medical Center Likely Remaining VHiT Work: Low-voltage cable installation Area C Remaining elevators Area C (2) Sterile Processing Final Completion 1-2026 OR Completion: Stryker Via DDA Addm 2 + Gas System MRI Completion: GE Coordination with MEP North Drive, asphalt, curb, landscaping (post Vicinity feed) HVAC Commissioning
3-29-2026	Final Punch List through 3-2026 Final Commissioning

NO DOCUMENTARY STAMPS REQUIRED PURSUANT TO 68 O.S.§3202 (12)

GENERAL WARRANTY DEED

THIS INDENTURE, made this 13th day of June, 2025, between **BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES,** a public body corporate, "Grantor" and **UNITED STATES OF AMERICA,** "Grantee" at 810 Vermont Avenue, NW, Washington, DC 20420.

WITNESSETH, that in consideration of the sum of One Dollar ($1.00) and other good and valuable consideration receipt whereof is hereby acknowledged, the Grantor does by these presents grant, bargain, sell and convey unto the Grantee, its successors and assigns, all of the following described real estate, situated in the County of Tulsa, State of Oklahoma, to-wit:

See Exhibit "A" attached hereto.

TO HAVE AND TO HOLD THE SAME, together with all and singular the tenements, hereditaments and appurtenances thereto belonging or in any wise appertaining forever. And the Grantor, for its successors and assigns does hereby covenant, promise and agree to and with said Grantee, at the delivery of these presents that it be lawfully seized in its own right of an absolute and indefeasible estate of inheritance in fee simple, of and in all and singular the above granted and described premises, with the appurtenances; that the same are free, clear, and discharged and unencumbered of and from all former and other grants, titles, charges, estates, judgments, taxes, assessments and encumbrances, of whatsoever nature and kind, EXCEPT: easements and building restrictions of record, taxes and special assessments not yet due and minerals previously reserved or conveyed; and that Grantor will WARRANT AND FOREVER DEFEND the same unto the Grantee, its successors and assigns, against said Grantor, its successors or assigns and all and every person or persons whomsoever lawfully claiming or to claim the same.

IN WITNESS WHEREOF, The Grantor has hereunto set its hand the day and year above written.

BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES

[SEAL]
ATTEST:

By: _____
Mr. Jimmy Harrel, Chair

By: _____
Mr. Jason Ramsey, Chief Executive Officer

STATE OF OKLAHOMA)
) ss.
COUNTY OF PAYNE)

This instrument was acknowledged before me on June 13, 2025, by Mr. Jimmy Harrel, Chair of **BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES**, a public body corporate.

CYNTHIA MICHELE PEARSON NOTARY PUBLIC STATE OF OKLAHOMA # 08012494 EXP. 12/30/28

_____
Notary Public

My Commission Expires:
12-30-28

Commission No.:
08012494

EXHIBIT "A"

A TRACT OF LAND IN THE SOUTHEAST QUARTER (SE1/4) OF SECTION TWO (2), TOWNSHIP NINETEEN (19) NORTH, RANGE TWELVE (12) EAST OF THE INDIAN BASE AND MERIDIAN, TULSA COUNTY, STATE OF OKLAHOMA, ACCORDING TO THE U. S. GOVERNMENT SURVEY THEREOF, CONSISTING OF PARTS OF VACATED BLOCKS ONE HUNDRED TWENTY-EIGHT (128) AND VACATED ONE HUNDRED FIFTY-SIX (156) OF THE ORIGINAL TOWNSITE, NOW CITY OF TULSA, TULSA COUNTY, STATE OF OKLAHOMA ACCORDING TO THE RECORDED PLAT NO. 510; AND PART OF VACATED BLOCK FORTY-FOUR (44) OF OWEN ADDITION TO TULSA, TULSA COUNTY, STATE OF OKLAHOMA, ACCORDING TO THE RECORDED AMENDED PLAT NO. 95, SAID BLOCKS BEING PARTIALLY VACATED IN DOCUMENT NUMBER 2024101325, AND BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS, TO-WIT:

PROCEEDING FROM THE INTERSECTION OF THE CENTERLINES OF 3RD STREET AND HOUSTON AVENUE, THENCE S24°29'50"E A DISTANCE OF 110.00 FEET; THENCE S65°30'10"W A DISTANCE OF 60.00 FEET; THENCE S24°29'50"E AND PARALLEL TO THE CENTERLINE OF SOUTH HOUSTON AVENUE FOR A DISTANCE OF 287.25 FEET TO THE POINT OF BEGINNING; THENCE S24°29'50"E FOR A DISTANCE OF 488.90 FEET TO THE BEGINNING OF A CURVE, SAID CURVE TURNING TO THE RIGHT THROUGH AN ANGLE OF 113°48 03", HAVING A RADIUS OF 50.00 FEET, A CURVE LENGTH OF 99.31 FEET, AND WHOSE LONG CHORD BEARS S32°24'11"W FOR A DISTANCE OF 83.77 FEET; THENCE S89°18'10"W FOR A DISTANCE OF 120.02 FEET; THENCE S86°31'31"W FOR A DISTANCE OF 186.16 FEET; THENCE S89°18'10"W FOR A DISTANCE OF 345.34 FEET TO THE SOUTHWEST CORNER OF BLOCK 44, OWEN ADDITION; THENCE N01°14'50"W AND ALONG THE WESTERLY LINE OF VACATED BLOCK 44, OWEN ADDITION FOR A DISTANCE OF 157.25 FEET; THENCE N88°45'10"E FOR A DISTANCE OF 82.92 FEET; THENCE N01°14'50"W FOR A DISTANCE OF 143.02 FEET; THENCE N24°30'11"W FOR A DISTANCE OF 47.88 FEET; THENCE N65°29'49"E FOR A DISTANCE OF 388.26 FEET; THENCE N83°09'18"E FOR A DISTANCE OF 36.26 FEET; THENCE N65°29'49"E A DISTANCE OF 52.22 FEET TO THE POINT OF BEGINNING. SAID TRACT CONTAINS 5.8927 ACRES OR 256,686.29 SQUARE FEET, MORE OR LESS.

PARKING LEASE AGREEMENT

This Lease Agreement (hereinafter "Lease") is made this 24th day of January, 2022, by and between OKLAHOMA STATE UNIVERSITY CENTER FOR HEALTH SCIENCES (hereinafter "OSU-CHS" or "Lessor"), whose principal address is located at 1111 W. 17th St. Tulsa, OK 74107, and the U.S. DEPARTMENT OF VETERANS AFFAIRS (hereinafter "VA" or "Lessee"). This Parking Lease Agreement will serve to express Lessor's desire to donate and Lessee's desire to accept, under the authority provided by 38 U.S.C. § 8103 and 38 U.S.C. § 8109, and in consideration of community goodwill and without monetary consideration, 300 contiguous garage parking spaces dedicated for VA's use to support the new inpatient medical surgical hospital facility being constructed in Tulsa, Oklahoma. The Lessor and Lessee are collectively referred to as "Parties" and individually as a "Party."

WITNESSETH:

1. **Leased Premises.** OSU-CHS hereby leases to VA a portion of certain real property located on OSU-CHS' campus, more specifically identified as the OSU Academic Healthcare Center parking garage, an approximately 450-car parking garage. OSU-CHS leases to VA 300 contiguous parking spaces equally spread across two levels of the parking garage and marked with signage in a form mutually agreeable identifying the spaces for VA use ("Leased Premises").

2. **Lease Term.** This lease is for a term of twenty (20) years, commencing on the date of transfer of the new inpatient medical-surgical hospital facility from the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges to the VA, and ending twenty years thereafter (the "Lease Term"), subject to termination and renewal rights as may be hereinafter set forth. Each ten (10) years of the Lease Term, the parties agree to meet and discuss any reductions or additions needed in VA's parking needs. Any changes to this Lease occurring either as a result of this meeting or otherwise must be in writing and executed by both parties.

3. **Rent and Anticipated Occupancy.** OSU-CHS and its successors and assigns shall not charge VA rent or usage fees for the Leased Premises throughout the term of this Lease, or any supplemental lease agreements or amendments for the Lease Premises.

4. **Use.** VA shall occupy the Leased Premises for the purpose of parking to access the VA Hospital. Three hundred (300) of the leases parking spaces shall be for the exclusive use of VA, twenty-four (24) hours a day, seven (7) days a week. Lessor acknowledges that there exists no such encumbrance(s) that would adversely affect the Lessee's ability to use the Leased Premises for the purposes described herein, in a manner that comports with quiet use and enjoyment under applicable law.

5. **VA's Termination Right.** Lessee may terminate this Lease at any time for any reason after the first ten (10) years of the Lease Term by giving at least (120) days' notice in writing to the Lessor, and no rent or fees shall accrue. The VA shall surrender the possession of the Lease Premises to Lessor in the condition specified in Section 16 herein.

6. **Lease Renewal.** This Lease may be renewed at the option of VA at no additional charge for future rent or usage fees. A succeeding lease may be negotiated at the end of twenty (20) years. All terms and conditions contained herein shall prevail throughout the term of the succeeding lease unless modified by mutual agreement of the Parties in writing.

7. **Permits and Regulations**. Lessor shall be responsible for securing any required approvals, permits, and authorizations for any construction, maintenance, or operations activities from any federal, state, or local agencies and shall comply with all applicable laws and regulations with respect to the physical condition of the Leased Premises.

8. **Taxes and Special Improvement Assessments.** OSU-CHS shall pay, as and when due, all general ad valorem taxes and special assessments on the Leased Premises.

9. **Utilities.** OSU-CHS shall pay all utilities for the Leased Premises, including but not limited to electrical and all like services, including required deposits therefore. OSU-CHS shall additionally provide pest control services, campus security and safety operations, custodial services, and maintenance and grounds keeping for the Leased Premises as provided herein.

10. **Advertising and Signage.** Neither party shall use the other's name or logo in any description or promotional literature or communication of any kind without the other's prior written approval. Exterior signage placed on the Leased Premises by VA shall be limited to VA's name mounted on the façade following OSU-CHS standards and as approved by OSU-CHS. No religious or sectarian symbols of any kind shall be placed on the exterior of the Leased Premises.

11. **Use by OSU-CHS.** OSU-CHS shall utilize portions of the OSU Academic Healthcare Center parking garage not leased to VA. In addition, OSU-CHS may lease other portions of the OSU Academic Healthcare Center to other parties at its sole discretion, including for special event parking to be used by the general public. OSU-CHS' utilization of the parking garage shall not interfere with VA's daily business operations and quiet use of the Leased Premises.

12. **Alterations.** No alterations, additions, or improvements shall be made to the Leased Premises without the prior written consent of OSU-CHS, which consent shall not be unreasonably withheld. Unless otherwise agreed upon in writing, all alterations, improvements, and additions made by VA shall, remain as part of the Leased Premises at the expiration of the term of the Lease or any extension thereof, and become property of OSU-CHS. Requests for alterations, additions, or improvements shall be made to:

Eric Polak
Vice President of Administration and Finance
Oklahoma State University Center for Health Sciences
1111 W. 17th St.
Tulsa, OK 74107

13. **General Lessor Responsibility.** During the Lease Term, OSU-CHS shall operate, manage, maintain, keep in good repair, order and condition of the Leased Premises, and otherwise have responsibility for all aspects of the Leased Premises and its day-to-day management and keep

the Leased Premises in a tenantable, safe, and sanitary condition. OSU-CHS, either itself or through consultants, contractors and/or subcontractors retained and/or supervised by OSU-CHS, shall perform or cause to be performed the garage management, including to make all repairs, replacements, substitutions, improvements and additions thereto, reasonable wear and tear and damage by fire or other casualty excepted. OSU-CHS shall at all times maintain all roads, streets, curbing, sidewalks, parking areas, access drives, and appurtenant drainage thereto within the garage in good condition and keep them free of debris and obstructions of any kind.

14. **Repairs and Maintenance.** OSU-CHS shall, at its own expense, through the term of this Lease and any extension thereof, keep and maintain in good repair all portions of the Leased Premises, including parking equipment and controls, elevators, and lighting, snow, trash, and debris removal, the roof, building interior and exterior, and other fixtures and equipment; provided, however, that VA shall be responsible for any such repairs and maintenance resulting from the actions of VA visitors or employees. VA shall give OSU-CHS prompt notice of any need for repairs or maintenance of the Leased Premises that may come to VA's attention through OSU-CHS help-desk procedures, and such defects or maintenance shall be remedied by OSU-CHS with due diligence. OSU-CHS staff shall have unrestricted access to the Leased Premises for the purposes of conducting preventative maintenance and making necessary repairs as long as it does not interfere with VA's quiet use and enjoyment of the Leased Premises

15. **Security.** OSU-CHS shall provide security personnel to monitor and patrol the OSU-CHS campus. VA agrees to report any and all unusual or suspicious activity to OSU-CHS Security at (918) 625-8592. If the garage can be separated for VA's dedicated use, VA's police will monitor, patrol, and secure VA spaces in the Lease Premises. The parking spaces within the Leased premises shall comply with the VA Physical Security and Resiliency Design Manual. OSU-CHS also shall install and operate a surveillance camera system to monitor the Leased Premises, outside areas of the garage and common areas of the garage. If Lessor seeks to retain any third-party security services for the Premises during the lease term, the Lessor shall ensure that such third party obtain and maintain adequate types and amounts of insurance, customary per industry standard. Lessor shall also ensure that Lessor is named as an additional insured on each of said policies and shall provide additional insured endorsements or certificates evidencing the same to Lessee for each year that this Lease is in effect.

16. **Surrender of the Leased Premises.** At the expiration of the Lease Term or other termination of this Lease, VA shall quit and surrender the Leased Premises hereby demised in as good a state and condition as at the commencement of this Lease, reasonable use and wear thereof and damages by the elements excepted.

17. **Wavier of Restoration**. The Lessor hereby waives, releases, and discharges, and forever relinquishes any right to make a claim against VA for waste, damages, or restoration arising from or related to (a) VA's normal and customary use of the leased premises during the term of the lease (including any extensions thereof), as well as (b) any initial or subsequent alteration to the Leased Premises, including cabling, or removal thereof, during the term of the lease (including any extensions thereof), where such alterations or removals are performed by the Lessor or by VA with the Lessor's consent, which shall not be unreasonably withheld. VA may, at its sole option, abandon property, related to the alteration of the Leased Premises, in the leased space following

expiration of the Lease, in which case the property will become the property of the Lessor and VA will be relieved of any liability in connection therewith.

18. **Default by Lessee.** VA shall be in default hereunder if VA defaults in the performance or observance of any other covenant or condition agreed upon or imposed upon VA under the terms and provisions of this Lease; provided, however, that VA shall be given written notice and have thirty (30) days to remedy any such default, provided that such cure period shall be extended by OSU-CHS for an additional thirty (30) days if such default cannot be reasonably cured within thirty (30) days and VA is diligently attempting to cure the default. VA may enter upon the Leased Premises or any part thereof for the purposes of curing such default. Upon the occurrence of any event of default by VA, and VA's failure to cure or to commence cure, within an applicable cure period, OSU-CHS may seek to terminate this Lease and recover damages in accordance with the Contract Disputes Act of 1978 (41 U.S.C. § 7101-7109).

19. **Default by Lessor**. OSU-CHS shall be in default hereunder if OSU-CHS defaults in the performance or observance of any other covenant or condition agreed upon or imposed upon OSC-CHS under the terms and provisions of this Lease; provided, however, that OSU-CHS shall be given written notice and have thirty (30) days to remedy any such default, provided that such cure period shall be extended by VA for an additional thirty (30) days if such default cannot be reasonably cured within thirty (30) days and the OSU-CHS is diligently attempting to cure the default. OSU-CHS may enter upon the Leased Premises. Upon the occurrence of any event of default by OSU-CHS, and OSU-CHS' failure to cure or to commence cure, within an applicable cure period, VA may seek to terminate this Lease and recover damages in accordance with the Contract Disputes Act of 1978 (41 U.S.C. § 7101-7109), or make take such actions as VA deems necessary to cure the default. OSU-CHS shall reimburse VA for any costs incurred to cure the default.

20. **Sovereign Immunity.** Neither OSU-CHS, the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, or the State of Oklahoma waives its sovereign immunity as established in the Governmental Torts Claims Act, 51 Okla. Stat. § 151 et seq., and nothing contained in this Lease shall be interpreted as such a waiver.

21. **Liability.** Any provision in this Agreement that purports to assign liability or require expenditure of funds by VA shall be governed by the provisions of the Contract Disputes Act of 1978 (41 U.S.C. §§ 7101-7109), the Anti-Deficiency Act, 31 U.S.C. § 1341 and 1501, and the Federal Tort Claims Act, 28 U.S.C. § 2671, et seq.

22. **Insurance.** Subject to changes in the state insurance plan for the State of Oklahoma, OSU-CHS will maintain all-risk property and casualty insurance against property damage and fire as well as all fire, lightning, storm, tempest, explosion, impact, aircraft, riot, civil commotion, bursting or overflowing of water tanks, apparatus or pipes, boiler and machinery coverage against loss or damage by explosion of steam boilers, pressure vessels and similar apparatus now or hereafter installed, flood, labor disturbances, earthquake, malicious damage or any other casualty or act of God in an amount at all times equal to 100% of the full replacement value of the parking garage. The Parties recognize and agree that the VA is an entity of the United States Federal Government and is thereby a self-insured entity.

23. **Limitation of Liability.** OSU-CHS shall not be liable for any damage to vehicles or other property of persons who utilize the Leased Premises. VA expressly assumes the risks associated with VA's utilization of the Lease Premises only.

24. **Assignment and Subletting.** VA will use the space for the intended use and agrees there will be no other sublease, assignment, pledge, mortgage, or use of the premises, either in whole or in part, without the prior written consent of OSU-CHS, which consent shall not be unreasonably withheld.

25. **Notices.** Any notice or demand upon OSU-CHS or VA shall be in writing and shall be deemed to have been given or made three (3) days from date it is mailed by Registered or Certified Mail or hand-delivered to OSU-CHS or VA, as the case may be, at the following addresses or at such other addresses as OSU-CHS or VA may hereinafter specify in writing for such purposes:

OSU-CHS: President
Oklahoma State University Center for Health Sciences
1111 W. 17th St.
Tulsa, OK 74107

Copy to: Office of Legal Counsel
Oklahoma State University Center for Health Sciences
1111 W. 17th St.
Tulsa, OK 74107

VA: U.S. Department of Veterans Affairs
Office of Construction and Facilities Management
Attn: Director, Policy and Programs, Office of Real Property
425 I Street, N.W.
Washington, DC 20002

Copy to: U.S. Department of Veterans Affairs
Office of the General Counsel
Attn: Chief Counsel, Real Property Law Group
810 Vermont Ave., N.W.
Washington, D.C. 20420

26. **Binding Effect, Amendments, and Board Approval.** This Lease must be signed by both OSU-CHS and VA and approved by the governing Board of both OSU-CHS and VA, respectively, and, when so executed and approved, shall be binding upon OSU-CHS and VA and their respective successors and assigns. Any changes or modifications to this Lease must be approved in writing by the authorized representatives of the parties hereto.

27. **Counterparts.** This Lease may be executed in several counterparts, each of which shall be deemed an original, and all of which shall constitute one and the same instrument.

28. **Waiver.** Failure by either party to enforce at any time any provision of this Lease shall not be construed to be a waiver of such provisions nor of the right of that party to enforce each and every provision.

29. **Severability.** If any provision of this Lease is as a matter of law unenforceable, then such provision shall be deemed to be deleted and this Lease shall otherwise remain in full force and effect.

30. **Captions.** The captions, sections, headings, and arrangements used in this Lease are for convenience only and do not in any way affect, limit, amplify, or modify the terms and provisions thereof.

31. **Entire Agreement.** This Lease constitutes the entire agreement between OSU-CHS and VA regarding the Leased Premises and, as such, supersedes and voids all prior and/or contemporaneous agreements between OSU-CHS and VA regarding parking. This Lease Agreement may not be modified or amended except by a written instrument executed by both OSU-CHS and VA.

32. **Jurisdiction**. This Agreement is governed by Federal law. If Federal law is silent, then the law of the State of Oklahoma applies. The Parties hereto agree to the jurisdiction and venue of the Federal Court.

Dated: 1/24/2022

LESSOR:
Oklahoma State University
Center for Health Sciences

By: _____
President

Dated: 11/22/2021

LESSEE:
U.S. Department of Veteran's
Affairs

By: _____
Mark E. Morgan, MHA, FACHE
Medical Center Director,
Jack C. Montgomery
Eastern Oklahoma VA
Healthcare System

Appendix B

APPENDIX B TO CERTIFICATE OF COMPLETION AND ACCEPTANCE

AGREED UPON EXCEPTIONS TO THE DESIGN AND DEVELOPMENT AGREEMENT

Milestone	Anticipated Completion Date
Construction Completion (CCC Scope)	
IT Cabling Initiated *(VA Delayed Start 8/4/25)*	VA Determined
Vicinity Completion Day 1 *(VA Contracting Delay)*	10/2/2025
Radiology Complete for GE Start	10/23/2025
Temporary HVAC Power, Buildings A, B and C	11/26/2025
All Elevators Complete (per CCC Scope)	12/9/2025
Domestic Water Complete	12/10/2025
Laminar Ceiling Equipment	12/15/2025
Building A Low Voltage Infrastructure	12/17/2025
Substantial Completion for VA Activation – Bld A	12/17/2025
North Drive Work Complete	3/16/2026
Sterile Processing Complete	1/30/2026
Operating Rooms Complete (CCC Scope)	2/5/2026
Med-Gas Completion and Certification	2/5/2026
VHiT IT Infrastructure Complete	3/3/2026
Public Address System Installation All Areas	3/23/2026
Striker Equipment Installation	3/23/2026
Fire/Security/AV Devices Trim-Out	4/8/2026
Building C Low Voltage Infrastructure Complete	4/22/2026
Substantial Completion VA Activation – Bld B & C	4/22/2026
Final Project Completion	6/3/2026
Commissioning	
Commissioning Building A	1/16/2026
Air Handling Units Controlled and Commissioned	3/2/2026
All Commissioning Complete	4/2/2026
Owner Training/Warranties and Systems Manuals	**4/2/2026**
Code Report for Life Safety/Final Certificate of Occupancy	**5/18/2026**
Final As-constructed Record Drawings and Specs	**6/3/2026**

VA assumes responsibility for completion of the following items.

Milestone	Anticipated Date
Seasonal Commissioning Completion (waiver requested as VA delays drove past VHiT contract milestones schedule)	6/5/2026
Distributed Antenna System Installation (waiver requested due to ERRC System shows a complimentary capability; removed in final VA approved bid documents)	TBD *Owner Provided* by VA If necessary

Appendix C

JOINT OCCUPANCY AGREEMENT
JAMES MOUNTAIN INHOFE VETERANS HOSPITAL PROJECT
TULSA, OKLAHOMA

This Joint Occupancy Agreement ("JOA") is entered into as of November 7, 2025, by and between those parties whose signatures appear below (the "Parties") in accordance with the Certificate of Completion and Acceptance Under the Design and Development Agreement dated November 7, 2025 (the "CCA"), U.S. Department of Veterans Affairs ("VA") under which VA accepted transfer of ownership of the Project defined in the Design and Development Agreement dated as of August 27, 2021 (the "Agreement"), as amended. Capitalized terms not otherwise defined in this JOA shall have the definitions ascribed to them in the CCA and/or the Agreement, as applicable.

WHEREAS, pursuant to the CCA, VA accepted donation of the Project with the specific understanding that due to delays in VA's provision of equipment and/or equipment specifications that impeded the Project's critical path, certain items as set forth in Appendix B to the Certificate of Acceptance ("Appendix B") remained subject to completion by VHiT; and

WHEREAS, VA and VHiT shall require joint occupancy of the Project commencing on November 7, 2025 ("Joint Occupancy") so that VHiT may complete those items set forth in Appendix B and VA may begin activation activities; and

WHEREAS, this JOA shall be Appendix C to the Certificate of Acceptance, as provided therein.

NOW THEREFORE, the Parties agree as follows:

1. Notwithstanding execution of the CCA, during Joint Occupancy, VHiT remains the sole developer of the Project as provided by the Agreement. During Joint Occupancy and until completion of those items set forth in Appendix B, VA's Office of Construction and Facilities Management Senior Resident Engineer and Eastern Oklahoma VA Healthcare System Chief Engineer will coordinate all VA activation activities undertaken by VA and its activation contractor(s) with VHiT and VHiT's general contractor, Crossland Construction ("Crossland") through Crossland's Senior Superintendent and Senior Project Manager.

2. Joint Occupancy will occur during the time of Crossland's punch corrections and final project closeout with VHiT.

3. VA shall be solely responsible for the actions and work of its activation contractor(s). VA's activation contractor(s) performing

activation activities will not relieve Crossland and VHiT of completing the items identified in Appendix B or punch listed in the Final/Partial Inspection Punch list, nor will Crossland be relieved of any other of its obligations to VHiT, including the applicable guaranty/warranty requirements.

4. Neither VHiT nor Crossland are responsible for any damage to the Project caused by virtue of VA's activation activities during Joint Occupancy, which responsibility shall rest solely with VA.

5. VA having full record ownership of the Project (real estate and improvements per Exhibit A of the CCA), VA assumes full responsibility for any damages to the Project caused by VA or its activation contractor(s), holding harmless VHiT and Crossland from any and all claims, losses, damages or expenses related to bodily injury, death or property damage to the extent caused by VA's and/or VA's activation contractors' negligence or willful misconduct.

6. VA shall require that VHiT's contractors remaining on-site under the supervision of Crossland comply with VA's safety requirements while present in any and all areas that are jointly occupied by Crossland, VA and/or VA's activation contractor(s).

7. The term of this JOA shall commence on, and remain in force during, the period of Joint Occupancy. This JOA shall terminate and the items set forth in Appendix B have been completed and Final Certificate of Occupancy secured from the Authority Having Jurisdiction via Oklahoma State University.

IN WITNESS WHEREOF, the Parties have caused their duly authorized representative to execute and deliver this Joint Occupancy Agreement.

U.S. Department of Veterans Affairs

By (Print Name): Jessica Kaplan

Sign Name: _____

Title: Acting Executive Director, Office of Construction and Facilities Management

Date: _____

U.S. Department of Veterans Affairs
Eastern Oklahoma VA Healthcare System

By (Print Name): Dr. Kimberly Denning

Sign Name: _____

Title: Executive Director

Date: _____

VHiT, LLC

By (Print Name): Steve Cochran

Sign Name: _____

Title: Manager

Date: 9-11-25

4897-3538-1351, v. 1

CERTIFICATION
AND
CERTIFICATE OF FINAL ACCEPTANCE

This Certification and Certificate of Final Acceptance is hereby executed pursuant to an Agreement for Gift in Place, dated June 14, 2021 (the "Agreement"), as amended, between the Board of Regents for the Oklahoma Agricultural & Mechanical Colleges (the "Board") on behalf of Oklahoma State University Center for Health Sciences (the "University") and VHiT, LLC (the "Donor"). Approval for this Agreement was obtained during the January 29, 2021, Board of Regents meeting (Board item G-5).

WHEREAS, the Project identified herein has been completed pursuant to the Agreement and Amendment to Agreement referenced above; and

WHEREAS, pursuant to the terms thereof, Donor has furnished evidence of the costs of said Project; and

WHEREAS, Donor is transferring the Project to the University subject to Donor's right and obligation to complete any remaining items of work, perform warranty activities, correct deficient work, and/or correct design errors; and

WHEREAS, the University desires to certify its final acceptance of the Project .

WHEREAS, the U.S. Department of Veterans Affairs ("VA"), Donor, and the Board entered into that certain Design and Development Agreement dated as of August 27, 2021, as amended.

WHEREAS, simultaneously with this Agreement, and pursuant to the Design and Development Agreement, VA will accept donation of the Project (as defined in the Agreement), evidenced by a Certificate of Completion and Acceptance, attached hereto as Exhibit A, subject to Donor's obligation to complete remaining items of work, perform warranty activities, correct deficient work, and/or correct design errors.

RESOLVED, Donor transfers the Project to the University, who simultaneously transfers the Project to VA pursuant to the Certificate of Completion and Acceptance and subject to Donor's right and obligation to complete any remaining items of work, perform warranty activities, correct deficient work, and correct design errors; and

FURTHER RESOLVED, Donor hereby certifies the cost thereof and the University hereby accepts the Project on November 7, 2025, as set forth below:

PROJECT: a major renovation and improvements to the building formerly known as the Kerr Edmonson building, including the relocation of various existing utilities, substantial demolition of the interior of the building, and the complete buildout of the building into a state of the art 58-bed medical-surgical hospital to be donated by the Board to VA pursuant to the CHIP-IN Act for use as a medical-surgical hospital by VA, all to be constructed and performed as further set forth in, and in accordance with, the Design and Development Agreement entered into by the Parties and VA.

COST:	**CONTRACTED COST:**	**$176,400,000**
	EXPENDITURES TO DATE:	**$152,534,459**
	PROJECTED FINAL COST:	**$181,400,000**

Oklahoma State University Center for Health Sciences:

By: _____ Date: _____
Johnny Stephens, Pharm.D.
President

VHiT, LLC:

By: _____ Date: 9-18-25
Steven B. Cochran
Manager

4918-0741-2586, v. 1

M E M O R A N D U M

TO: Steve Stephens, General Counsel

FROM: Amy Newton, Assistant General Counsel

DATE: September 17, 2025

RE: Agreement Structure and Status Update for Construction of VA hospital, Psychiatric Hospital and Parking Garage in Academic Medical Campus Property in Tulsa

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INTRODUCTION

I am updating the working document initially drafted in December of 2020 and updated in December 2022, April 2023, August 2024, February 2025, and May 2025 describing the relationships of the parties involved in the development of a Department of Veteran's Affairs ("VA") hospital, a Psychiatric hospital, and an accompanying parking garage in downtown Tulsa, OK, and the status of the various projects. I have included how the parties anticipate to contract (subject to Board approval as applicable), or have contracted, to accomplish the construction of the facilities and any necessary legal authority for doing so. I have incorporated information from the memorandum titled "Status Update Regarding Academic Medical Campus Property in Tulsa" drafted in April 2023 in order to consolidate the two memorandums. As the projects progress, the information contained in this memorandum is subject to change. I have attached a helpful flow chart to this memorandum that provides a visual aid to the transaction structure, as Exhibit "A".

VA HOSPITAL

The VA hospital is being developed pursuant to the Property Improvements Needed for Veterans Act of 2016, commonly referred to as the "CHIP-IN Act". The CHIP-IN Act requires collaboration between the VA and a non-federal partner by authorizing the VA to accept donations from non-federal entities to help fund and expedite the construction of health-care related capital projects. The non-federal entity provides either (1) real property that includes a constructed facility or that is to be used as the site of a facility constructed by the donor, or (2) a facility to be constructed by the donor on VA-controlled property.[1] The CHIP-IN application filed by Oklahoma State University Center for Health Sciences ("OSU-CHS") for the development of a VA hospital in downtown Tulsa was accepted by the VA.

The property being used to construct the VA Hospital is a 10.34 acre plot of land in downtown Tulsa, Oklahoma which contains the formerly-named Kerr-Edmonson Building. The

[1] [1] Megan Moloney, *VA seeks partnerships to build and improve health-care facilities*, VAntage Point (Oct. 19, 2017), https://www.blogs.va.gov/VAntage/42350/va-seeks-partnerships-build-improve-health-care-facilities/.

Kerr Edmonson building was transferred from the Office of Management and Enterprise Services ("OMES") to the Oklahoma A&M Board of Regents ("Board") on January 1, 2021. The Oklahoma legislature enacted legislation to effectuate the transfer for this purpose, codified at 61 O.S. § 327.3 (2020). The Board formally approved the property transfer and an agreement with OMES detailing the transfer on December 11, 2020. The Kerr Edmonson building, with an estimated value of $35 million, is in the process of being completely renovated into a 58 bed VA hospital.

Private donors contributed an initial $10 million dollars in community support towards the construction of the VA hospital. OSU-CHS is collaborating with Veteran's Hospital in Tulsa, LLC ("VHiT") to manage these private dollars and the relationship with the VA. Congress initially appropriated $120 million dollars for the construction of the VA hospital, to be combined with the initial $10 million dollars in community support. VHiT negotiated with the VA on the renovations necessary to the Kerr Edmonson building and will be responsible for any cost overruns of construction. Since VHiT holds the appropriated and donated construction funds for the facility, the Board entered into a gift in place agreement pursuant to OSU-CHS policy to allow VHiT to complete the necessary renovations to the Kerr Edmonson building. This gift in place agreement was approved by the Board on January 29, 2021, and supplemented on November 1, 2022, to account for utility payments on the building while construction is ongoing. To memorialize the Board's contribution to the CHIP-IN transaction, on April 23, 2021, the Board passed a Resolution declaring its intent to transfer the Kerr Edmondson Building to the VA upon completion of construction.

VHiT, the Board, and the VA entered into a Design and Development Agreement ("DDA") effective August 6, 2021, to memorialize the initial $120 million appropriated dollars and perform the renovations to the facility. The Board signed this DDA in its capacity as property owner. The above-referenced gift in place agreement and Board Resolution were included as exhibits to the DDA. Due to increased costs of materials in 2022, it became necessary for the VA to appropriate an additional $31.2 million dollars to the project. The National Defense Authorization Act and associated appropriation bill allowing this appropriation was passed in December 2022. VHiT also pledged an additional $10 million dollars in philanthropic support. Additionally, the parties negotiated what they would like the lot split at the end of the construction of the project to be. These changes necessitated an amendment to the DDA, which the Board approved at the December 2, 2022, meeting and all parties executed on April 5, 2023. A second amendment to the DDA was needed in order to incorporate updated terms of the Davis Bacon Act, and to give VHiT authority to acquire and install equipment in the VA Hospital on the VA's behalf. The second amendment was executed by all parties in July 2024.

Since OMES used a quitclaim deed to transfer the property to the Board and did not provide title insurance, OSU-CHS obtained an abstract of the property to determine if there were underlying title issues that should be corrected. OSU-CHS received a voluminous abstract and retained Bluestem Title company to evaluate it and provide recommendations and title insurance on the property. Bluestem Title found the property had been originally platted as a neighborhood before being transferred to the State of Oklahoma decades ago and the property still contained easements for streets, alleyways, and utilities. This meant that unless those

easements were vacated by the City of Tulsa, the City and likely other utility providers would have the ongoing right to construct streets and run utilities through the property. This is an issue since there are three construction projects on this property that cross many of these easements. OSU-CHS also worked with a surveyor to make sure that it had an up-to-date survey based on the abstract. OSU-CHS and the Office of Legal Counsel retained PrayWalker to accomplish the necessary judicial vacations of easements, streets and alleyways. The Board approved PrayWalker's plan to cure the title defects at its March 8, 2024, meeting. PrayWalker finalized a quiet title action in the District Court of Tulsa County, applied for and obtained seven (7) ordinances with the City of Tulsa to close various rights of way, has completed the quiet title action to accomplish partial vacation of plats with the District Court of Tulsa County, and completed the final action to vacate and foreclose the right of the City of Tulsa to reopen the rights of way on June 2, 2025. In addition to the title curative work, new easements were needed with various utility providers and the City of Tulsa to provide services to the new facilities. Board approval was being sought and obtained for each of these new easements, as they arose.

Vicinity Energy ("Vicinity") was selected to provide steam and chilled water service to the VA Hospital. To provide the service, Vicinity needed to construct roughly $10 million in infrastructure upgrades. Before they were willing to proceed with the infrastructure upgrades, Vicinity required a signed utility services agreement. Since the VA, the entity who will be using the services, did not own title to the property at the time, they refused to sign an agreement with Vicinity prior to taking ownership. In order to have the improvements completed by the time the VA Hospital is slated to open, OSU-CHS agreed to enter into a utility services agreement with Vicinity. Charges under the agreement will not begin until Vicinity is ready to deliver services to the VA Hospital, anticipated to be late 2025 or early 2026. Upon assumption of ownership, as discussed below, the VA entered into a utility services agreement with Vicinity, and the OSU-CHS agreement terminated. OSU-CHS received interim Board approval to execute the utility services agreement in July 2024, and it was formally approved at the September 2024 Board meeting.

OSU-CHS will construct and maintain an easement for a monument sign in front of the VA hospital to indicate the VA hospital's place in the OSU Academic Medical District. An easement for this was approved at the March 2025 Board meeting. The easement includes specific non-merger of title language and is granted from the Board to the Board, therefore, we will not have to seek agreement from the VA for the construction or maintenance of this sign. Additionally, a mutual access easement was also approved at the March 2025 Board meeting allowing access to common or open areas between the three anticipated lots, discussed herein. Similarly to the sign easement, this easement contains non-merger of title language and is granted to the Board, from the Board. Also prior to transferring the property, a lot split was performed in June 2025 since the VA hospital is only on a portion of the overall property. Board approval was obtained for the lot split in September 2024. The legal descriptions for the three plats, and the application for the lot split, were prepared by the above-mentioned surveyor and reviewed by PrayWalker and the Board's Office of Legal Counsel.

OSU-CHS requested that the Board consider transferring the plat of real property containing the VA Hospital to the VA prior to final completion of the project in June 2025. The Board approved this request and executed a Certificate of Acceptance along with the Deed to

the VA, . This donation of property prior to final completion of construction benefited the parties in several ways. Having an ownership interest in the property allowed the VA to enter into a utility services contract with Vicinity, therefore shielding VHiT and OSU-CHS from incurring any costs for those services to the facility; it allowed the VA to make necessary purchases of fixtures and equipment that must be placed in the facility before it can be completed; and it allowed the VA to more easily have its own contractors on site for installation of equipment. VHiT, the VA, and the Board are still be bound by the terms of the DDA until the full completion of the project. The donated plat contains 5.8927 acres, and as a part of the donation, OSU-CHS paid closing costs of the transaction. The Board will retain ownership of the two remaining plats of the property to develop the projects discussed below.

Now that the renovations are nearing completion, OSU-CHS is requesting, at the October 2025 Board meeting, that the Board approve and execute a final Certificate of Acceptance and Completion between the Board, the VA and VHiT to memorialize the end of the project whereby the VA formally accepts the project from the Board and VHiT in full. This Certificate states that the Board and VHiT have complied with the terms of the DDA for the construction of the VA hospital and is the final document the Board will need to execute with the VA. OSU-CHS and VHiT will also execute a Certificate of Final Acceptance evidencing the successful completion of the Gift in Place Agreement executed by those parties. This Certificate will include the value of the project by including the construction cost of the project, in accordance with OSU-CHS policy. Substantial completion of the project is anticipated to be in November 2025. VHiT and the VA are planning on executing a joint occupancy agreement whereby VHiT will be able to finish final punch list items on the project, but the Board and OSU-CHS will not be a party to this agreement.

It is anticipated Congress will appropriate an additional $120 million to cover furniture, fixtures and equipment, as well as other start-up costs of the new facility. Pursuant to an Office of Legal Counsel memorandum prepared in November 2018 titled *Legal Analysis for CHIP-IN Property Transfer from State to Federal Government*, containing an in-depth legal analysis (attached hereto as Exhibit “B”), the transfer of the facility to the VA is not constitutionally prohibited by the Oklahoma Constitution.

PSYCHIATRIC HOSPITAL

On a portion of land not conveyed to the VA (“Psychiatric Hospital Site”), the Oklahoma State University Medical Authority (“OSUMA”) is constructing a 106-bed psychiatric hospital. In June 2023, the Board approved a long-term ground lease with OSUMA for the Psychiatric Hospital Site to allow OSUMA to construct the facility. The Oklahoma Department of Mental Health and Substance Abuse Services (“ODMHSAS”) will fund the majority of the construction through $15 million of state appropriated dollars and 56 million of American Rescue Plan Act (“ARPA”) funds. In addition, the Oklahoma State University Foundation will contribute $16 million from private donors to fund the construction. OSUMA has entered into an agreement with OSU Long Range Facilities Planning for its assistance with this project. OSUMA has broad authority to enter into such agreements pursuant to the Oklahoma State University Medical Authority Act, provided such actions support the educational aims of OSU-CHS. Vicinity energy will also be providing steam and chilled water

service to the Psychiatric Hospital. Infrastructure upgrades were also necessary for this service running across real property owned by the Board. To effectuate this work, Vicinity and OSU-CHS entered into a Service Extension Agreement whereby OSU-CHS agreed to pay for the needed infrastructure development. This agreement received interim Board approval and was ratified at the April 2025 meeting. ODMHSAS will contract directly with Vicinity for the services themselves.

At the conclusion of construction, OSUMA plans to sublease the psychiatric hospital to ODMHSAS to operate. OSU-CHS and ODMHSAS will also enter into an academic affiliation agreement which will allow OSU-CHS medical students and residents to gain clinical experience at the facility, fulfilling the educational support mandate of OSUMA.

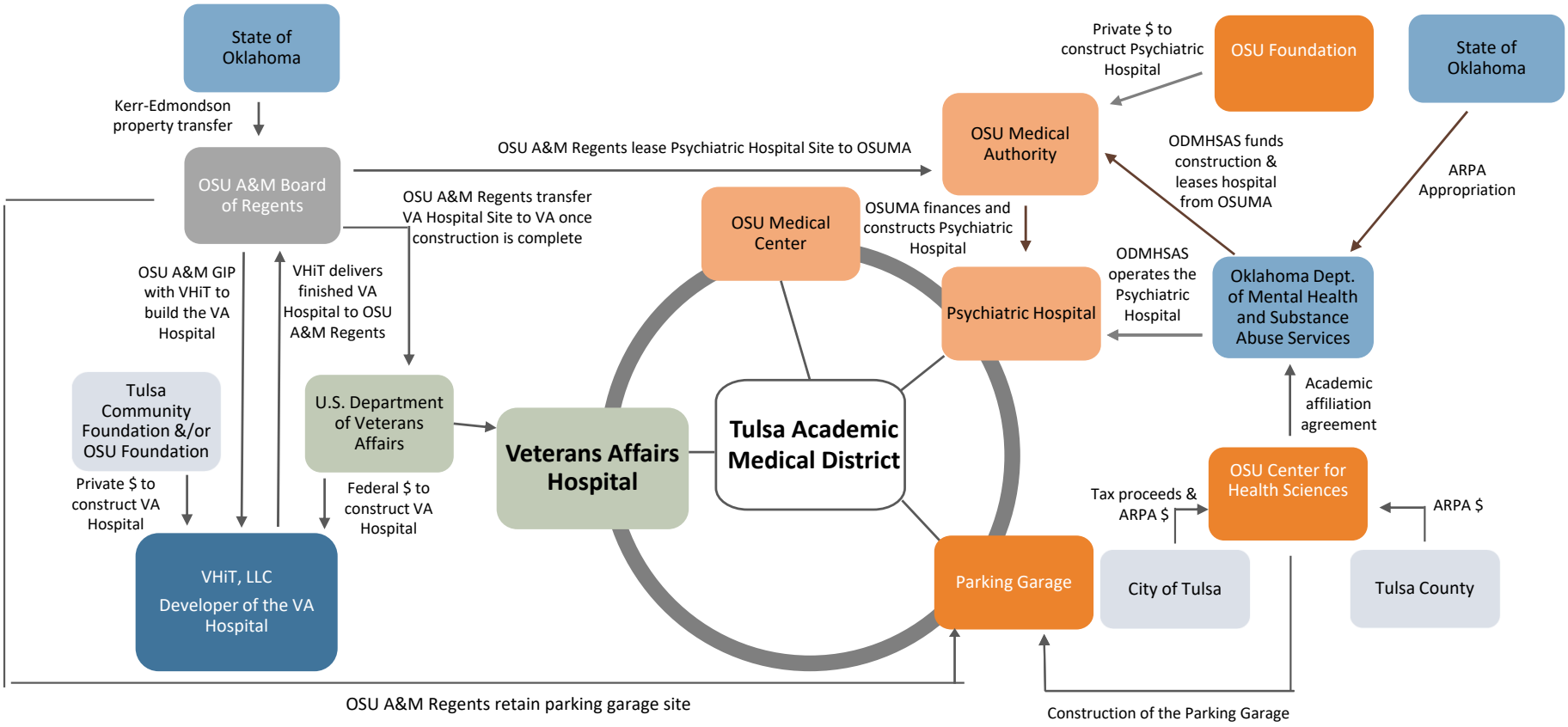
PARKING GARAGE

Lastly, also on a portion of the property which will be retained by the Board, an approximately 500-car parking garage is planned to service the new facilities. The parking garage will be funded by sales tax dollars collected by the City of Tulsa through the Improve Our Tulsa Capital Improvements Program, Ordinance No. 24180, Title 43L, ARPA funding, and OSUMA funding. The City of Tulsa has allocated $8 million in sales taxes and $4 million in ARPA funds to fund the construction. OSU-CHS and the City of Tulsa entered into a Capital Projects Agreement on March 31, 2021, pursuant to which OSU-CHS will construct the parking garage. OSU-CHS has received two $4 million dollar disbursements from the City of Tulsa thus far. Tulsa County is contributing $4 million in ARPA funds, and OSUMA is contributing $500,000. If there are any cost overruns, OSU-CHS will be responsible for the additional costs. Langston University entered into a similar agreement in 2018 to construct the Allied Health facility in Tulsa. At the end of construction, OSU-CHS will retain ownership of and maintain the parking garage. The DDA contemplates a no cost lease of 300 parking spaces to the VA pursuant to the terms of the CHIP-IN Act. On January 21, 2022, the Board approved such a lease which shall become effective upon the transfer of the VA facility to the VA from the Board.

CONCLUSION

The complexity of each project requires careful coordination between all parties involved to ensure each project is completed successfully. The necessary steps are being taken to ensure the protection of the Board-owned property and that all Board rules are followed in the process. At the end of construction, downtown Tulsa will contain an OSU academic healthcare center that is well-equipped to serve the needs of many Oklahomans and provide clinical experience opportunities to OSU-CHS students.

Academic Medical District Diagram



M E M O R A N D U M

TO: Steve Stephens

FROM: Gaylan Towle II

DATE: November 5, 2018

RE: Legal Analysis for CHIP-IN Property Transfer from State to Federal Government

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LEGAL QUESTION

Does Article 10, § 15 of the Oklahoma Constitution prohibit the proposed transfer of state property by either the Oklahoma State University Medical Authority or Board of Regents for the Oklahoma A&M Colleges to the U.S. Department of Veterans Affairs for use as a new Veterans Affairs hospital?

LEGAL CONCLUSIONS

1. A donation or gift to the Federal Government does not come within the purview of Article 10, § 15 of the Oklahoma Constitution, and thus, it is not constitutionally prohibited.

2. Regardless of the fact that a donation or gift to the Federal Government is not prohibited by Article 10, § 15 of the Oklahoma Constitution, the proposed transfer of property likely does not constitute an unconstitutional donation or gift because the transfer is meant to provide many public benefits and promote economic development, which is a legitimate state function, and the benefits that are to be derived from that economic development constitute adequate consideration.

BACKGROUND

Oklahoma State University ("OSU") is presently considering a project related to the Communities Helping Invest through Property Improvements Needed for Veterans Act of 2016, commonly referred to as the "CHIP-IN Act" (the "Act"). The purpose of the Act is to develop strategic partnerships between the U.S. Department of Veterans Affairs (the "VA") and the communities it serves. Under the Act, the VA is seeking donations in either the form of "(1) real property that includes a constructed facility or that is to be used as the site of a facility constructed by the donor, or (2) a facility to be constructed by the donor on VA-controlled property." Megan Moloney, *VA seeks partnerships to build and improve health-care facilities*, VAntage Point (Oct. 19, 2017), https://www.blogs.va.gov/VAntage/42350/va-seeks-partnerships-build-improve-health-care-facilities/. OSU is planning to issue a notice of intent to file a CHIP-IN application under the Act by the end of 2018 for a project related to a new VA hospital at the current site of the Kerr-Edmondson state office buildings at 440 S. Houston in Tulsa, Oklahoma.

The plan is for Oklahoma's Office of Management and Enterprise Services ("OMES"), which currently owns the property, to transfer that property to either the Oklahoma State University Medical Authority ("OSUMA") or the Board of Regents for the Oklahoma A&M Colleges (the "Board"). At that point, a development entity (created by the Zarrow Foundation and the Tulsa Community Foundation) will receive private and public funds (both state and federal) to (1) renovate the existing building on the property for purposes of creating a new VA hospital, and (2) construct a new mental health hospital on the property. The portion of the property that will be renovated for the new VA hospital will be transferred to the VA pursuant to the CHIP-IN Act. However, the mental health hospital will not be transferred to the Federal Government and will instead be leased to the Oklahoma Department of Mental Health and Substance Abuse for its use.

The Board has broad statutory authority to convey property, as long as the conveyance is done in the best interest of its institutions and does not constitute a constitutionally impermissible gift.[1] Pursuant to 70 O.S. § 3412(8), the Board has the power to "convey, exchange or dispose of, or otherwise manage or control, such property in the interest of such institutions." The Oklahoma Attorney General previously considered identical statutory[2] language with respect to the power of the Board of Regents of the Oklahoma College of Liberal Arts to convey real property and stated that this statutory authorization "grants broad discretion in the Board of Regents of O.C.L.A. with respect to the disposition of property of the college." Okla. A.G. Opin. No. 74-139 (Aug. 29, 1974). The Attorney General thus held that "[w]here the Board of Regents determines that property of the college should be disposed of in the interest of the institution, it thus has the express authority to do so." *Id.* The only caveat the Attorney General placed on any such disposition of property was that it could not be "made in such manner as to constitute a gift within the meaning of Article X, Section 15, Oklahoma Constitution, by reason of a lack of adequate consideration for the transfer." *Id.*

Therefore, if OMES transfers the proposed real property to the Board, it should have broad discretion to transfer that property to the VA, as long as there are no concerns under Article 10, § 15 of the Oklahoma Constitution. As explained below, the proposed transfer of property to the VA likely avoids any constitutional prohibitions.

LEGAL ANALYSIS

1. Article 10, § 15 of the Oklahoma Constitution Does Not Prohibit Donations or Gifts to the Federal Government.

Pursuant to Article 10, § 15(A) of the Oklahoma Constitution, the State is prohibited from making a "donation by gift, subscription to stock, by tax, or otherwise, to any company,

[1] Although there does not appear to be similar language in the Oklahoma State University Medical Authority Act explicitly granting the same broad authority to OSUMA to convey property, there does not appear to be anything prohibiting such a conveyance either. *See* 63 O.S. § 3271 et seq. Therefore, both OSUMA and the Board should have the same viability for transferring the property to the VA.

[2] *See* 70 O.S. § 3606(h).

association, or corporation." Therefore, as a preliminary matter, in order for this proposed transfer of property to be legally sufficient, it must not constitute an improper "gift," such that it would violate Article 10, § 15.

Regardless of the analysis necessary to determine whether the proposed transfer of property is a "gift" or not, the fact that the Federal Government will be the recipient of the proposed property transfer more than likely renders this transaction a non-issue in the eyes of the Oklahoma Constitution. In a previous official opinion of the Attorney General, it was held that since "[t]he Federal Government is not a company, association or corporation," then "Art. 10, § 15 does not prohibit a donation or gift to the Federal Government by the State of Oklahoma." Okla. A.G. Opin. No. 81-108 (Apr. 30, 1981). Thus, given that the proposed transfer contemplates either OSUMA or the Board donating a portion of the Kerr-Edmondson office building (once it has been acquired from OMES) to the VA, Article 10, § 15 should not be implicated.

2. The Proposed Transfer of Property Is Likely Not a Constitutionally Prohibited Donation or Gift Due to the Project's Public Benefits and Promotion of Economic Development.

For purposes of Article 10, § 15, an unconstitutional "gift" is defined as a "gratuitous transfer[] of property of the state voluntarily and without consideration." *In re Okla. Dev. Fin. Auth.*, 2004 OK 26, ¶ 22, 89 P.3d 1075, 1082 (quoting *Children's Home & Welfare Ass'n v. Childers*, 197 Okla. 243, 244, 171 P.2d 613, 614 (1946)). However, considering both the public benefits and promotion of economic development that are intertwined with the proposed transfer of property to the VA to be used as a hospital for veterans, it is likely that, under Oklahoma case law, the proposed transfer of property contains adequate consideration in order to defeat any classification as a gift in violation of Article 10, § 15.

In *Burkhardt v. City of Enid*, 1989 OK 45, 771 P.2d 608, the Supreme Court considered whether Enid's plan to purchase a university campus in town and lease the property back to the university at a rate below the market rate for commercial property was an unconstitutional "gift." The Court ultimately held that a series of "public benefits . . . constitute consideration to the city and refute any argument that the plan is a gift . . . to a private institution in violation of Article 10, section 17, of the Oklahoma Constitution."[3] *Burkhardt*, 1989 OK 45, ¶¶ 11-12, 771 P.2d at 611.

According to the Court, the following were public benefits that the citizens of Enid would receive both directly and indirectly from the planned expenditure of public funds: (1) "preservation of hundreds of jobs at the university and by the continued presence of students who spend in Enid," (2) "[t]he scholarship fund will enable more area students, including many who cannot afford to live away from home, to attend a local university," (3) "free use" by local residents "of most of the campus while the facilities are leased," (4) "[t]he presence of a university will undoubtedly have a significant effect upon the city's ability to attract new industry and new jobs," and (5) the

[3] This provision of the Oklahoma Constitution "is the version of art. 10 § 15 that applies to municipalities." *In re Okla. Dev. Fin. Auth.*, 2004 OK 26, ¶ 21, 89 P.3d at 1082 n.12. Moreover, *Burkhardt*'s reasoning "was applied to an analysis of art. 10 § 15 in *Matter of Petition of Univ. Hospitals Auth.*, 1997 OK 162, 953 P.2d 314, 320." *Id.*

city would "continue to enjoy the social, educational and cultural benefits that flow from near access to higher educational opportunities." *Id.* at ¶ 11, 771 P.2d at 611.

In addition to the transaction's vast public benefits, the Court in *Burkhardt* was further persuaded by the obligations that the university assumed as part of the transfer. In particular, the university (1) had to make lease payments (albeit at a rate below the market rate), (2) "sold its assets to the city at less than market value and agreed to limitations on the use and control of the sale proceeds," and (3) agreed that in order to repurchase the campus, it would have to do so "at fair market value if the property appreciates and at the sales price plus cost of bonds and other financing if the property depreciates."[4] *Id.* at ¶ 13, 771 P.2d at 611–612.

Ultimately, the Court held that this proposed transaction was not an unconstitutional gift, but rather it was "a legitimate plan to further economic development by attracting industry to a city that provides higher education opportunities." *Id.* at ¶ 13, 771 P.2d at 611–12; *see also In re Okla. Dev. Fin. Auth.*, 2004 OK 26, ¶ 22, 89 P.3d at 1082-83 (citing *Burkhardt*) (holding that "the promotion of economic development is a legitimate state function and the benefits to be derived from economic development constitute adequate consideration to defeat assertions that economic incentives are in the nature of a 'gift'").

Taking into consideration the facts surrounding the present matter, the proposed transfer of property from either OSUMA or the Board to the VA offers inherent public benefits and promotion of economic development analogous to the facts of the *Burkhardt* case. First, the new VA hospital will offer a valuable opportunity to provide for the medical needs of one of the state's most underserved populations – veterans. Therefore, Oklahoma veterans, particularly those in the Tulsa area, will benefit immensely from a new healthcare facility that is aimed directly at providing them effective medical care. Second, across the street from the site of the new VA hospital is the Oklahoma State University Medical Center, which, in partnership with the Oklahoma State University Center for Health Sciences ("OSU-CHS"), is the nation's largest osteopathic teaching facility. OSU-CHS will be able to establish more spots in its residency programs via the new VA hospital, offering students greater opportunities for practical experience. Moreover, the transfer to the VA will provide OSU-CHS additional spots to staff faculty in the hospital, which provides a greater opportunity for OSU to recruit new specialists that it could not otherwise afford to bring in without the partnership with the VA.

Thus, the immense value of additional spots for OSU's students and faculty in the new VA facility, in conjunction with the benefits of the hospital to the state's underserved community of veterans, is arguably sufficient to provide "adequate consideration" since this transfer will promote "economic development by attracting industries to a city that provides higher education opportunities." *In re Okla. Dev. Fin. Auth.*, 2004 OK 26, ¶ 21, 89 P.3d at 1082 (citing *Burkhardt*, 771 P.2d at 611–12).

[4] These kinds of monetary obligations are not present in the proposed transfer from either OSUMA or the Board to the VA. Therefore, the argument here that the proposed transfer includes the requisite consideration to prevent any Article 10, § 15 issues will need to focus more on the immense public benefits that can be derived from the transfer, such as benefits to veterans and strategic higher education opportunities at OSU, as discussed *infra*.

CONCLUSION

Therefore, given that the proposed transfer will be from either OSUMA or the Board to the VA (an agency of the Federal Government), pursuant to Okla. A.G. Opin. No. 81-108, this proposed transfer should not implicate any otherwise prohibited "gift" in violation of Article 10, § 15 of the Oklahoma Constitution. Notwithstanding that premise, in light of the relevant case law outlined above, the proposed transfer is likely not an impermissible "gift" under Article 10, § 15 anyway due to adequate consideration for the property transfer in the form of public benefits and promotion of economic development.

Approval to Execute a Contract to Receive Restricted Funding From the State of Oklahoma to Support Projects at OSU Veterinary Medicine (OSU-STW)

Board approval is requested to execute a contract with Oklahoma State University Veterinary Medical Authority (OSUVMA) to receive restricted funding from the State of Oklahoma in support of ongoing projects at the OSU College of Veterinary Medicine.

The cooperative agreement with OSUVMA states, subject to the availability of funds, OSUVMA will transfer $19,351,532 to OSU for operations ($18,351,532) and a scholarship program ($1,000,000) for the OSU College of Veterinary Medicine.

No funding is required.

Tammy Eck, Office of the Associate VP for Finance, is coordinating this item.

Cooperative Agreement
between
The Oklahoma State University Veterinary Medicine Authority
and
The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges

Whereas, the Oklahoma State University Veterinary Medicine Authority ("OSUVMA") is an agency of the State of Oklahoma authorized to receive appropriations from the Oklahoma legislature ("Legislature") pursuant to its mission;

Whereas, OSUVMA was established by law to provide effective and efficient administration, ensure a dependable source of funding, and support the mission and purposes of the Oklahoma State University College of Veterinary Medicine, including serving as teaching and training facilities for students, acquiring and providing a site for conducting veterinary medical and biomedical research by faculty members, providing care for animal patients, and providing support or safety of the public related to animal disease and testing;

Whereas, OSUVMA shall maintain a close affiliation with the Oklahoma State University College of Veterinary Medicine and coordinate operations and activities in a cooperative manner;

Whereas, the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (the "Board") is a constitutionally created Board authorized to govern certain institutions of higher education, including Oklahoma State University ("OSU") and its branch campuses;

Whereas, the Board shall retain full power to govern the personnel, curriculum and facilities of the Oklahoma State University and its branch campuses;

Whereas, OSUVMA is authorized by 2 Okla. Stat. § 4006 to enter into cooperative agreements with the Board for educational programs professional staffing, research, and other medical activities;

Whereas, the Oklahoma Legislature in House Bill 2766 (GA Bill) appropriated $23,301,532 to OSUVMA "to perform duties imposed upon the Authority by law";

Whereas, OSUVMA desires to transfer $19,351,532 of the appropriated funds to OSU consistent with legislative intent, and the Board desires for OSU to receive these funds to implement the legislative purpose;

Whereas, OSU accepts the responsibility for any necessary reporting to the Legislature or any other regulatory entity on progress towards meeting any stated goals for the projects funded by this agreement; and

Whereas, the Board directs the OSU administration shall restrict these funds and expend said funds in compliance with Oklahoma law, Board policy, and OSU Policy.

Now, therefore, OSUVMA and the Board agree as follows:

Section 1. Financial Terms.

Subject to the availability of funds, OSUVMA shall transfer the amount of $19,351,532 to OSU to be used for the College of Veterinary Medicine in Stillwater. This transfer is intended to support the operations and scholarship program of the College of Veterinary Medicine consistent with the Board's constitutional authority and in accordance with the purposes of the Oklahoma State University Veterinary Medicine Authority Act.

Payments shall be made upon receipt of an approved invoice in twelve (12) equal payments beginning July 2025.

Section 2. Term of Agreement.

The term of this agreement shall be July 1, 2025, through June 30, 2026.

Dated this ___ day of _____, 2025.

For OSUVMA:

_____

Blayne Arthur

Chair

For the Board:

_____

Rick Walker

Chair

Approval of Police Service Memorandums of Understanding Between Oklahoma State University, Payne County Sheriff's Office, Stillwater Police Department, and Noble County Sheriff's Office (OSU-STW)

Board approval is requested for three Police Service Memorandums of Understanding (MOUs) between the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, acting for and on behalf of Oklahoma State University, and (1) the Payne County Sheriff's Office, (2) the Stillwater Police Department, and (3) the Noble County Sheriff's Office.

These agreements are updates of existing agreements delineating responsibilities between OSUPD and the Payne County Sheriff's Office, Stillwater Police Department, and Noble County Sheriff's Office, as well as their respective geographical boundaries. They also outline the communication and coordination of efforts between OSUPD and the respective agencies. Board Legal Counsel has reviewed the agreements.

The MOUs are structured to automatically renew annually for a period of four years. The agreements may be terminated by either party upon written notice to the other party ninety days in advance of the termination date.

Mike Beckner, OSU Police Department, is coordinating this item.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between The Oklahoma State University Police Department (OSUPD) and the City of Stillwater Police Department (SPD), located in Payne County in the State of Oklahoma.

WHEREAS: Oklahoma Statue 74 O.S. § 360.15 et. seq. Provides authority to university or college police officers as follows:

(a) Each such person named as a police officer by the Oklahoma State University Police Department shall be commissioned as a certified police officer by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. Such commission shall remain in force and in effect at the pleasure of the employing college or university.

(b) To the extent permissible by all applicable law, while in or out of uniform, these police officers shall have the right to carry concealed weapons and to exercise the power of arrest when discharging their duties on their respective campuses and on all streets, roads, and rights-of-way to the extent they are within or contiguous to the perimeter of such campuses. In discharge of their duties on campus and while in fresh pursuit on or off the campus, each university or college police officer may exercise the power of arrest.

(c) Upon authorization by the chief administrative officer of the educational institution, a university police officer shall have the authority to discharge his duties off campus as follows:
(1) If engaging in intelligence gathering activity.
(2) When investigating a crime committed on campus.
(3) When transporting prisoners in furtherance of duties as set out in this section.
(4) When transporting money, securities, or other valuables on behalf of the college or university.
(5) While providing security or protective services for visiting dignitaries to the college or university both on and off campus.
(6) If specifically requested by the chief law enforcement officer of the city.

WHEREAS: The aforementioned state institution of higher education has employed state certified police officer's commissioned under the requirements of the Oklahoma Council on Law Enforcement Education and Training; and

WHEREAS: OSUPD and SPD now wish to enter into a Memorandum of Understanding outlining communication and coordination of efforts between the two law enforcement entities.

NOW THEREFORE: Oklahoma State University Police Department (OSUPD) and the Stillwater Police Department (SPD) mutually agree to the following:

1. OSUPD shall have primary jurisdiction/ responsibility for all police services on property owned or under the control of Oklahoma State University, the Board of Regents, or Cowboy Athletic Facilities LLC, except as otherwise expressed in this Memorandum of Understanding.

2. OSUPD shall be responsible for responding to all request for police services, which come to their attention on property owned or controlled by Oklahoma State University.

3. OSUPD shall provide SPD with a current list of all properties owned or under the control of Oklahoma State University within the City of Stillwater and provide address at which said property is located. This list will be updated as needed and reviewed once a year.

4. OSUPD shall reasonably notify SPD of any incident or situation on property owned or controlled by Oklahoma State University within the city limits of the City of Stillwater that may affect the health, safety, or welfare of its citizens.

5. SPD shall reasonably notify OSUPD of any incident or situation that may affect the safety or welfare of any property owned or controlled by Oklahoma State University or that may affect the health, safety, or welfare of any student, staff, faculty, or visitor of Oklahoma State University.

6. When OSUPD or SPD must conduct police services in the other jurisdictions: warrants, interviews, etc. If possible, the agency shall notify the agency of jurisdiction as a courtesy. SPD officers serving warrants and conducting interviews at Oklahoma State University will attempt to not disrupt the learning environment. If contact must be made during a class the SPD officer will have permission from the SPD Chief of Police (designee) and be accompanied by an OSUPD officer. This with the understanding that certain investigations, covert, and undercover operations may be exempt due to case sensitive law enforcement needs.

7. **Procedures to request aid:**

    a. In accordance with Title 21 § 99A of the Oklahoma State Statutes.

    b. During a preplanned request (special events, parades, and sporting events) for aid between agencies within this agreement a statement of needs for personnel and/or equipment being requested along with the duration, location, and description of the event will be forwarded by the requesting agency to the responding department. All attempts will be made to honor the request of the other agency but both OSUPD and SPD must be able to maintain adequate resources to fulfill their respective daily operational missions.

8. Should OSUPD request the assistance of the SPD Criminal Investigations Division for the purpose of processing, collecting, and preserving evidence of a major crime scene. OSUPD will retain primary jurisdiction and authority until the incident has been terminated.

9. Should OSUPD request the assistance of the Multi-Jurisdictional Special Operations Team (SOT) for specialized police actions. SOT will support and assist OSUPD as directed by the Multi-Jurisdictional SOT on scene commander. The SOT will operate by SPD standard operating procedures at all times.

10. Should OSUPD have an active assailant event on the main campus or on any property under the control of Oklahoma State University. OSUPD will retain primary jurisdiction, OSUPD shall be responsible for the investigation and case management of the incident but will involve and coordinate the investigation with SPD during and after the event.

11. SPD will notify OSUPD of any criminal event occurring or that has occurred within the geographical patrol boundaries for reporting purposes and timely or emergency notifications as required by the Clery Act. OSUPD will provide a Clery geographical map to SPD once yearly or as needed updates occur.

12. The OSUPD and SPD Police Chiefs give authority for both agencies to monitor and use the police communications channel assigned to said agencies.

13. Compensation: Any law enforcement officer who provides services pursuant to this agreement shall be paid by the agency regularly employing the officer and be entitled to all normal benefits (wage, salary, pension, etc.) regularly afforded to the officer by the employing agency.

14. Other Cost: All cost associated with the use of any equipment; damage to equipment: whether lost or damaged while providing aid in accordance with this agreement shall be the responsibility of the agency owning the property. The exception will be during an evidence collection process. Supplies used (evidence bags, SD cards, etc.) will be replaced with exact product or compensated at cost.

15. Status of Officer: While any law enforcement officer regularly employed as such by either agency is in service of the other agency, that officer shall be acting as a peace officer with all the powers of a regular police officer for that agency as though that officer was within his own jurisdiction where regularly employed.

16. Records: During incidents of mutual aid each agency will maintain all records in accordance with the individual agency's policy. OSUPD must maintain certain records based on the Clery Act and provide emergency notifications or timely warnings to the Oklahoma State University Community.

17. The Chief of SPD (designee) and the Chief of OSUPD (designee) may enter into mutually agreed upon inter-agency training opportunities on the main campus of Oklahoma State University or at SPD training facility, as needed or requested.

18. The Chief of SPD (designee) and the Chief of OSUPD (designee) may enter into a more specific and detailed agreement on specific detailed operational procedures and guidelines as necessary. All such agreements shall be in writing and specifically incorporated herein.

19. To be effective, any revisions or additions to this Memorandum of Understanding must be in writing and signed by all parties.

20. Either party may terminate this agreement by writing to the other party at a time deemed necessary by that agency. Written notice is deemed effective if delivered via hand delivery with signed receipt, certified mail, or other US mail delivery system that provides proof of delivery.

21. Unless terminated pursuant paragraph 21 this Memorandum of Understanding shall automatically renew annually on the anniversary of its execution, but may not extend past (5) years past original effective date.

IN WITNESS OF WHICH THIS MEMORANDUM OF UNDERSTANDING has been executed on this day the 22 day of September, 2025

Michael T Beckner, Chief
Oklahoma State University
Police Department

Christopher Hassig, Chief
Stillwater Police Department
Stillwater, Oklahoma

Rick Walker, Board Chair Oklahoma
A&M Board of Regents

Will Joyce, Mayor
City of Stillwater

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between The Oklahoma State University Police Department (OSUPD) and the Payne County Sheriff's Office (PCSO), located in Payne County in the State of Oklahoma.

WHEREAS: Oklahoma Statue 74 O.S. § 360.15 et. seq. Provides authority to university or college police officers as follows:

(a) Each such person named as a police officer by the Oklahoma State University Police Department shall be commissioned as a certified police officer by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. Such commission shall remain in force and in effect at the pleasure of the employing college or university.

(b) To the extent permissible by all applicable law, while in or out of uniform, these police officers shall have the right to carry concealed weapons and to exercise the power of arrest when discharging their duties on their respective campuses and on all streets, roads, and rights-of-way to the extent they are within or contiguous to the perimeter of such campuses. In discharge of their duties on campus and while in hot pursuit on or off the campus, each university or college police officer may exercise the power of arrest.

(c) Upon authorization by the chief administrative officer of the educational institution, a university police officer shall have the authority to discharge his duties off campus as follows:
   (1) If engaging in intelligence gathering activity.
   (2) When investigating a crime committed on campus.
   (3) When transporting prisoners in furtherance of duties as set out in this section.
   (4) When transporting money, securities, or other valuables on behalf of the college or university.
   (5) While providing security or protective services for visiting dignitaries to the college or university both on and off campus.
   (6) If specifically requested by the chief law enforcement officer of the county or city.

WHEREAS: The aforementioned state institution of higher education has employed state certified police officer's commissioned under the requirements of the Oklahoma Council on Law Enforcement Education and Training; and

WHEREAS: OSUPD and PCSO now wish to enter into a Memorandum of Understanding outlining communication and coordination of efforts between the two law enforcement entities.

NOW THEREFORE: Oklahoma State University Police Department (OSUPD) and the Payne County Sheriff's Office (PCSO) mutually agree to the following:

1. OSUPD shall have primary jurisdiction/ responsibility for all police services on property owned or under the control of Oklahoma State University, except as otherwise expressed in this Memorandum of Understanding.

2. OSUPD shall be responsible for responding to all requests for police services, which come to their attention on property owned and controlled by Oklahoma State University.

3. OSUPD shall provide PCSO with a current list of all properties owned or under the control of Oklahoma State University within Payne County and provide address at which said property is located. This list will be updated as needed and reviewed once a year.

4. OSUPD shall reasonably notify PCSO of any incident or situation on property owned or controlled by Oklahoma State University within Payne County that may affect the health, safety, or welfare of its citizens.

5. PCSO shall reasonably notify OSUPD of any incident or situation that may affect the safety or welfare of any property owned or controlled by Oklahoma State University or that may affect the health, safety, or welfare of any student, staff, faculty, or visitor of Oklahoma State University.

6. When OSUPD or PCSO must conduct police services in the other jurisdictions: warrants, interviews, etc. The agency shall notify the agency of jurisdiction as a courtesy and if at all possible, warrants and interviews conducted at Oklahoma State University will attempt to not disrupt the learning environment. If contact must be made an OSUPD officer will accompany the PCSO Deputy in the classroom environment. This with the understanding that covert/undercover operations may be exempt due to case sensitive law enforcement needs.

7. **Procedures to request aid:**

   a. If an on duty law enforcement officer of either agency within this agreement personally observes a law enforcement officer of the other agency within this agreement involved in an emergency situation where it is obvious that immediate assistance and/or backup is necessary and proper for the safety of the officer and/or other person(s), such on duty officer may provide such assistance as the officer is capable of rendering under the circumstances.
   b. If an off duty law enforcement officer of either agency within this agreement personally observes a law enforcement officer of the other agency within this agreement involved in an emergency situation where it is obvious that immediate assistance is necessary and proper for the safety of the officer and/or other person(s), such off duty officer may provide such assistance, but must identify himself/herself to avoid any risk of being seen as an adversary.
   c. Any on duty supervisor of an agency within this agreement may request emergency aid by contacting the on-duty supervisor of the responding agency, this can be accomplished

indirectly through either agency's communication center via radio and acknowledgement by said supervisors via radio communications.

d. During a preplanned request (special events, parades, and sporting events) for aid between agencies within this agreement a statement of needs for personnel and/or equipment being requested along with the duration, location, and description of the event will be forwarded by the requesting agency to the responding department. All attempts will be made to honor the request of the other agency but both OSUPD and PCSO must be able to maintain adequate resources to fulfill their respective daily operational missions.

8. Should OSUPD request the assistance of the PCSO Criminal Investigations Division for the purpose of processing, collecting, and preserving evidence of a major crime scene. OSUPD will retain primary jurisdiction and authority until the incident has been terminated.

9. Should OSUPD request the assistance of the Multi-Jurisdictional Special Operations Team (SOT) for specialized police actions. SOT will be granted primary jurisdictional authority of the incident for tactical purposes. OSUPD will support and assist PCSO as directed by the Multi-Jurisdictional SOT on scene commander.

10. Should OSUPD have an active assailant event on the main campus or on any property under the control of Oklahoma State University, OSUPD shall request the assistance of PCSO. OSUPD will retain primary jurisdiction, OSUPD shall be responsible for the investigation and case management of the incident but will involve and coordinate the investigation with PCSO during and after the event.

11. In the event of a pursuit on or directed toward Oklahoma State University property, PCSO shall notify OSUPD as soon as possible and OSUPD will provide assistance if requested. OSUPD will in turn notify PCSO of a pursuit that is on or directed toward the county's jurisdiction and request assistance.

12. PCSO will notify OSUPD of any criminal event occurring or that has occurred within the geographical patrol boundaries for reporting purposes and timely or emergency notifications as required by the Clery Act. OSUPD will provide a Clery geographical map to PCSO once yearly or as needed updates occur.

13. The OSUPD Police Chief and PCSO Sheriff give authority for both agencies to monitor and use the police communications channel assigned to said agencies

14. Compensation: Any law enforcement officer who provides services pursuant to this agreement shall be paid by the agency regularly employing the officer and be entitled to all normal benefits (wage, salary, pension, etc.) regularly afforded to the officer by the employing agency.

15. Other Cost: All costs associated with the use of any equipment; damage to equipment: whether lost or damaged while providing aid in this accordance to this agreement shall be the responsibility of the agency owning the property. The exception will be during an evidence

collection process supplies used (evidence bags, SD cards, etc.) will be replaced with exact products or compensated at cost.

16. Status of Officer: While any law enforcement officer regularly employed as such by either agency is in service of the other agency, that officer shall be acting as a peace officer with all the powers of a regular police officer for that agency as though that officer was within his own jurisdiction where regularly employed.

17. Records: During incidents of mutual aid each agency will maintain all records in accordance with the individual agency's policy. OSUPD must maintain certain records based on the Clery Act and provide emergency notifications or timely warnings to the Oklahoma State University Community.

18. The Sheriff of Payne County (designee) and the Chief of OSUPD (designee) may enter into mutually agreed upon inter-agency training opportunities' on the main campus of Oklahoma State University or at PCSO training facility, as needed or requested.

19. The Sheriff of Payne County (designee) and the Chief of OSUPD (designee) may enter into a more specific and detailed agreement on specific detailed operational procedures and guidelines as necessary. All such agreements shall be in writing and specifically incorporated herein.

20. To be effective, any revisions or additions to this Memorandum of Understanding must be in writing and signed by all parties.

21. Either party may terminate this agreement by writing to the other party at a time deemed necessary by that agency. Written notice is deemed effective if delivered via hand delivery with signed receipt, certified mail, or other US mail delivery system that provides proof of delivery.

22. Unless terminated pursuant paragraph 21, this Memorandum of Understanding shall automatically renew annually on the anniversary of its execution but may not extend past (5) years past original effective date.

IN WITNESS OF WHICH THIS MEMORANDUM OF UNDERSTANDING has been executed on this day the JUL 30 2025 **day of _____, 2025**

Michael T Beckner, Chief
University Police Department
Oklahoma State University

Joe Harper, Sheriff
Payne County Sheriff Office
Payne County, Oklahoma

Rick Walker, Board Chair
Oklahoma A&M Board of Regents

Zach Cavett, Chairman
Payne County Commissioners

ATTEST:

GLENNA CRAIG
PAYNE COUNTY CLERK

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between The Oklahoma State University Police Department (OSUPD) and the Noble County Sheriff's Office (NCSO), located in Noble County in the State of Oklahoma.

WHEREAS: Oklahoma Statue 74 O.S. § 360.15 et. seq. Provides authority to university or college police officers as follows:

(a) Each such person named as a police officer by the Oklahoma State University Police Department shall be commissioned as a certified police officer by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. Such commission shall remain in force and in effect at the pleasure of the employing college or university.

(b) To the extent permissible by all applicable law, while in or out of uniform, these police officers shall have the right to carry concealed weapons and to exercise the power of arrest when discharging their duties on their respective campuses and on all streets, roads, and rights-of-way to the extent they are within or contiguous to the perimeter of such campuses. In discharge of their duties on campus and while in hot pursuit on or off the campus, each university or college police officer may exercise the power of arrest.

(c) Upon authorization by the chief administrative officer of the educational institution, a university police officer shall have the authority to discharge his duties off campus as follows:
   (1) If engaging in intelligence gathering activity.
   (2) When investigating a crime committed on campus.
   (3) When transporting prisoners in furtherance of duties as set out in this section.
   (4) When transporting money, securities, or other valuables on behalf of the college or university.
   (5) While providing security or protective services for visiting dignitaries to the college or university both on and off campus.
   (6) If specifically requested by the chief law enforcement officer of the county or city.

WHEREAS: The aforementioned state institution of higher education has employed state certified police officer's commissioned under the requirements of the Oklahoma Council on Law Enforcement Education and Training; and

WHEREAS: OSUPD and NCSO now wish to enter into a Memorandum of Understanding outlining communication and coordination of efforts between the two law enforcement entities.

NOW THEREFORE: Oklahoma State University Police Department (OSUPD) and the Noble County Sheriff's Office (NCSO) mutually agree to the following:

1. OSUPD shall have primary jurisdiction/ responsibility for all police services on property owned or under the control of Oklahoma State University, except as otherwise expressed in this Memorandum of Understanding.

2. OSUPD shall be responsible for responding to all requests for police services, which come to their attention on property owned and controlled by Oklahoma State University.

3. OSUPD shall provide NCSO with a current list of all properties owned or under the control of Oklahoma State University within Noble County and provide address at which said property is located. This list will be updated as needed and reviewed once a year.

4. OSUPD shall reasonably notify NCSO of any incident or situation on property owned or controlled by Oklahoma State University within Noble County that may affect the health, safety, or welfare of its citizens.

5. NCSO shall reasonably notify OSUPD of any incident or situation that may affect the safety or welfare of any property owned or controlled by Oklahoma State University or that may affect the health, safety, or welfare of any student, staff, faculty, or visitor of Oklahoma State University.

6. When OSUPD or NCSO must conduct police services in the other jurisdictions: warrants, interviews, etc. The agency shall notify the agency of jurisdiction as a courtesy and if at all possible, warrants and interviews conducted at Oklahoma State University will attempt to not disrupt the learning environment. If contact must be made an OSUPD officer will accompany the NCSO Deputy in the classroom environment. This with the understanding that covert/undercover operations may be exempt due to case sensitive law enforcement needs.

7. **Procedures to request aid:**

   a. If an on duty law enforcement officer of either agency within this agreement personally observes a law enforcement officer of the other agency within this agreement involved in an emergency situation where it is obvious that immediate assistance and/or backup is necessary and proper for the safety of the officer and/or other person(s), such on duty officer may provide such assistance as the officer is capable of rendering under the circumstances.
   b. If an off duty law enforcement officer of either agency within this agreement personally observes a law enforcement officer of the other agency within this agreement involved in an emergency situation where it is obvious that immediate assistance is necessary and proper for the safety of the officer and/or other person(s), such off duty officer may provide such assistance, but must identify himself/herself to avoid any risk of being seen as an adversary.
   c. Any on duty supervisor of an agency within this agreement may request emergency aid by contacting the on-duty supervisor of the responding agency, this can be accomplished indirectly through either agency's communication center via radio and acknowledgement by said supervisors via radio communications.
   d. During a preplanned request (special events, parades, and sporting events) for aid between agencies within this agreement a statement of needs for personnel and/or equipment being requested along with the duration, location, and description of the event will be forwarded

by the requesting agency to the responding department. All attempts will be made to honor the request of the other agency but both OSUPD and NCSO must be able to maintain adequate resources to fulfill their respective daily operational missions.

8. Should OSUPD request the assistance of the NCSO Criminal Investigations Division for the purpose of processing, collecting, and preserving evidence of a major crime scene. OSUPD will retain primary jurisdiction and authority while cooperating with NCSO until the incident has been terminated.

9. Should OSUPD request the assistance of the Multi-Jurisdictional Special Operations Team (SOT) for specialized police actions. SOT will support and assist OSUPD as directed by the Multi-Jurisdictional SOT on scene commander. The SOT will operate by SPD standard operating procedures at all times.

10. Should OSUPD have an active assailant event on the main campus or on any property under the control of Oklahoma State University, OSUPD shall request the assistance of NCSO. OSUPD will retain primary jurisdiction, OSUPD shall be responsible for the investigation and case management of the incident but will involve and coordinate the investigation with NCSO during and after the event.

11. In the event of a pursuit on or directed toward Oklahoma State University property, NCSO should notify OSUPD as soon as possible and OSUPD will provide assistance if requested. OSUPD will in turn notify NCSO of a pursuit that is on or directed toward the county's jurisdiction and request assistance.

12. NCSO will notify OSUPD of any criminal event occurring or that has occurred within the geographical patrol boundaries for reporting purposes and timely or emergency notifications as required by the Clery Act. OSUPD will provide a Clery geographical map to NCSO once yearly or as needed updates occur.

13. The OSUPD Police Chief and NCSO Sheriff give authority for both agencies to monitor and use the police communications channel assigned to said agencies

14. Compensation: Any law enforcement officer who provides services pursuant to this agreement shall be paid by the agency regularly employing the officer and be entitled to all normal benefits (wage, salary, pension, etc.) regularly afforded to the officer by the employing agency.

15. Other Cost: All costs associated with the use of any equipment; damage to equipment: whether lost or damaged while providing aid in this accordance to this agreement shall be the responsibility of the agency owning the property. The exception will be during an evidence collection process supplies used (evidence bags, SD cards, etc.) will be replaced with exact products or compensated at cost.

16. Status of Officer: While any law enforcement officer regularly employed as such by either agency is in service of the other agency, that officer shall be acting as a peace officer with all the powers of a regular police officer for that agency as though that officer was within his own jurisdiction where regularly employed.

17. Records: During incidents of mutual aid each agency will maintain all records in accordance with the individual agency's policy. OSUPD must maintain certain records based on the Clery Act and provide emergency notifications or timely warnings to the Oklahoma State University Community.

18. The Sheriff of Noble County (designee) and the Chief of OSUPD (designee) may enter into mutually agreed upon inter-agency training opportunities' on the main campus of Oklahoma State University or at NCSO training facility, as needed or requested.

19. The Sheriff of Noble County (designee) and the Chief of OSUPD (designee) may enter into a more specific and detailed agreement on specific detailed operational procedures and guidelines as necessary. All such agreements shall be in writing and specifically incorporated herein.

20. To be effective, any revisions or additions to this Memorandum of Understanding must be in writing and signed by all parties.

21. Either party may terminate this agreement upon written notice to the other party ninety (90) days in advance of the date of termination. Written notice is deemed effective if delivered via hand delivery with signed receipt, certified mail, or other US mail delivery system that provides proof of delivery.

22. Unless terminated pursuant paragraph 21, this Memorandum of Understanding shall automatically renew annually on the anniversary of its execution but may not extend past (4) years past original effective date.

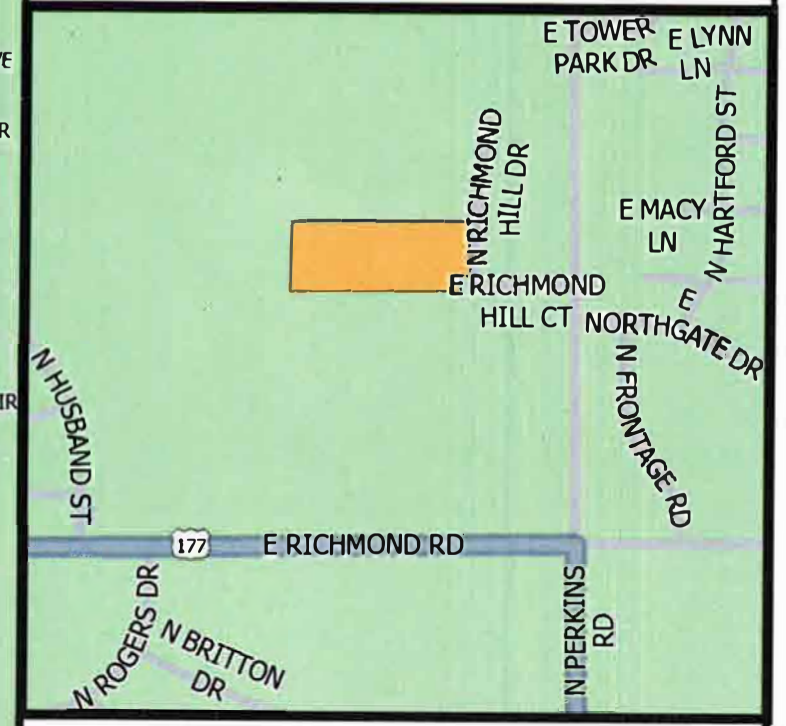
IN WITNESS OF WHICH THIS MEMORANDUM OF UNDERSTANDING has been executed on this day the 2 day of SEPTEMBER, 2025

Michael T Beckner, Chief
University Police Department
Oklahoma State University

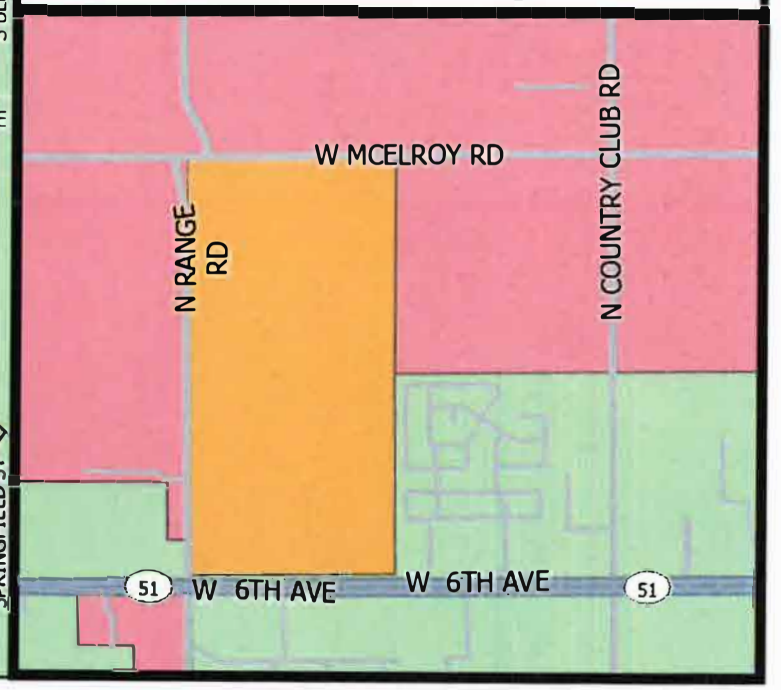
Matt McGuire, Sheriff
Noble County Sheriff Office
Noble County, Oklahoma

Rick Walker, Board Chair
Oklahoma A&M Board of Regents

Richmond Hill



6th and Range



Agency
- OSU
- PAYNE COUNTY SO
- STILLWATER PD

Traffic Jurisdiction
- COS
- OSU

Stillwater Police Department / Oklahoma State University Police Department Boundary Map

Last Updated: 7/29/2025

N

Approval to Proceed with an On-Call Construction Management Firm to Replace the Vet Cooler and Railing System in the Oklahoma Animal Disease Diagnostic Laboratory (OSU-STW)

Board approval is requested to proceed with the on-call construction management firm, Centennial Contractors, to replace the vet cooler and railing system at Oklahoma Animal Disease Diagnostic Laboratory (OADDL) on the OSU Stillwater campus.

Costs for this project are not expected to exceed $2,400,000.

The College of Veterinary Medicine is requesting the replacement of equipment at the OADDL building. This equipment consists of a vet cooler used to store animals for study and analysis, and an overhead rail system used to trolly them from the loading dock to the vet cooler. The current systems are at the end of their life and are failing. Centennial Contractors is requested by CVM for this project.

Funding will be from the $20,000,000 appropriated to OADDL from the Oklahoma Legislature.

Casey Shell, Facilities Management, is coordinating this item.

Request Approval of Four Purchasing Items (OSU-STW)

Board approval is requested for the following purchasing items. All purchases will comply with Board of Regents for the Oklahoma Agricultural and Mechanical Colleges Policies and Procedures, as well as applicable State statutes:

a. Three Sole Source and Special Request Purchasing Items

1. Authorization is requested for the Student Union to purchase structural repairs and resurface the top deck of the parking garage in the estimated amount of $2,200,000. The garage requires immediate structural repairs and resurfacing to address safety issues and prevent further water penetration. Critical structural deficiencies have been identified, and urgent action is recommended. Due to the specialized nature of the work, Restek, Inc. is uniquely qualified to perform these repairs. Restek has extensive expertise in structural strengthening, concrete restoration, and waterproofing of parking garages of this design. Restek has successfully completed multiple projects on this facility dating back to 2002, including emergency repairs in 2024. Funding will be provided by Auxiliary Enterprises Funds. (special request)

2. Authorization is requested for Facilities Management to purchase high-pressure processing equipment from Hiperbaric High Pressure Technologies (Hiperbaric), for the Robert M. Kerr Food & Agricultural Products Center (FAPC), in the estimated amount of $877,000. Hiperbaric is the only supplier able to provide a hyperbaric chamber small enough to fit the space available at FAPC. The Hiperbaric 55 equipment is uniquely designed for research, teaching, and small-batch production. It's capacity allows FAPC to work with limited product volumes, making it ideal for experimental trials, product development, and teaching applications. Funding will be provided by Oklahoma Department of Agriculture, Food and Forestry (ODAFF). (sole source)

3. Authorization is requested for Facilities Management to purchase equipment for the Robert M. Kerr Food & Agricultural Products Center (FAPC) from MicroDairy Designs LLC., in the estimated amount of $498,639. The MicroThermics AI EHVH Indirect Processing equipment is used extensively in industry and academia for high-temperature short-time, extended shelf-life, and ultra-high-temperature processing of milk and dairy products. This purchase will ensure FAPC students, researchers, staff, and industry clients train on the same technology widely adopted in dairy manufacturing/processing. Funding will be provided by Oklahoma Department of Agriculture, Food and Forestry. (ODAFF) (sole source)

b. One Auxiliary Enterprises Funds Purchasing Item

1. Authorization is requested for OSU Athletics to move $1,800,000 from PayPal to Teamworks to facilitate FY26 international student athlete payments. OSU is staying with Teamworks for revenue sharing payments to international student athletes. Teamworks provides international student athletes with the necessary year-end tax documents. Paypal does not provide these documents, and other Big 12 conference members are using Teamworks for this purpose. (exempt)

Connors State College

Warner, Oklahoma

Agenda for the Regular Meeting of the Board of Regents for OSU and the A&M Colleges

October 24, 2025

Dear Board Members

Subject to budgetary limitations and availability of funds, the following expenditures are submitted for Board approval, with purchases to be coordinated through the Chief Procurement Officer, Oklahoma State University. We recommend the following business for your consideration and approval.

A - GENERAL INFORMATION/REPORTS REQUIRING NO ACTION BY THE BOARD

1. Remarks by President Dr. Ron Ramming
   a. Connection
   b. Title III Grant Update

B – RESOLUTIONS

1. Request adoption of Memorial Resolution honoring Mrs. Sherry Todd, a Connors State College staff member who passed away on October 7, 2025. (Reference Document B-1)

C - POLICY AND OPERATIONAL PROCEDURES

1. Board approval is requested for the Work Study Handbook. This item has been reviewed and approved by the Office of Legal Counsel.
   (Reference Document C-1)

D - PERSONNEL ACTIONS in compliance with Board Policies 3.01, 3.02, and 3.03

1. Board approval is requested for personnel actions. Personnel items not requiring Board action are provided for informational purposes only.
   a. One change in appointments
   b. One item for informational purposes only.

E - INSTRUCTIONAL PROGRAM

1. Board approval is requested for off-campus delivery of courses for the Fall 2025 semester. (Reference Document E-1)

F - BUDGETARY ACTION-None

G - OTHER BUSINESS AND FINANCIAL MATTERS- None

H - CONTRACTUAL AGREEMENTS (other than construction and renovation)-None

I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES-None

J - PURCHASE REQUESTS- None

K - STUDENT SERVICES/ACTIVITIES- None

L - NEW BUSINESS UNFORESEEN AT TIME AGENDA WAS POSTED- None

M - OTHER INFORMATIONAL MATTERS NOT REQUIRING ACTION OF THE BOARD

1. Out-of-State Travel Report for September 2025 (Reference Document M-1)
2. FTE Employee Report for August 2025 (Reference Document M-2)

Respectfully submitted,



Dr. Ronald S. Ramming
President

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CONNECTION



Connors Community Steps Up Against Domestic Violence at Annual WISH Walk

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April 2025

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Federal Funding Cuts Threaten Student Support Services at Connors State

by Matthew Harmon, CSC Communications & Marketing

Connors State College faces a significant financial challenge following the federal government's decision to eliminate funding for the Native American-Serving Nontribal Institutions program, a move that will directly impact student success initiatives, campus infrastructure, and support services across both the Warner and Muskogee campuses.

In September 2025, the U.S. Department of Education announced it would withhold approximately $350 million in discretionary grant funding for minority-serving institutions nationwide, including the NASNTI program. The decision affects over 800 colleges and universities across the country that serve approximately 5 million students.

For Connors State, the consequences are far-reaching. The college's collaborative NASNTI grant with Eastern Oklahoma State College, totaling nearly $4 million over five years and awarded in 2023, has been terminated. As a result, the Guided Pathways Project – a comprehensive initiative designed to help students choose career paths, develop structured academic plans, and receive ongoing support throughout their college journey – has been cancelled. This program was specifically created to address Connors State's fall-to-fall persistence rate of less than 50% and three-year graduation rate of approximately 30%. The funding loss will significantly impact student outcomes at a critical time. Research shows that structured advising and clear academic pathways directly correlate with improved retention and graduation rates. Without the Guided Pathways Project, students may struggle more with course selection, career exploration, and staying on track toward degree completion.

First-generation college students and those from low-income backgrounds – populations that Connors State serves in significant numbers – are particularly vulnerable to these

setbacks. Mental health support services face especially severe consequences. The NASNTI grant had provided essential funding for counseling services, addressing the growing mental health needs among college students. Recognizing the urgent need to minimize disruption to current students, Green Country Behavioral Health has stepped forward as a valued partner, working closely with Connors State to help bridge the gap and maintain continuity of care during this transition. Their collaboration has been instrumental in ensuring students continue to have access to critical mental health resources during this challenging period.

The funding cuts also halt planned renovations and infrastructure upgrades across campus. NASNTI grants have historically supported the purchase of educational and laboratory equipment, improvements to classrooms and facilities, technology implementation, and expansion of tutoring and advising spaces. These planned enhancements, which would have directly improved the learning environment for all students, are now on indefinite hold.

Nearly one-third of Connors State's student population identifies as American Indian or Alaska Native, and the college serves a region that includes seven counties in Eastern Oklahoma and multiple tribal nations. Advocates for minority-serving institutions argue that NASNTI grants help fulfill federal trust responsibilities to Native American communities while benefiting all students through improved facilities, expanded programs, and enhanced services.

Oklahoma Senators James Lankford and Markwayne Mullin have advocated on behalf of Oklahoma colleges affected by these cuts recognizing the vital role these institutions play in serving rural and Native American communities. Despite these efforts, the Department of Education has moved forward with reprogramming the funds to what Secretary Linda McMahon described as "programs that advance Administration priorities."

As Connors State navigates this funding crisis, college leadership faces difficult decisions about maintaining quality student services, supporting current initiatives, and preserving staff positions while addressing a multi-million dollar budget shortfall. The college is actively exploring alternative funding sources and partnerships to sustain critical programs, but the loss of NASNTI funding represents a significant setback for the institution's mission to serve Native American students and the broader Eastern Oklahoma community.

The impact of these cuts will be measured not just in dollars, but in the educational opportunities and support services that students will no longer receive – factors that research has proven essential to college completion and long-term success.





Connors Community Steps Up Against Domestic Violence at Annual WISH Walk

by Matthew Harmon, CSC Communications & Marketing

October brought the Muskogee community together once again for the "Walk a Mile in Her Shoes" event, a powerful demonstration of solidarity in the fight against domestic violence. Organized by WISH (Women in Safe Homes), this year's march filled downtown streets with participants committed to raising awareness and supporting survivors.

The symbolic act of walking in high heels served as a small but meaningful reminder of the discomfort and challenges that domestic violence survivors endure daily. What began as an uncomfortable experience for many participants became a profound lesson in empathy and understanding.

Connors State College once again demonstrated exceptional commitment to the cause. Cross-country runners and baseball players continued their tradition of completing a grueling 25-mile relay run from Warner to Muskogee, representing the difficult journey many survivors must navigate. The college's participation was outstanding, with 120 members of the CSC community joining the event – earning recognition for the largest group attendance.

The event drew participants from across the community spectrum. Students from Warner High School marched alongside college students, while local law enforcement leaders, including the County Sheriff and Muskogee Police Chief, showed their support by walking with community members.

Representatives from WISH took the opportunity to remind attendees of the vital services they provide, including round-the-clock shelter access for those in need. Local law enforcement officials also reinforced their commitment to supporting victims, making it clear that assistance is always available to those who need it.

This year's walk was more than an awareness event—it was a powerful statement of community unity. Participants left with strengthened resolve to support prevention efforts, assist survivors, and advocate for lasting change in the ongoing battle against domestic violence.



Connors State Volunteers Help Bring Western Heritage to Life for OSB Students

by Matthew Harmon, CSC Communications & Marketing

Each September, students from the Oklahoma School for the Blind experience the spirit of Oklahoma's western heritage in a truly unique way. Western Heritage Day at the Silver Spur Western Lodge in Haskell provides approximately 80 OSB students with an immersive, sensory-focused celebration that creates lasting memories and builds valuable life skills.

Made possible through the partnership between the Oklahoma Quarter Horse Association and lodge owners Roy and Rose Anna Webb, the event offers students experiences they might not otherwise have access to. The day features an impressive variety of activities designed to engage students through touch, sound, and movement—from horseback riding and fishing to hay wagon tours and lariat roping. Students can feel animal pelts and examine skulls, test their courage on rock climbing walls, and even try mechanical bull riding.

The success of Western Heritage Day relies heavily on dedicated volunteers, with Connors State's Ag Division students playing a particularly vital role. Each OSB student is paired with a volunteer who guides them through the day's activities, ensuring both safety and maximum enjoyment.

According to Shawna Coplen, OSB Elementary Principal, the event provides invaluable learning opportunities: "This day is absolutely fabulous. It stimulates the students' senses and teaches them how wonderful these animals are."

The benefits extend well beyond entertainment. Students develop greater confidence and independence while gaining hands-on knowledge of western culture and animal care. Meanwhile, volunteers and organizers gain deeper insights into the remarkable abilities of visually impaired students.

Melinda Fruendt, Executive Director of the Oklahoma Department of Rehabilitation Services, emphasizes the event's lasting impact: "Western Heritage Day experiences are lifelong. It teaches students to get out of their comfort zones and try something new."

Through this annual tradition, students discover new capabilities, volunteers develop greater understanding, and everyone involved witnesses the power of inclusive, experiential education.

Cowboys & Caviar: A New Tradition of Giving

by Matthew Harmon, CSC Communications & Marketing

Connors State College introduces a new signature fundraising event this November, bringing together community members, alumni, and supporters for an evening that blends western heritage with philanthropic purpose. Cowboys & Caviar, the inaugural gala benefiting the Connors State College Foundation, will take place on November 8, 2025, at Cedar Creek Ranch in Eufaula.

The event represents an investment in the future of Connors State students. Cowboys & Caviar aims to raise vital funds for student scholarships, academic programs, and educational opportunities that make a real difference in students' lives.

This signature event will bring together friends and supporters of the college for an evening of western elegance. The gala will feature fine dining, entertainment, and opportunities to connect with fellow supporters who share a commitment to CSC's mission.

Scholarship funding can mean the difference between a student completing their degree or having to leave school due to financial constraints. For many Connors State students – particularly first-generation college students and those from low-income backgrounds – private scholarships and foundation support are crucial resources that help them achieve their educational goals.

The Connors State College Foundation has long been a critical partner in supporting student success, and this new fundraising initiative aims to strengthen that mission.

By establishing Cowboys & Caviar as an annual tradition, the college hopes to build a sustainable source of support for scholarships and programs that serve the diverse communities of Eastern Oklahoma.

The evening promises to capture the spirit of the region – combining the elegance of a formal gala with the authentic western character that defines Connors State and its community. Cedar Creek Ranch in Eufaula provides the perfect setting for this blend of sophistication and Oklahoma heritage.

Private philanthropy plays an essential role in ensuring students have access to transformative educational experiences. Cowboys & Caviar represents the college's commitment to building strong community partnerships that support student success and create opportunities for the next generation.

Community members interested in attending can RSVP by contacting Brandy McElyea at (918)- 463-6343 or by emailing her office at brandy.mcelyea@connorsstate.edu. The event begins at 6:00 PM on November 8th.

By joining together for Cowboys & Caviar, attendees become part of something larger than a single evening—they become partners in shaping the next generation of leaders and investing in the future of Eastern Oklahoma.





Late Night Breakfast Brings Campus Together

by Matthew Harmon, CSC Communications & Marketing

Connors State College hosted its annual Late Night Breakfast on October 8th, offering students a break from their studies with pancakes and good company. President Dr. Ron Ramming and Vice President of Student Affairs Jake Lawson joined in by working the griddle and serving meals to students who attended.

The event has become a regular fixture in the campus calendar, providing students with a late-night meal during the busy fall semester. It's also an opportunity for campus leadership to connect directly with students in an informal setting. The turnout reflected the popularity of the tradition, with students gathering to enjoy breakfast food and spend time with friends before returning to their evening routines.



Student Spotlight: Colton Dunaway (Taylor, Arizona)

by Jordan Barry (Freshman - Colcord, OK)

Colton Dunaway came to Connors State College from Taylor, Arizona, with a clear goal: to pursue agriculture and compete on a collegiate livestock judging team. A Connors alum and mentor recommended the school, and after attending the livestock judging camp two years in a row, Dunaway found the environment was the right fit.

"Everyone is very polite, and I'm surrounded by people who can help me not only during my time at Connors but also as I pursue future endeavors," Dunaway explains.

As a freshman, Dunaway has already become deeply involved on campus. He's a member of the Livestock Judging Team, Presidents Leadership Class, and Aggie Club, and is very active in the Baptist Collegiate Ministry (BCM). His agriculture classes have introduced him to hands-on experiences he never had in high school, including pregnancy-checking cows.

What stands out most to Dunaway about Connors State is the close-knit community. "Connors feels like a small community—you get to know many different people," he says.
Looking ahead, Dunaway plans to continue his education after earning his associate degree, pursuing a bachelor's or master's degree in livestock production or a related field while continuing to compete in livestock judging at the senior college level.

His advice to prospective students? "Connors is an amazing place to make lifelong connections, learn, figure out who you are and what you want to do all without going into massive amounts of debt."



Alumni Spotlight: Charlotte Beaver ('08)

by Matthew Harmon, CSC Communications & Marketing

Charlotte Beaver's journey with Connors State College is a testament to the lasting impact of a strong educational foundation. The Checotah native first arrived at CSC in 2002, and her connection to the college has come full circle—she now serves as Assistant Registrar, helping guide the next generation of Cowboys and Cowgirls through their academic journeys. During her time as a student, Beaver was an active member of the CSC speech and debate team while pursuing her Associate of Arts in Pre-Education, which she earned in 2008. She went on to complete her bachelor's degree at Northeastern State University in Tahlequah.

But Beaver's story didn't end there. Her appreciation for Connors State brought her back to Warner, where she reverse-transferred to earn two additional business degrees and a business certificate. "I think Connors is one of the best schools around," Beaver says, a sentiment backed up by her decision to invest in multiple credintials from the institution.

Reflecting on her student days, Beaver credits her success to dedication and vision. "I worked hard and studied hard because I always knew I wanted to do something great," she explains. But it wasn't all work—she also cherishes the simple moments of college life: "Me and my friends would eat out by the pond on beautiful days," she recalls, remembering the connections and experiences that made her time at CSC memorable.

Now in her role as Assistant Registrar, Beaver uses her extensive experience with the college to help students navigate their own academic paths. Her journey from student to staff member exemplifies the deep roots that Connors State plants in its community.
Catch the full interview with Charlotte as part of the Connors Conversations series on the Connors State YouTube channel.



Cowboys (MBB) Eye Championship Repeat as OCAC Preseason Favorites

by Matthew Harmon, CSC Communications & Marketing

The Connors State College Cowboys men's basketball team enters the 2024-25 season as the overwhelming favorite to capture the Oklahoma Collegiate Athletic Conference title, receiving eight of nine possible first-place votes in the OCAC Men's Basketball Coaches Preseason Poll announced by the league on Friday.

The preseason recognition comes on the heels of a remarkable 32-4 campaign last year that saw the Cowboys claim the regular season championship with a 14-2 conference record. The team's success extended well beyond the regular season, as they captured the NJCAA Region 2 Tournament Championship and advanced all the way to the national championship game—marking their second Final Four appearance in as many seasons.

With several key starters returning from last year's national runner-up squad, the Cowboys have both the experience and talent to make another championship push.

The Cowboys will tip off their season on November 3rd inside Melvin Self Field-House. With championship pedigree and high expectations, Connors State looks poised to make another deep postseason run.





Bill Muse Sr. Named Muskogee NAACP Hall of Famer

by Matthew Harmon, CSC Communications & Marketing

Bill Muse Sr., Connors State's men's basketball coach and athletic director, received induction into the Muskogee NAACP Hall of Fame, recognizing his lasting impact on the Eastern Oklahoma community over more than three decades.

Since arriving at Connors State, Muse has built one of the most successful programs in NJCAA basketball. With a career record of over 800 wins spanning over 3 decades at the helm, Muse has led the Cowboys to 10 NJCAA national tournament appearances, including multiple Final Four runs. His teams have captured numerous Oklahoma Collegiate Athletic Conference championships and Region II titles, earning him Region II Coach of the Year honors seven times.

Throughout his career, Muse has been a coach and mentor whose program has become a destination for talented athletes throughout the region. His commitment to recruiting and developing players from diverse backgrounds has helped create pathways to higher education and success. Many of his former players have gone on to Division I basketball and professional careers, while maintaining strong ties to the program that shaped their development.

The Muskogee NAACP Hall of Fame recognition acknowledges both Muse's coaching excellence and his role as a respected figure who has made a meaningful difference in the lives of young athletes in the community.



Perry Keith Inducted Into Pryor HS Athletic Hall of Fame

by Matthew Harmon, CSC Communications & Marketing

Perry Keith, a 1979 graduate of Pryor High School and four-sport letterman, has returned to his alma mater's hall of fame after building one of the most successful coaching careers in NJCAA baseball history. Keith, who received the Tiger Pride Award during his senior year at Pryor, has spent the past 40 years as head baseball coach at Connors State College, compiling an extraordinary record of 1,900 wins and 542 losses.

Keith currently ranks first in wins among active NJCAA baseball coaches and is believed to be the youngest collegiate coach ever to reach 1,000 career wins—achieving the milestone at just 42 years old. A member of the NJCAA Baseball Hall of Fame, Keith has coached 43 NJCAA All-Americans, 95 NJCAA Academic All-Americans, and one Olympian during his tenure at Connors State.

Perhaps most impressive is Keith's commitment to the complete development of his student-athletes. His program maintains a remarkable 95 percent graduation rate, demonstrating that success on the diamond goes hand-in-hand with success in the classroom. This dedication to both athletics and academics has made Keith's program a model for junior college baseball nationwide.

The Pryor High School Athletic Hall of Fame induction adds to Keith's already impressive list of honors and recognizes the foundation that launched one of junior college baseball's most distinguished careers.



New Softball Parking Lot Enhances Game Day Experience

by Matthew Harmon, CSC Communications & Marketing

Connors State College has completed construction on a new parking facility adjacent to the softball complex, providing improved access and convenience for fans, players, and visitors. The expanded parking area addresses previous capacity concerns during peak attendance games and tournaments, ensuring a smoother arrival experience for all who come to support the Cowgirls.

The project reflects the college's ongoing commitment to upgrading athletic facilities and enhancing the overall experience for the Connors State community. With easier parking access, fans can now focus on what matters most – cheering on the Cowgirls as they compete throughout the season.

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Photos by Matthew Harmon (CSC Communications & Marketing)

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Photos by Jordan Barry (Freshman - Colcord, Oklahoma - CSC Communications & Marketing)

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Photos by Jordan Barry (Freshman - Colcord, Oklahoma - CSC Communications & Marketing)

PHOTOS







Photos by Macey McCoy (Sophomore - Beggs, OK - CSC Communications & Marketing)

PHOTOS







Photos by Macey McCoy (Sophomore - Beggs, OK - CSC Communications & Marketing)

CONNORS STATE COLLEGE
700 COLLEGE ROAD
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CSC's soccer programs are nearing the end of their 3rd season on-campus. The Cowboys are gearing up for the Region 2 playoffs in Enid.

MEMORIAL RESOLUTION

WHEREAS, it has been called to the attention of the Board of Regents for Connors State College and the Agricultural and Mechanical Colleges that Mrs. Sherry Todd former Connors State staff passed away on October 7. 2025; and

WHEREAS, Mrs. Todd, by her loyalty, attention to duty, and faithful performance rendered service through several position including Administrative Secretary, from 1996 to 2018 and return later as Mail Clerk and Collections Specialist from 2022-2025 and as a citizen worthy of commemoration and respect; and

WHEREAS, her friends and Connors State College deeply feel the loss in her passing:

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF REGENTS FOR CONNORS STATE COLLEGE AND THE AGRICULTURAL AND MECHANICAL COLLEGES:

THAT it takes this method to express its appreciation for the years of useful service rendered by Mrs. Sherry Todd to the State of Oklahoma and its citizens, to express respect to her memory, and to extend to the family its deep sympathy in the loss sustained, and to state that the Board of Regents and every member thereof respectfully join the friends of the deceased in mourning the passing of one of Connor's State College's Staff.

BE IT FURTHER RESOLVED, that a copy of this resolution be reflected in the minutes of the Board of Regents and a copy sent to the family of Mrs. Todd.

Adopted by the Board the twenty- fourth of October 2025.

Dr. Ronald Ramming
President
Connors State College

Mr. Rick Walker
Chair
Oklahoma A&M Board of Regents

Connors State College
Executive Summary of Revisions
Work-Study Handbook (Revised September 1, 2025)

Connors State College Logo Placeholder

Purpose of Revision

The revised *Work-Study Handbook* aligns Connors State College policies with updated federal and institutional standards. It clarifies eligibility, supervisor and student responsibilities, and strengthens procedural consistency across both Federal and Institutional Work-Study programs.

Highlights of Key Revisions

1. Streamlined Structure and Format

- Added a full **Table of Contents** and standardized headings.
- Reformatted for clarity and modern presentation.

2. Clearer Program Definitions

- Clarified differences between **Federal Work-Study (FWS)** and **Institutional Work-Study (IWS)**.
- Noted that **IWS is not need-based** but follows similar employment processes.

3. Updated Eligibility & Application Procedures

- Introduced a **step-by-step Work-Study Request Packet** checklist.
- Reinforced that **no student may begin work** until Financial Aid and HR approvals are complete.
- Added **direct deposit setup** instructions in Employee Dashboard.

4. Academic & Compliance Standards

- Emphasized **Satisfactory Academic Progress (SAP)** for continued eligibility.
- Introduced a **Dual Positions** policy requiring **Executive Council approval** for exceptions.

5. New Section for International Students

- Added eligibility guidance for **F-1 visa students (IWS only)**.
- Detailed USCIS and IRS compliance, documentation, and taxation requirements.

6. Supervisor Responsibilities Expanded

- Mandated **student orientation and training**.
- Required **proxy designation** in Employee Dashboard.
- Added confidentiality and professional conduct standards.

- Required **budget monitoring** and prompt HR/Financial Aid communication.

7. Student Responsibilities Strengthened

- Reinforced professionalism, punctuality, and accurate timekeeping.
- Set timesheet deadline at **3:00 p.m. on the second business day** after pay period close.
- Clarified that **forgery or falsification** results in immediate termination and possible federal reporting.

8. Wages and Hours

- Established **12-hour weekly maximum** with exceptions requiring approval.
- Confirmed **no paid leave, holidays, or fringe benefits** per federal rules.

9. Legal and Policy Compliance

- Added sections on **Sexual Misconduct** and **Non-Discrimination**.
- Prohibited **religious and political work** under Work-Study funding.
- Clarified **Workers' Compensation coverage** and **ineligibility for unemployment benefits**.

10. Termination Procedures

- Introduced **progressive disciplinary steps** (verbal, written, termination).
- Added causes for **immediate termination** (e.g., theft, confidentiality breach, forgery).

11. Acknowledgment Form Update

- Revised to confirm employee understanding of policies and accountability expectations.

Intended Outcomes

These updates: - Ensure **compliance** with Department of Education and institutional standards. - Create **consistent procedures** across departments. - Strengthen **student and supervisor accountability**. - Reduce **institutional risk** and improve operational efficiency.

Prepared for: Connors State College Executive Committee
Prepared by: Office of Financial Aid & Human Resources
Date: September 2025

~~Student Employee~~ Work Study



CONNORS
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Work-Study ~~Supervisor~~ Handbook

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~~Student Employee & Supervisor's Handbook~~

INTRODUCTION

Connors State College administers two distinct work-study programs to provide employment opportunities for eligible students. The Federal Work-Study (FWS) program is a federally funded financial aid initiative supported by the U.S. Department of Education and implemented in accordance with applicable federal laws, regulations, and institutional policies. The Institutional Work-Study (IWS) program is funded through Connors State College departmental budgets and is administered in alignment with federal guidelines and the College's institutional policies. Both programs are intended to support students' educational objectives while adhering to governing regulations. ~~Federal Work-Study (FWS) is a federal financial aid work program funded by the United States Department of Education. The college administers this program in accordance with the laws, federal regulations and instructions issued by or on behalf of the Department of Education, as well as its own institutional policies.~~

~~Institutional Work-Study (CWS) is an institutional work program funded by Connors State College through your departmental budget. The college administers this program in accordance with the laws, federal regulations as well as its own institutional policies.~~

QUALIFYING CRITERIA AND APPLICATION PROCEDURES

In order to qualify for ~~a FWS~~ a W~~w~~ork-~~S~~study position ~~award~~, students are required to file the Free Application for Federal Student Aid (FAFSA) each year which can be completed at www.fafsa.ed.gov.

To receive an FWS award, students must demonstrate financial need through the financial aid application process and accept the Work-Study offer. Additional information concerning qualifying for the FWS program can be obtained from the Office of Financial Aid.

To receive an IWS award, students must complete the FAFSA process and accept the Work-Study offer; however, IWS is not a financial need-based program.

Students must also meet the following conditions:

~~1) To receive an FWS award, students must D~~demonstrate financial need through the financial aid application process, ~~receive an FWS award and accept the offer. IWS is not a need-based program, but students must still complete the FAFSA process and accept the work study offer.~~

~~2)~~1) Maintain good standing and satisfactory academic progress while employed in the Work-Study program.

~~3)~~2) Be enrolled in at least 6 credit hours during fall/spring or 3 credit hours during summer. ~~Institutional Work-Study students must be enrolled to work during the summer semester.~~

~~4)~~3) ~~Can~~Nnot be in default or overpayment on any federal Title IV ~~loan~~ program loan(s). ~~and cannot owe a repayment of a federal grant or scholarship.~~

~~Additional information concerning qualifying for the FWS program can be obtained from the Office of Financial Aid.~~

Student eligibility to participate in the ~~FWS -W~~work-~~S~~study program is reviewed annually. ~~FWS awards~~ Awards are given for the academic year. ~~(approximately August – May). Students who receive an award from this program and are interested in working should check the CSC financial aid website for job postings. They can also check with the Financial Aid~~ Office.

~~Federal work-study students cannot be employed in an institution's external profit-making activities. For example: An institution that rents an athletic field to a private agency such as a private sports club cannot employ a federal work-study student to sell tickets for the event. Also, federal work-study employment in an institutional office coordinating rental of the athletic field~~

Commented [TS2]: FinAid and HR working to revise application and interview process.

~~would not be acceptable, since it involves administrative functions connected with the profit-making activities of the institution~~

NOTE: NO STUDENT MAY BEGIN EMPLOYMENT UNDER THE FEDERAL WORK-STUDY or INSTITUTIONAL WORK-STUDY PROGRAM UNLESS FIRST APPROVED BY THE FINANCIAL AID OFFICE.

Connors State full-time and part-time faculty and staff are ~~ineligible~~ not eligible for W~~w~~ork-S~~s~~tudy ~~funds~~ employment.

A ~~Federal~~ Work-Study application or ~~A~~award does not ~~assure~~ guarantee the student of a job but indicates their eligibility to seek a W~~w~~ork-Sstudy employment~~STUDENT EMPLOYMENT~~.

For W~~w~~ork-S~~s~~tudy employment, a student must complete the following: ~~If the student successfully obtains campus employment, the following forms must be completed:~~

1. Complete the FAFSA application and accept the Work-Study offer.
2. Pick up the Work-Study Request P~~p~~acket from the Office of Financial Aid.
1. ~~Student Employment Application (to be submitted to the supervisor)~~
2.3. Take the Work-Study ~~Student Work~~ Request Packet to the site supervisor. ~~(~~The Work-Study Request must be completed by site s~~S~~upervisor~~. or Work Study Students)~~
3.4. Complete the I-9 Form included in the Work-Study Request P~~p~~acket.
4. Provide proof of employment eligibility through one of the following. (~~copies of the following documents are required~~Copies ~~can~~ of the documents can be made at the Office of Financial Aid.)
5.
    a) Valid driver's license or state issued ID;
    b) Social Security Card; or
    c) ~~Or o~~Other v~~V~~alid form listed on the back of the I-9
6. Complete both the federal and state W-4 Forms included in the Work-Study Request P~~p~~acket.
7. ~~Student Payroll Disbursement Form~~
8. ~~Automatic Deposit Transmittal (optional if student would like to receive direct deposits)~~
9.7. Sign both the Statement of Understanding of the Family Educational Rights and Privacy Act (FERPA Policy) and the Work-Study Handbook acknowledgement.
8. Sign the ~~The~~ Loyalty Oath, which must be completed in front of a notary ~~which is~~ (available within the Office of Financial Aid).

Return the completed Work Study Request P~~p~~acket to the Office of Financial Aid.

~~10.~~ Students who choose direct deposit must set it up in the Employee Dashboard after their Work--Study Request has been approved by Human Resources.

~~11.~~9.
~~Students are not allowed to begin working and will not receive a timesheet through self- service in banner until the supervisor and the student have completed all the necessary forms in the Financial Aid Office. Supervisor would then be notified by payroll that a timesheet is available. At this point, the student can begin working.~~
Students may begin working only after all the Work-Study Request Packet and all required Financial Aid forms are completed, and the site supervisor has been notified by Human Resources that a timesheet is available in the Employee Dashboard.

~~**Adjunct faculty are not eligible to employ a student worker.**~~

~~International students must comply with INS~~ USCIS ~~regulations prior to beginning a FWS or CWS work study employment~~job. ~~Additional paperwork and tax withholdings may apply and will be administered in accordance with the tax treaty provisions of the student's country of residence. Additional paperwork and deductions may apply and will be withheld in compliance with tax treaty of their country.~~

Commented [CN3]: Moved to section regarding International Students below

COMMUNITY SERVICE

~~Federal Work Study~~The FWS Program requires that a portion of funds support community service employment. Eligible positions include tutoring, mentoring, literacy programs, and roles that serve the public in areas such as health care, childcare, social services, housing, public safety, and community improvement. At least one FWS Work-Study student must be employed as a reading or literacy tutor.~~Institutions are required to allocate a percentage of work-study funds for community service employment.~~

~~Community service positions must be designed to improve the quality of life for community residents. Health care, childcare, literacy training, education (tutorial), welfare, social services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development, and community improvement are examples of community service areas. Services must be available to the general public.~~

~~Community service programs may be located on or off campus.~~

~~Institutions are required to allocate a percentage of federal work-study funds to the America Reads/Family Literacy tutoring program. There is no employer match of funding. Students interested in this type of community service employment must qualify for work-study as well as meet criteria established by the college~~

~~Community Service Offices are: Library Learning Center, Warner Elementary School (must complete background check)~~

~~Institutional Work-Study Employment~~

~~Campus Non-Federal Work-Study Employment is student employment governed only by College policy and standard wage and labor laws. It operates in an identical manner to FWS except students do not have to demonstrate financial need to be hired. The institution provides 100% funding without contribution from the federal government. Opportunities for non-FWS employment are extremely limited; preference is given to on site FWS eligible students. Contact Financial Aid Office for details of the process.~~

SATISFACTORY ACADEMIC PROGRESS

Students ~~receiving financial aid and CWS~~ participating in the W~~w~~ork-~~-S~~study programs ~~will~~ are required ~~be subject~~ to ~~the following requirements for maintaining~~ maintain ~~ing~~ satisfactory academic progress as defined by the Office of Financial Aid and outlined within the Connors State College Catalog.~~:~~

~~1. Students must successfully complete an overall minimum of 2/3 of all attempted credit hours.~~
~~2. 0-30 attempted hours minimum GPA is 1.7 (Freshman)~~
~~3. 31 or more attempted hours (Sophomore), undergraduates **must** maintain a 2.0 cumulative grade point average or better.~~

~~**The student employee must maintain a scholastic average as set forth in the Financial Aid Satisfactory Academic Progress Policy in order to continue in the student employment program in good standing. Failure to maintain such satisfactory and measurable progress places the student on work probation.**~~

NOTE: ~~Federal and institutional w~~Work-~~S~~study students *must* meet the minimum ~~GPA~~ satisfactory academic progress requirements to continue the work study program.

Hiring International Students

International students are not eligible for the FWS program and may only work under the IWS Program. Additional paperwork, including applying for a Social Security Number, may be required.

~~Connors State~~The College complies with U.S. Department of Homeland Security and U.S. Citizenship and Immigration Services (USCIS) regulations governing the employment of international students on F-1 visas.

On-Campus Employment:
F-1 students may work on campus without prior USCIS authorization if they maintain valid F-1 status. On-campus employment may include work in any College department or facility, provided institutional funding is available.

Documentation Requirements:
Students must present valid immigration documents (e.g., passport, Form I-20, Form I-94, and, if applicable, an EAD card) for employment eligibility verification.

Taxation:
International student wages are subject to U.S. tax law. Additional paperwork and specific tax withholding rules may apply under Internal Revenue Service (IRS) guidelines and any applicable tax treaties between the U.S. and the student's home country.

Failure to comply with federal regulations may result in loss of employment eligibility and jeopardize the student's immigration status.
~~Immigration regulations place certain restrictions on hiring foreign students who are enrolled in educational institutions in the United States. Enrolled international students with F-1 status are entitled to work for Connors State College in any position on campus as long as the department has institutional money available and the student has a **U.S Passport**. To work either part-time or full-time off campus, these students must obtain permission from the US Office of Immigration. **All** paperwork must be completed with Financial Aid office. Additional deductions may apply and will be withheld in compliance with the tax treaty of applicable country each pay period.~~

Student must have a valid SSN which show that the student is eligible to work or a U.S. Passport.

Commented [CN4]: This is still required for international students. Any international students who wish to work on campus must apply for a SSN.

Dual Positions

Work--Study students are normally not allowed to work more than one W~~w~~ork-S~~-s~~tudy role at any given time. Any requests for exceptions to this policy must be made to the Director of the Office of Financial Aid and reviewed by the Executive Council. The Executive Council reviews these on a case-by-case basis and all decisions are final.

~~Students may be employed at more than one location on campus. Federal Work-Study employees who need more than one job to earn their full FWS award need to coordinate work hours with supervisors so that neither earnings nor hours of work limits are exceeded. Students can be scheduled for a maximum of 15 hours per week while classes are in session and 20 hours per week during scheduled breaks (Summer). Supervisors must ensure that students do not exceed 20 hours per week. Supervisors may approve occasional exceptions to work a student more than 20 hours per week, but this must be approved through the Financial Aid office first.~~

~~**If at student works more than 20 and was not approve prior to, supervisor and student could face the loss of a student work. ALL DUAL positions must be approved via the Financial Aid Office and will only be approved in extreme circumstances.**~~

~~EMPLOYER/~~SUPERVISOR RESPONSIBILITIES

EMPLOYMENT PLANNING

~~Institutional~~ Work-S~~s~~tudy students are expected to perform a job for the ~~institution~~ College during their employment. Working hours cannot be scheduled during the student's normal scheduled class times including times when classes are not in session. Provided that all assigned duties are completed and they have supervisor approval, a student may be allowed to study during scheduled working hours. ~~Students should not be allowed to do class work during scheduled work hours unless prior approval by the supervisor has been given and all job task have been completed. The Federal Work-study program also allows student to work on studies if supervisor approves during down time.~~ ~~**Study time should not exceed 15% of work schedule.**~~

Departments should employ the number of W~~w~~ork-S-~~s~~tudy students necessary to meet operational needs for the entire academic year. In addition, departments must ensure that all work assignments provide meaningful employment experiences and that each student is afforded sufficient hours to reasonably earn the full amount of their awarded W~~w~~ork-S~~s~~tudy funds.~~Each department is expected to employ only the number of student workers **needed for the academic year**. Furthermore, the employing department is expected to provide meaningful work and provide each student with enough working hours to earn his or her entire award.~~

~~**REHIRES**~~

~~Remind your student employees in October to reapply for financial aid for the upcoming academic year. **STUDENTS WHO ARE WORKSTUDY REHIRES WILL NOT RECEIVE WORKSTUDY MONIES AUTOMATICALLY. THEY MUST SUBMIT A FAFSA EVERY YEAR AND GO THROUGH THE PROCESS WITH ALL OTHER STUDENTS.** All students should make sure they keep track of the status of their financial aid files. The financial aid packaging system awards on a 9-month period of enrollment (Fall-Spring). If a student is planning to attend the summer session, (s)he should make an appointment to discuss funding with a financial aid advisor after enrolling for the summer session(s). The student and FA Counselor will work together to determine summer work-study eligibility.~~

JOB POSTINGS

To report a job posting, contact the Office of Financial Aid ~~Office~~. You will need to provide the following information:

~~1. Job Description which should include the below:~~
a. Employer
b. Job Title
~~a.~~c. Site Supervisor's Contact Information
~~b. Job Title~~
d. Wage
e. Hours
~~c.~~f. ~~Duties~~Job Overview
~~d.~~g. Qualifications
h. Duties and Responsibilities
i. Evaluation Procedure
~~e. Contact Name~~
~~f. Phone Number~~
~~g. Location~~
~~2. Hours per week Requested~~
~~3. Number of semesters and which semester(s)~~
~~4. Federal or Institutional Preference~~

Job postings are posted to the ~~CSC FINAID STUDENT JOBS Site~~Connors State College website ~~within 3 business day of notification to the financial aid office~~. The posting will remain on the website until the position has been filled or notification is given to remove posting. ~~Postings may be located outside the Financial Aid Office on a bulletin board.~~

Commented [TS5]: @Torres, Tara Leigh @Mote, Nicole
We will need to revisit this!

SUPERVISOR

Each department must designate a full-time employee as a site supervisor for W~~w~~ork-~~-~~S~~s~~tudy students~~student employment supervisor(s)~~. ~~The designated supervisor(s) must be a full-time employee. Students CANNOT supervise other students.~~ The site supervisor is responsible for overseeing the work assigned to and performed by each W~~w~~ork-~~-~~S~~s~~tudy student ~~employee~~ and for complying with all procedures contained in this ~~manual~~ handbook. Supervisors are also responsible for reviewing and approving ~~FWS/CWS~~ time sheets to ensure accuracy~~, monitoring student employee earnings and maintaining records for each student~~. Timesheets must be submitted by each

pay-period deadline as published by Human Resources. ~~Non- compliance~~ Failure to comply with published policies and deadlines ~~may~~ will result in loss of eligibility to supervise W~~w~~ork--S~~s~~tudy students ~~FWS/CWS employees~~.

~~Student workers are not allowed to work outside normal operating hours (8-4:30 Monday-Friday) unless otherwise defined by your department i.e. Library or Success Center.~~

Site supervisors should have a proxy designated within the Employee Dashboard. ~~Each supervisor must have a designated full-time CSC employee to approve timesheets in the event they are not available. The student payroll office must have written authorization allowing the designated employee to approve for the supervisor. The designated supervisor will sign in to self-service to approve the assigned timesheets. Supervisors are responsible for the accuracy of FWS/CWS timesheets and timesheets must be submitted by the supervisor only.~~

~~The following records must be maintained by supervisors:~~

~~1. A copy of the student's current class schedule, which must be updated each term. The supervisor and student must refer to this class schedule when designating the student's work hours. **A student may not work during scheduled class time. If a supervisor allows a student to work during class time this could result in the loss of student worker eligibility.**~~
~~2. Copy of Work-Study Application Form and all other correspondence pertinent to the student employee.~~

Work-Study site ~~Supervisors~~ supervisors and/or their ~~or~~ designated proxy are ~~also~~ responsible for the following:

1. Ensuring that students have approval to work from Financial Aid and Payroll Offices.
~~2. Informing the student, of the exact duties and responsibilities of the job.~~
~~3.~~2. Providing the student with ~~the~~ an orientation and training necessary to perform assigned duties.
~~4.~~3. Establishing a schedule of work hours that will be acceptable to both the student and the department that does not conflict with the student's class schedule.
4. Supervising the development of good work habits.
~~5. FWS/CWS Work study students should are not be allowed, for any reason, to perform personal errands for faculty/staff or operate the private vehicles of faculty/staff.~~
~~6.~~5. Certifying and submitting time sheets on a timely basis.
~~7. Monitoring FWS/CWS wage earnings to ensure that no student earns more than his or her award and that the student stops working when his or her award is fully earned or when the employment period ends. **Individual departments will be responsible, and their budgets charged for any earnings beyond the student's total award. Any student employed under the Federal Work-Study/Institutional Work-Study Program must be paid for all hours worked.**~~
6. Monitoring their department budget to ensure that the department does not exceed their allotted W~~w~~ork--S~~s~~tudy funds.
~~8. Promptly notifying Payroll and Financial Aid Offices when a student's employment is terminated, or hours are reduced.~~ Promptly notifying Human Resources and the Office of Financial Aid when a W~~w~~ork-Study student is terminated by completing the Student Written Release Form.
7.
~~9.~~ Promptly notifying Human Resources and the Office of Financial Aid when a student's work schedule needs to be adjusted beyond what is already listed on the Work--Study Request P~~p~~acket.
8.
~~10.~~ Providing~~e~~ counseling to students whose work performance is unsatisfactory and allowing a reasonable period of time for improvement. ~~Counseling the students if their~~

Commented [CN6]: Recommend keeping this in.

~~work is unsatisfactory and give them reasonable time to improve.~~

~~The Financial Aid Office must have each student sign a "Statement of Understanding of the Family Educational Rights and Privacy Act."~~

~~Student workers are not allowed access to keys, long distance codes, copier codes, bookstore charges, grade sheets, and password protected computer access or student records without written or verbal authorization by the supervisor. Supervisors will be held liable for maintaining confidentiality of all student or employee records.~~

9.

~~11.~~ At the site supervisor's discretion, W~~w~~ork-~~-S~~study hours can be made up provided that they are within the same work week and not during normally scheduled class times. Work weeks are defined as Sunday to Saturday. ~~Hours can be made up at supervisors' discretion.~~

Work-Study students are not allowed, for any reason, to perform personal errands for their site supervisor or other faculty/staff or operate the private vehicles of their site supervisor or other faculty/staff. Work-Study students are not allowed access to keys, long distance codes, copier codes, bookstore charges, grade sheets, and password protected computer access or student records without written or verbal authorization by the site supervisor. Supervisors will be held liable for maintaining confidentiality of all student and employee records.

Commented [CN7]: Recommend keeping in

~~INTERVIEWING PROCEDURES~~

1. ~~The student will bring a Work-Study Application form to you.~~
2. ~~Discuss your requirements with the student. Include job duties, dress code, departmental policies, etc.~~
3. ~~If the student meets your requirements, prepare a work schedule for the student.~~
4. ~~Make a copy of the schedule so both you and the student have a copy.~~
5. ~~If you accept the student for employment, you and the student must complete the Student Work Request Packet/requisition and return to the Financial Aid Office.~~
6. ~~**Do not allow a student to begin working in your department before the requisition for student employee has been completed and you have received notification from the Payroll Office.**~~

Commented [CN8]: With your comment that FinAid and HR working to revise application and interview process., will an interview process be added later? If so, should this Handbook wait to be finalized?

STUDENT RESPONSIBILITIES

~~***Required Forms:*** Students must come to the Financial Aid office to pick up and/or complete employment documents prior to beginning any campus job.~~

~~Student Employees are required to comply with the performance standards established by the department for which they work. Students who fail to perform in a satisfactory manner may be removed from their assignment and from the student employment program.~~

Any student who accepts a ~~student employee position~~Wwork-k-Sstudy position~~role~~ accepts the responsibility of maintaining professional standards and agrees to the following:

~~1. Perform his or her job assignment in a serious and responsible manner. **Student employees are required to adhere to the following rules and policies regarding the privacy and confidentiality of student records information:**~~

Commented [TS9]: @Stout, Tosha Will add disclosure info to FERPA form.

~~a. Student records are not to be removed from any CSC office by student employees unless requested to do so by the appropriate supervisor.~~

~~b. Student employees who are granted access to student record information are accountable for the protection of the information and its contents while it is in their possession.~~

~~c. Student employees are prohibited from discussing personal record information.~~

~~d. Student employees should not use CSC equipment or office supplies for personal reasons, except as designated by a supervisor.~~

~~e. Student employees are prohibited from working with their own records.~~
~~Students must read and understand these rules and policies relative to privacy and confidentiality for student records information. Students must adhere to the rules governing these privacy and confidentiality rules and policies. Violation of the outlined rules or policies may subject a student employee to immediate termination of employment.~~

~~f. Student employees are responsible for asking their supervisor who the designated supervisor is, when the supervisor is not available to approve their timesheet.~~

1. Complete their assigned tasks and duties as outlined in the published job description.

~~2.~~ Follow a predetermined work schedule that is acceptable to both the student and the ~~employer~~ site supervisor or designated proxy and **not report hours for scheduled class periods.** Student will not be paid for hours not worked.

~~3.~~

~~Do not begin working until all required forms/documents have been submitted to the Financial Aid Office by student & supervisor, and supervisor has received approval from the Payroll Office. **Students should not perform any work until student and supervisor has been notified by payroll the student has been set up in the system.**~~

~~4.~~2.

~~5. **Correct Information** It is important to remember that students and faculty members will depend on you to provide them with accurate information. However, if someone should ask you a question that you are uncertain you know the answer to, you should always be candid in your response. If you do not know the answer to the question, state immediately that you do not know and then offer to help that person find the answer.~~

~~6.~~ Notify the ~~appropriate~~ site supervisor or designated proxy as soon as possible when illness or other circumstances prevent the student from working. ~~All student worker positions are very valuable to the efficiency and operation of Connors State College.~~

3.

~~7.~~

~~Consider the time for studying, student activities, personal time and lunch time and breaks between classes. Students are expected to work all scheduled hours each week.~~

~~Dress appropriately, be dependable and prompt, and conduct themselves in a businesslike manner.~~Review and abide by the Connors State College Staff Handbook and consult with the site supervisor or designated proxy if there are any questions. ~~Students in high visibility areas should consult their supervisors for the appropriate dress code. Revealing clothing should not be worn. Nor should pajamas, swimwear, inappropriate graphic t-shirts or other questionable clothing.~~

~~8.~~4.

5. ~~Work Study students must log~~Log their own hours daily in the Employee Dashboard. Each pay period ends every other Friday, and timesheets must be approved by the site supervisor or designated proxy by 3:00 p.m. on the second business day following the end of each work period. ~~Submit time worked to your supervisor through Banner self-service. Time should be entered into timesheets as it is worked each day. The last workday of the pay period is every other Friday. Arrangements should be made with the supervisor to verify and approve the student's time sheet in Banner usually by 3:00 p.m. on the 2nd business day following the end of each work period.~~ **Failure to do this may result in delayed payment. ~~until the following payroll date.~~**

~~9.~~

~~10.~~

~~Time must be entered into the timesheet by the student.~~

6. Discuss any work-related problems with the ~~appropriate~~ site supervisor. If the problem cannot be resolved, the student should contact the Director of Financial Aid.
~~Director or Assistant Director.~~

~~11.~~7. The Work-Study student should g~~G~~ive the site supervisor at least one week's notice before terminating a ~~job~~Work-S~~work~~study role~~assignment~~.

8. ~~Stop working immediately upon earning his or her FWS award.~~ Work-Study contracts are awarded by semester. Hours not worked in one semester are not available to be worked in another semester.

~~12.~~9. Once the terms of the Work-Study contract~~ontract~~ have been fulfilled or the semester ends, whichever comes first, the W~~w~~ork-~~S~~study student should notify their site supervisor and immediately cease working.

~~13. Try to establish good working relationships with your supervisor and other department members.~~

~~14. Your student employee rights are basic non-discrimination and employment rights, and the right to file grievances. If a problem with a supervisor cannot be resolved by discussion, the student should follow the grievance procedures. The Financial Aid Office can provide information on this procedure or refer to the abbreviated section in this handbook.~~

~~15. Remember that work-study is a regular job and will establish work ethics that will carry over into future jobs.~~

~~16. Breaks are at the discretion of the supervisor and are counted as hours worked. However, breaks should not be used to report late or leave early. It is recommended that students take a meal break of at least 30 minutes if they work more than 5 hours. Meal breaks are unpaid~~

~~17. Prior to each pay period each student employee will be have an open timesheet in banner. Time sheets should be kept up to date daily as the student works. It is the student's responsibility to verify with their supervisor that timesheet has been submitted.~~

~~18. Student employee payrolls must be submitted to the State Finance Office in Oklahoma City. IT TAKES APPROXIMATELY TWO WEEKS FROM THE DATE TIME SHEETS ARE SUBMITTED TO THE STUDENT PAYROLL OFFIC BEFORE CHECKS ARE RECEIVED BY THE BUSINESS OFFICE.~~

~~19. If you have any questions, you may contact the Financial Aid Office at CSC Monday-Friday 8:00 a.m. – 4:30 p.m. at the Warner (918) 463-6310 or Muskogee Campus (918) 684-5402.~~

~~20.~~ Any form of forgery or falsification of records—including but not limited to timesheets or hours worked—constitutes grounds for the immediate termination of current and future employment at Connors State College. Additional disciplinary measures may be imposed in accordance with federal and state regulations, as well as the Connors State College Student and Staff Handbooks. Students

employed under the ~~Federal Work-Study (FWS~~FWS~~)~~ P~~p~~rogram may also be subject to disciplinary action by the U.S. Department of Education, Office of Inspector General.~~Any type of forgery ie: timesheets, falsifying time, is grounds for immediate termination of current and future employment at Connors State College. Additional disciplinary actions may be taken in compliance with the Federal, State regulations, and CSC Student Handbook. FWS students are subject to U. S. Department of Education, Inspector General Office disciplinary actions.~~

~~PAYROLL PROCEDURES~~

~~Following the completion and approval of the student work requisition, the Student Payroll Officer will set each student up with an electronic time sheet with an active assignment. The student receives an authorization to work notification from the Financial Aid office and is then asked to report to the Student Payroll Office for time reporting training. (Supervisors may train student in lieu of the payroll office performing the training)~~

~~Supervisors should maintain a separate log, calendar or a sufficient back-up method to validate entries into the Banner electronic time reporting system. Students are required to log in and out of the Banner electronic time reporting system to enter their time into an electronic time sheet. The supervisor should ensure that the student's time is being properly entered for each day worked.~~

~~A student payroll schedule provides supervisors with an activity schedule for student workers. The schedule includes due dates for submitting and approving the time sheet electronically. **Electronic time sheets must be completed and submitted to the Payroll Office on the last day of each pay period.**~~

~~**22. Students are responsible for submitting their time sheet, however in the event of an emergency they may contact the Payroll office.** If time sheets are not submitted by the submittal deadline, payment may not be received until alternative arrangements are coordinated with the payroll office.~~

~~**It is a federal offense for a student or an employer to falsify any information on a student's payroll time sheet.**~~

WAGES

To maintain compliance with the ~~student~~ W~~w~~ork-~~-S~~study programs students will only be paid for hours worked. ~~students will only be paid for hours worked.~~ Fringe benefits such as paid sick leave, vacation pay, and holiday pay are not permissible. ~~The hourly rate paid to FWS/CW students will be minimum wage.~~

All wages earned under the Work-Study programs are subject to federal income tax. Students must complete a Form W-4 to establish federal and state income tax withholding. The only exception applies to students who claim "Exempt" on the W-4.

Students may claim exemption from withholding only if they are U.S. citizens or resident aliens and meet the criteria outlined in the Form W-4.~~All wages earned under the work study programs are subject to federal income tax. Students are required to complete a W-4 form in order to have federal and state income tax withheld. The only exception regarding the withholding of taxes is for students who claim EXEMPT on the W-~~

~~4. Students can claim exempt if they are:~~

~~1. United States citizens or resident aliens and meet the criteria for exemption as listed in Number 7 on the Form W-4.~~

HOURS

Work Study ~~S~~students can be scheduled for a maximum of 12 hours per week. ~~while classes are in session and 20 hours per week during scheduled breaks (Christmas, Spring Break, Summer). Supervisors must ensure that students do not exceed 20 hours per week.~~

~~In accordance with the Immigration and Naturalization Service (INS) regulations, international students may not work more than 12 hours per week (total hours, regardless of the number of positions) while classes are in session during the Spring and Fall semesters. During the Summer and when CSC is on an official break, international students may work on campus in a student hourly position up to but not more than 20 hours a week.~~
~~Additional employment for international students is prohibited [8 CFR 214.2 (f)(9)(i) and at 22 CFR 62.23 (g)(2)(iii)] Special tax laws may apply to international students. Each case must be reviewed separately by the Financial Aid and Student Payroll office for applicable tax treaty if any.~~

Scheduled work hours should not conflict with the student's scheduled classes or academic progress. Any requests for exceptions to this policy must be submitted to the Director of Financial Aid. These requests are reviewed by the Executive Council on a case by case basis and all decisions are final.

Commented [TS10]: Edit due to blue highlight not wishing to be removed.

Commented [CN11]: Would this be requests to work during the student's scheduled class? If so, would recommend removing this language here.

~~**DIRECT DEPOSIT**~~

~~Students can choose to pick up a physical paycheck at the Bursar office or do Direct Deposit. In order do direct deposit, the student must complete the direct deposit form attached in the Work-study packet. They will need to provide a voided check from their bank, or a statement from their bank containing the bank name, student name, account number, and routing number.~~

SEXUAL MISCONDUCT

~~**SEXUAL HARASSMENT POLICY (SEE CSC STUDENT HANDBOOK)**~~

~~General~~ —Connors State College explicitly condemns sexual harassment of students, staff and faculty and will not tolerate such conduct on or off campus. Sexual harassment is unlawful and may subject those who engage in it to College disciplinary sanctions, as well as civil and criminal penalties. For more information regarding the policy and reporting procedures, please refer to the Connors State College Student Handbook.

~~AFFIRMATIVE ACTION~~NONDISCRIMINATION

Commented [CN12]: Recommend referring to this as Nondiscrimination vs. Affirmative Action

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other federal, state, school rules, laws, regulations and policies, Connors State College does not discriminate on the basis of sex, race, color, age, religion, national origin, status as a veteran or disability in the educational programs or activities which it operates. It is the intent of the Connors State College administration, faculty, and staff to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations, and operations. Grievance procedures for Title IX and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act have been established for students, their parents, and employees who feel discrimination has been shown by Connors State College

~~Connors State College is committed to a policy of non-discrimination and affirmative action in its educational programs, activities, and employment practices. It is the policy of the college not to discriminate on the basis of race, sex, sexual orientation, color, national origin, age, religion, or disability. In fulfillment of the requirements of the Executive Orders 11246 and 11375, Titles IV, VI, VII, IX and X of the Civil Rights Act of 1964 as amended in 1972, the Americans with Disabilities Act (ADA) of 1992, and all pertinent laws, regulations, and executive directives of the State of Oklahoma is adhered to.~~

See Connors State College ~~Student~~ Staff Handbook for details and additional information.

~~**Fiscal Note**: Once students have earned their allowable Work Study award; any additional work will be charged to the department. This policy does not guarantee the availability of Work Study awards or departmental funds for student employees. Continuation of employment under institutional funds will be at the discretion of the departmental supervisor~~

~~*Work week includes hours worked from 12:01 a.m. Saturday and ending at midnight Friday.~~

~~SCHEDULE COMPLIANCE AND AWARD COMPLETION~~

~~Connors State College requires all Work-Study students to work their awarded hours on a regular basis. Our Work-Study program does not permit sporadic attendance. If you feel that you cannot work the number of hours assigned, you must arrange with the supervisor to reduce your award.~~

~~To ensure that Work-Study awards are fulfilled, work progress will be monitored throughout the year. Failure to work a reasonable portion of the award will be considered grounds for termination of employment and exclusion from the program in future terms.~~

~~**REMAINING WORKSTUDY FUNDS**~~

~~Work-study funds may be used during the academic year **ONLY.** Any work-study money remaining on an individual award will be cancelled on the last day of school. An academic year is defined as Fall, Spring, and Summer. New award year begins July 1.~~

~~**Family Rule**~~

~~No student employee may work in a department where an immediate family member is employed; this includes siblings.~~

~~**Employment of Relatives**~~

~~The College seeks to hire and retain the most qualified persons for all positions and from time to time hires persons who are related to a CSC employee. It is a conflict of interest for employees to serve in a direct supervisory capacity over a relative or a dependent. For the purposes of this policy, "relative" means parent, child, spouse, brother, sister, in-law, and step relative. This policy also applies to student employees.~~

~~**STUDENT PERFORMANCE STANDARDS**~~

~~Student employees are expected to perform their duties in accordance with standards established by the department for which they work. Failure to comply with these standards may be grounds for termination.~~

~~Supervisors will be responsible for completing one work-study employee evaluation each semester, during the middle of the term.~~

~~Prior to termination a student must be given a verbal warning and given adequate time to resolve the issue, first. Second, the student must receive written notice with an action plan. Third, the student can be terminated by completing the Supervisor's Written Release Form.~~

~~A student who are experiencing personal difficulties which could possibly affect his/her job/school performance should talk to their supervisor as soon as possible.~~

TERMINATION PROCEDURES

The purpose of termination procedures is to provide an equitable and consistent system for dealing with circumstances in which a student is not performing his or her job to the employer's satisfaction.

If a ~~FWS/CWS~~ W~~w~~ork-~~S~~study student is not performing his or her job responsibilities, as defined in writing by his or her site supervisor, the site supervisor should first meet with the student and explain the specific areas of deficiency in the attempt to solve the problem. Problems should be noted on student account as well as resolutions.

Second, if the problem persists and adequate time has been given to correct deficiencies, then student can be written up. Third, if the problem continues to persist, the site supervisor can choose to terminate the student by completing the Supervisor's Written Release Form.

Immediate termination - In certain instances, the ~~employing department~~ site supervisor may dismiss or remove any ~~student employee~~W~~w~~ork-~~S~~study student immediately. Reasons for

immediate termination are as follows: theft, confidentiality, forgery, absences without notification, ~~excessive tardiness,~~ etc.

~~GRIEVANCE PROCEDURES~~

~~Misunderstandings and disagreements between employer and a work study employee may arise regarding terms and conditions of employment. These disagreements should be resolved promptly through a discussion between the student employee and the immediate supervisor. Questions involving interpretation of CSC policies should be referred to the Financial Aid Office.~~

~~If a resolution is not found, the student employee may appeal to the Financial Aid Office. The student employee maybe be referred to the Director of Financial Aid.~~

WORKERS' COMPENSATION

Work Study s~~S~~tudents are not covered under the Connors State College insurance plan but are covered by ~~CSC's~~ Connors State Workers' Compensation insurance. If an injury occurs, the student must notify his or her site supervisor immediately. The site supervisor should complete an injury form and contact Human Resources for further instructions. If Human Resources is unavailable, site supervisor should contact ~~Campus Security, Dean of Student Life~~the Vice President for Student Affairs ~~on the Warner campus, or Director of Muskogee campuses if on the Muskogee campuses~~.

UNEMPLOYMENT BENEFITS

Work ~~-~~study student positions are temporary positions. Therefore, ~~FWS~~ work~~-~~study students are not eligible to collect unemployment benefits following termination ~~of employment~~.

~~RELIGIOUS INVOLVEMENT~~ PROHIBITED ACTIVITIES

Work-Study positions may not involve constructing, operating, or maintaining any part of a building used for religious worship or sectarian instruction. In addition, Work-Study funds may not be used for any political activity, including partisan or nonpartisan voter registration, voter assistance, or campaign-related work.

~~FWS/CWS positions must not be involved in constructing, operating or maintaining any part of a building used for religious worship or sectarian instruction.~~

~~Student Employee &~~ ~~Supervisor's~~Work Study Handbook

I_____hereby certify that I have reviewed the ~~Student~~
Print Name Here

~~Employee & Supervisor~~Work-~~-~~Study~~-~~ Handbook. I understand that it is my responsibility to thoroughly read this handbook located on the~~our~~ Connors State College ~~Website~~ website. ~~under Financial Aid – Student Employment. I am also aware that I can get a paper copy by requesting one in writing from the Financial Aid Office.~~

If I should have any questions, or need clarifications on any items, it is my responsibility to speak with my site supervisor immediately. I understand that it is my responsibility to abide by all the rules and regulations contained in th~~e~~is handbook Work-~~-~~Study~~, Staff, and Student Handbooks~~.

~~Any disciplinary action in connection with employee violations of the policies contained in this handbook will be conducted in accordance with the provisions of any applicable collective agreements and statutes in effect at the time of such disciplinary action.~~
I acknowledge that any violation(s) of the policies within this handbook will subject me to disciplinary action up to and including termination of my work study role.

X_____ _____
Signature Date

~~Submit this sheet back to the Financial Aid Office within 5 days.~~

CONNORS
STATE COLLEGE
Building Futures One At A Time Since 1908

Personnel Actions

Personnel actions pertaining to appointments, reappointments, changes in salary, changes in title or rank, personnel leave, etc.

Name	Action	Effective Date	Salary/Rate
Steele, Christy	OTA Program Chair	10/22/2025	$86,880.00

Personnel actions not requiring action by the Board including resignations, terminations, suspensions, retirements, etc.

Name	Title	Effective Date	Service Time
Gorman, Jeanne	Coordinator of OTA	9/25/2025	8 Years

CONNORS STATE COLLEGE
Building Futures One At A Time Since 1908

Fall 2025 Off-Campus Courses

Jess Dunn Correctional Center
General Zoology
Internship in Business Administration
Fundamentals of Computer Usage
Strategies for Success
Development Clinical
English Composition I
English Composition II
Applied Mathematics
Precalculus Algebra
Principles of Sociology
Development
Amer. Hist. Survey to 1877
American Federal Government
Intro to Oral Communication

Eddie Warrior Correctional Center
General Zoology
Internship in Business Administration
Fundamentals of Computer Usage
Strategies for Success
English Composition I
English Composition II
Applied Mathematics
Precalculus Algebra
American Federal Government
Principles of Sociology
Introduction to Social Services
American History Survey to 1877
General Humanities I
Introduction to Psychology
Intro to Oral Communication

Muskogee High School- Early College Program
English Composition I
Art Appreciation
Precalculus Algebra

Nursing Clinicals
Foundation in Nursing Clinical
Maternal & Pediatric Clinical
Psych & Med Surg Clinical
Critical Care and Leadership

Tahlequah Campus-Nursing
Foundations of Nursing
Maternal & Pediatric Nursing
Psych & Med-Surg Nursing
Critical Care & Leadership

SUMMARY OF OUT-OF-STATE TRAVEL FOR THE PERIOD OF SEPTEMBER 30, 2025

	TRAVEL THIS MONTH		CORRESPONDING MONTH LAST FISCAL YEAR		AMOUNT EXPENDED CURRENT		AMOUNT EXPENDED PRIOR	
FUND SOURCE	NO. OF TRIPS	AMOUNT EXPENDED	NO. OF TRIPS	AMOUNT EXPENDED	NO. OF TRIPS	FISCAL YEAR	NO. OF TRIPS	FISCAL YEAR
ST. APPROP.	0	$ -	1	$ 2,170.35	0	$ -	1	$ 2,170.35
FEDERAL	1	$ 3,631.00	0	$ -	1	$ 3,631.00	0	$ -
PRIVATE	0	$ -	0	$ -	0	$ -	0	$ -
AUXILIARY	0	$ -	0	$ -	0	$ -	0	$ -
OTHER	0	$ -	0	$ -	0	$ -	0	$ -
TOTAL	**1**	**$ 3,631.00**	**1**	**$ 2,170.35**	**1**	**$ 3,631.00**	**1**	**$ 2,170.35**

THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

FTE Employee Report (1)

To: The Governor of Oklahoma, The President Pro Tempore of the Oklahoma State Senate, and the Speaker of the Oklahoma House of Representatives

From: Connors State College (Institution) Dr. Ron Ramming (President)

Subject: FTE Employee Report for Fiscal Quarter Ending September (Month) 30 (Day) 2025 (Year)

The following information is provided pursuant to 74 O.S. 12981, Section 3602 (2)

	Educational & General Budget Part I			Educational & General Budget Part II			Agency Accounts			Sub-Total			Total FTE
	Faculty	Other		Faculty	Other		Faculty	Other		Faculty	Other		
		Regular	Student		Regular	Student		Regular	Student		Regular	Student	
A. FTE Employees for Reported Fiscal Quarter	56.14	70.5	1.48	0.33	9.24	0.2	2.55	11.86	10.45	59.02	91.6	12.13	162.75
B. FTE Employees for Fiscal Quarter Immediately Preceeding Reported Quarter (3)	68.91	67.74	4.26	0.67	10.57	1.27	1.76	10.92	21.26	71.34	89.23	26.79	187.36
C. Increase or Decrease in FTE Employees (Item A minus Item B)	-12.77	2.76	-2.78	-0.34	-1.33	-1.07	0.79	0.94	-10.81	-12.32	2.37	-14.66	-24.61
D. Comparable Quarter Last Year	56.44	66.7	1.37	0.33	9.25	0.27	1.81	10.11	8.91	58.58	86.06	10.55	155.19

1. File with the State Regents' office by the tenth of the month following the end of the calendar quarter being reported.

2. The term employee shall mean "a fulll-time employee or any number of part-time employees whose combined weekly hours of employment equal those of a full-time employee, but shall not include seasonal employees." For this report, the number of FTE employees for the reported quarter can be calculated by dividing 519 hours (173 hours per month multiplied by three months) the total pay-roll house (excluding seasonal employees) for the quarter.

3. This figure reflects the total number of FTE employees for the main campus, branch campus(es), and all constituent agencies.

PROPOSED REVISIONS TO BOARD POLICY 2.07

The Board's Office of Legal Counsel (OLC) seeks Board approval to revise Board Policy 2.07 to authorize the OSU President to expend up to $500,000 for the payment of any insurance deductible or self-retention relating to any single medical malpractice claim asserted against OSU-CHS or its faculty and staff providing medical care. The proposed revisions would also require the OLC to promptly inform the Board Chair of the amount paid on any such claim. A few additional suggested revisions are included for clean-up purposes. Red-line and clean versions of proposed revised policy 2.07 are attached. These proposed revisions have been approved by the OSU President's Office, the OSU-CHS Administration, and the Chief Procurement Officer.

RATIONALE FOR THE PROPOSED REVISIONS

During those times when physician faculty members and physician staff of the OSU College of Medicine are not engaged in administrative or teaching duties, they are not considered to be employees of the state for purposes of the limits in the Governmental Tort Claims Act. (See 51 O.S. 152). Further, most physician faculty and physician staff at OSU-CHS are required to have $1 million in medical malpractice coverage to have privileges at the hospitals where they practice medicine. Accordingly, OSU-CHS has agreed to provide such coverage, and to also extend such coverage to mid-level medical care providers. Certain medical providers (mostly ER doctors and part-time doctors) who are billed out to third parties on an hourly rate basis are covered by policies with no deductible/self-retention. The cost of those insurance policies is built into the rate charged to the third party. For medical providers working in OSU-CHS clinics it has been determined that the most cost-effective coverage for medical malpractice claims are policies which require a $500,000 deductible/self-retention. (A chronology of Historical Program Changes showing OSU-CHS's experience with various deductible amounts and premium costs is attached for reference).

Most judges require that before any medical malpractice claim goes to trial, the parties must first engage in mediation. At mediation, the OLC is required to have someone attend with "unlimited settlement authority". That requirement is satisfied if someone attending has been given authority to extend the full payment of any deductible under the insurance policy. Doing so not only satisfies the unlimited settlement authority requirement but also triggers the medical malpractice carrier's engagement in the settlement negotiations if it takes more than $500,000 to settle a case.

Previously, each time a mediation has been scheduled in a case where there is a $500,000 deductible/self-retention, the OLC has prepared a specific Board Agenda item providing the name and venue of the case(s) in which settlement authority is sought and scheduled a potential Executive Session to discuss the requested settlement authority in order to comply with Open Meetings requirements. However, this practice is less than desirable because it places the opposing party's counsel on notice that a $500,000 deductible applies in that case for which specific authority has been requested and granted by the Board. It also strategically hampers the efforts of outside defense counsel to conduct meaningful settlement negotiations while the discovery in the case is ongoing or while Motions for Summary Judgment are pending.

Further, the decision whether to extend settlement authority is always predicated on the recommendation of outside counsel who specialize in medical malpractice defense and who have expertise in evaluating the risks attendant to such cases. Accordingly, it is highly unlikely that the OLC would ever suggest that the Board should deny such a recommendation. So, to streamline matters, the OLC proposes that the policy be revised to give the OSU President the requisite authority, but to also require the OLC to promptly advise the Board Chair any time that money is paid on any medical malpractice deductible/self-retention. This issue is timely because a mediation is currently scheduled in a case November.

Uniform and Integrated Purchasing and Contracting

2.07

1. Purchasing for all entities under the jurisdiction of the Board shall be unified and integrated.

    A. The Chief Procurement Officer ("CPO") of Oklahoma State University ("OSU") is designated as the CPO for all entities governed by this Board.
    B. The Vice President for Administration and Finance of OSU is authorized to appoint Purchasing Directors within the OSU System as needed. Any person so appointed shall be responsible to the CPO for all procurement actions and shall have authority as delegated by the CPO. The CPO shall be authorized to prescribe unified and correlated forms and to promulgate uniform purchasing guidelines applicable to all institutions. All sole source contracts and contract disputes, not amicably resolved, will be handled by the CPO.
    C. Added expenses of the CPO office in Stillwater resulting from services to entities other than OSU shall be prorated among all other entities under this Board.

2. The President or chief administrative officer of each entity governed by the Board shall be responsible for preparing and presenting matters for Board approval as necessary, and for designating the funds to be used in payment of requisitions.

3. The President of OSU has a pre-approved limit of $250,000 for any single expenditure, subject to the restrictions of Board Policy 1.12. The Presidents of Langston University, Oklahoma Panhandle State University, Northeastern Oklahoma A&M College, and Connors State College each have a pre-approved limit of $100,000 for any single expenditure, subject to the restrictions of Board Policy 1.12. Further, the President of OSU has a pre-approved limit of $500,000 for the payment of any insurance deductible or self-retention relating to any single medical malpractice claim asserted against OSU-CHS or its faculty and staff providing medical care. The Office of Legal Counsel shall promptly inform the Board Chair of the amount paid on any such claim. Any requests to raise these pre-approved limits of spending authority must be made in the form of a Board agenda item. Regardless of source of funds used, unless otherwise allowed by a specific Board Policy, advance approval is required for any expenditure exceeding the limits set forth above, and such expenditure shall be made only after solicitation of bids, unless exempted. Acceptance of bids that exceed by more than fifteen percent (15%) of the estimate previously approved by the Board will require further Board approval. Exempt from Board approval are expenditures in any amount for the following:

    A. Food or items for resale
    B. Bulk gasoline, oil and fuel

C. Utilities
D. Non-construction sponsored agreement contracts and expenditures
E. Refunds
F. Feed
G. Hotel reservations/activities, transportation, interpreters, group meals, event tickets, and the like, directly related and relevant to group student study and travel programs for educational credit
H. Payments made pursuant to a contract with any individual student athlete may be allowed by a finalized settlement of the case titled In re: College Athlete NIL Litigation, No. 4:20-CV-03919 (N.D. Cal.), (the "NIL Case Settlement") which contract amount is in excess of the Institutional President's pre-approved expenditure limit, provided such contract has been approved by the Athletic Director in consultation with the Board's Finance Committee Chair. The total amount of all payments allowed by the NIL Case Settlement shall not exceed in the aggregate the annual cap set forth in the NIL Case Settlement

4. Regardless of source of funds used, prior approval of the Board is required for:

   A. Any purchase of, or contract for, real property that exceeds the applicable expenditure limit set forth in Section (3) above. However, Board approval is not required for OSU System real estate purchases under $1 million where fair market value has been determined by market comparable property.
   B. Any lease of real property, whether as lessee or lessor, which exceeds the applicable expenditure limit set forth in Section (3) per year, or which is for a total duration, including options, of more than five (5) years.

      Purchase or lease agreements are to be executed by the institution's President, or delegate.

5. Furniture or equipment for Presidents' homes, regardless of source of funds:

   A. Acquisitions, replacements or repairs of furniture or equipment in an amount equal to or less than $5,000 are not required to be approved by the Board.
   B. Acquisitions, replacements or repairs in excess of $5,000 (excluding emergency utility/HVAC repairs or replacements) require prior Board approval.
   C. Emergency repairs or replacements of utility or HVAC equipment, regardless of amount, do not require prior Board approval.

6. Requisitions that exceed delegated thresholds shall be submitted to the CPO.

7. All sole source purchases shall be justified by a written statement that sets forth in detail the facts justifying a sole source purchase.

8. Purchasing limitations are established as follows:

    A. The CPO is authorized to establish a fair and reasonable threshold below which solicitation of quotes or bids is not required. Purchases below that threshold amount may be made by those persons so authorized by the institutional Presidents.
    B. Purchases equal to or greater than the fair and reasonable threshold as set by the CPO, but less than $50,000, shall be preceded by the solicitation of quotes obtained by the entity, and then may be made by those persons so authorized by the institutional Presidents.
    C. Purchases equal to or greater than $50,000 must be processed on a requisition form by a Purchasing Director as designated in Section 1(B) above, and must be routed through the CPO's office for solicitation as follows:
        i. Purchases equal to or greater than $50,000, but less than $100,000, shall be preceded by the solicitation of quotes obtained by the CPO or authorized delegates.
        ii. Purchases equal to or greater than $100,000 shall (unless excepted through a sole source request as set forth in Section (7) above, or by a special request for an exception to this Policy) be made through a competitive bid process, with bids opened at a specified time and place, which shall be open to the public, or made available online. Acquisitions or contracts shall be awarded to either the lowest and best or best value bid in the absolute discretion of the CPO. In the event of a tie between bidders, the CPO may utilize discretion as to which bid to select or may break the tie by drawing lots. When established purchasing contracts exist, purchases should be made from such contracts.

            Competitive bids shall not be required for:

            a. Contracts for architectural, construction management, engineering, legal, and other professional services.
            b. Sole source purchases and items on which bids are not available.
            c. Special requests, defined as those requests in which the Board is requested to deviate from its own policies and procedures.
            d. Acquisitions related to textbooks, laboratory supplies, instructional materials and specialized laboratory equipment.
            e. Grant acquisitions, when specific makes/brands and models of items or specific suppliers of services are named in the grant.
            f. Contracts/acquisitions with state, city or other government agencies.
            g. Acquisitions of livestock, poultry and crops.

h. Hotel reservations/activities, transportation, interpreters, group meals, event tickets, and the like, directly related and relevant to group student study and travel programs for educational credit. Trip requisitions in accordance with institutional policies and Board policies will be required to be submitted to the CPO, or designee, for processing prior to incurring any obligations for the trip.
i. Merchandise and food for resale to the public in department retail outlets, such as restaurants, bookstores and other support facilities.
j. Utility services regulated by a state or federal regulatory commission or by municipal ordinance or by an Indian Tribal Counsel.
k. The CPO reserves the right to competitively bid any acquisition deemed in the best interest of the OSU/A&M System.

9. The Board has adopted separate policies governing large construction and renovation projects undertaken by Long Range Facilities Planning ("LRFP"), utilities only construction projects undertaken by Facilities Management ("FM"), and the use of On-Call Construction Managers At Risk (each, an "On-Call CMAR") to perform minor construction, repair and maintenance projects under the supervision of FM. Those policies shall govern the construction portion of such projects. However, this Policy 2.07 shall govern the purchase of any Furniture, Fixtures or Equipment ("FFE") that may be a component part of any particular construction project. If a question arises as to whether a particular item constitutes a construction item versus an FFE item, such determination shall be made exclusively by the CPO. Similarly, if a question arises as to whether a project constitutes a minor construction, repair or maintenance project, such that it can be performed by an On-Call CMAR, such determination shall be made exclusively by the CPO.

10. All purchases of insurance and public official bonds: Companies submitting bids must have a financial strength rating as defined in the latest edition of A. M. Best Ratings. Ratings below B+ will require prior Board approval before acceptance.

11. All entities may use "State Contracts" negotiated by the State Central Purchasing Division in Oklahoma City, whenever entity needs can be served adequately and economically. Requisitions submitted to the CPO shall so indicate if based on "State Contracts" giving the contract number and listing itemized prices as shown on the current contract.

12. Whenever possible, purchases shall be combined for items of common use by the various entities. The CPO shall implement procedures to maximize bid quantities by consolidating all entities' requests to obtain optimal bid results when deemed beneficial.

13. Whenever departments obtain quotations locally, copies of all quotations, or a tabulation showing itemized amounts for all quotations received and naming all firms contacted for quotations, shall be attached to the requisition form submitted to the CPO.

14. Regardless of the fact that a vendor may be suggested, or local quotations obtained, other possible sources may be investigated by the CPO, as deemed appropriate.

15. All participants in the procurement process are expected to file supplier payment claims expeditiously in accordance with sound business practices. Any supplier performance issues are to be reported promptly to the CPO for resolution.

16. Purchases for the lease or rental of space and associated services from affiliated alumni associations and foundations, which are less than an institution's Board approval limit, shall be exempt from Board approval.

Amended Dates:
June 18, 2004
October 27, 2006
March 4, 2010
July 23, 2010
January 20, 2012
October 24, 2014
June 22, 2018
April 26, 2024
December 6, 2024
_____, 2025

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G. Hotel reservations/activities, transportation, interpreters, group meals, event tickets, and the like, directly related and relevant to group student study and travel programs for educational credit.
H. Payments made pursuant to a contract with any individual student athlete may be allowed by a finalized settlement of the case titled In re: College Athlete NIL Litigation, No. 4:20-CV-03919 (N.D. Cal.), (the" "NIL Case Settlement") which contract amount is in excess of the Institutional President's pre-approved expenditure limit, provided such contract has been approved by the Athletic Director in consultation with the Board's Finance Committee Chair. The total amount of all payments allowed by the NIL Ccase sSettlement shall not exceed in the aggregate the annual cap set forth in the NIL Case Settlement.

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   C. Purchases equal to or greater than $50,000 must be processed on a requisition form by a Purchasing Director as designated in Section 1(B) above, and must be routed through the CPO's office for solicitation as follows:
      i. Purchases equal to or greater than $50,000, but less than $100,000, shall be preceded by the solicitation of quotes obtained by the CPO or authorized delegates.
      ii. Purchases equal to or greater than $100,000 shall (unless excepted through a sole source request as set forth in Section (7) above, or by a special request for an exception to this Policy) be made through a competitive bid process, with bids opened at a specified time and place, which shall be open to the public, or made available online. Acquisitions or contracts shall be awarded to either the lowest and best or best value bid in the absolute discretion of the CPO. In the event of a tie between bidders, the CPO may utilize discretion as to which bid to select or may break the tie by drawing lots. When established purchasing contracts exist, purchases should be made from such contracts.

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      g. Acquisitions of livestock, poultry and crops.

h. Hotel reservations/activities, transportation, interpreters, group meals, event tickets, and the like, directly related and relevant to group student study and travel programs for educational credit. Trip requisitions in accordance with institutional policies and Board policies will be required to be submitted to the CPO, or designee, for processing prior to incurring any obligations for the trip.
i. Merchandise and food for resale to the public in department retail outlets, such as restaurants, bookstores and other support facilities.
j. Utility services regulated by a state or federal regulatory commission or by municipal ordinance or by an Indian Tribal Counsel.
k. The CPO reserves the right to competitively bid any acquisition deemed in the best interest of the OSU/A&M System.

9. The Board has adopted separate policies governing large construction and renovation projects undertaken by Long Range Facilities Planning ("LRFP"), utilities only construction projects undertaken by Facilities Management ("FM"), and the use of On-Call Construction Managers At Risk (each, an "On-Call CMAR"~~s~~) to perform minor construction, repair and maintenance projects under the supervision of FM. Those policies shall govern the construction portion of such projects. However, this Policy 2.07 shall govern the purchase of any Furniture, Fixtures or Equipment ("FFE") that may be a component part of any particular construction project. If a question arises as to whether a particular item constitutes a construction item versus an FFE item, such determination shall be made exclusively by the CPO. Similarly, if a question arises as to whether a project constitutes a minor construction, repair or maintenance project, such that it can be performed by an On-Call CMAR, such determination shall be made exclusively by the CPO.

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Summary of Proposed Revisions to Board Policy 3.01

Policy Name:	Board Review of Personnel Actions for OSU Constituent Budget Agencies
Significant Changes Made:	Section 1(B) is revised to clarify that changes to specified types of employment benefits of executive-level personnel require Board approval and are governed by this policy, while employment benefits of the OSU President will be governed by Board Policy 3.08 (as revised and also submitted for approval). A new Section 4 is added to clarify that in the event of a vacancy in the position of President, an Acting President may be appointed by the Board CEO. A new Section 5 is added to address changes to employment benefits other than those specified in Section 1(B) and provide that such benefits shall be approved by the OSU President and properly reported to the VP for Admin and Finance for payroll and tax reporting. Some additional minor changes have been made to adjust formatting to account for the new sections.
Reason for Changes:	These changes are requested to clarify approval processes and procedures for executive-level and presidential benefits.

Board Review of Personnel Actions for OSU Constituent Budget Agencies

3.01

(1) Prior Board Approval Required

The following personnel actions shall be included in the Board agenda for approval prior to implementation:

(A) Faculty actions, involving appointment, reappointment, tenure, promotion, sabbatical leave, transfers and corrections, except as set forth immediately below.

i. Personnel actions involving temporary or adjunct faculty are not required to be presented or approved by the Board.

ii. The separation, retirement and death of faculty members are to be presented to the Board as information items only.

(B) Personnel actions concerning presidents, provosts, vice presidents, deans and head coaches or those equivalent in title or rate of pay, relating to terms of appointment, reappointment, rate change, title change, promotion, transfers and corrections. Such personnel actions shall include complete compensation information, including ~~but not limited to,~~ expense allowances, vehicle ~~stipends~~ and housing stipends, and bonuses, if any. This provision shall not apply to assistant coaches; provided, however, all assistant coaches' contracts shall be reviewed by the Office of Legal Counsel. Personnel actions concerning the president's employment benefits shall be governed by Board Policy 3.08.

(2) All other personnel actions do not require prior Board approval and are vested with the President of OSU, or appropriate designees, for decision and action on all such personnel matters, subject to general superintending control and approval of the Board. The Board shall promptly be provided information related to personnel matters upon request. Personnel changes authorized by the President, or designee, will be subject to the total personnel budget authority provided by the Board during the annual budgeting process.

(3) Interim Approval by the CEO

Periodically, interim approvals by the Board CEO may be necessary. Presidential approval is required before submitting these requests to the CEO. The CEO's interim approval is subject to Board ratification.

(4) Appointment of Acting President

In the event of a vacancy in the president's position, the CEO, after consultation with the Board Chair, may appoint an acting president.

(45) Other Employment Benefits

Other benefits that are not part of an employee's annual compensation as described in Section 3.01-(1)(B) hereinabove may only be provided once reviewed and approved by the President; provided, however, that the President's benefits shall be subject to Board Policy 3.08. The President, or their designee, shall ensure that all such benefits are reported to the Vice President for Administration and Finance for appropriate payroll and tax reporting.

(~~6554~~) Board Reporting

(A) A monthly listing of new positions established at OSU will be provided to the Board as information.

(B) A quarterly summary of FTE employment provided to the OSRHE will be included in the Board agenda as an information item.

Approved Date:
January 21, 1994

Amended Dates:
June 20, 1997
January 20, 2012
March 1, 2013
June 19, 2015
June 22, 2018
April 21, 2023
_____, 2025

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Board Review of Personnel Actions for OSU Constituent Budget Agencies

3.01

(1) Prior Board Approval Required

The following personnel actions shall be included in the Board agenda for approval prior to implementation:

(A) Faculty actions, involving appointment, reappointment, tenure, promotion, sabbatical leave, transfers and corrections, except as set forth immediately below.

i. Personnel actions involving temporary or adjunct faculty are not required to be presented or approved by the Board.

ii. The separation, retirement and death of faculty members are to be presented to the Board as information items only.

(B) Personnel actions concerning presidents, provosts, vice presidents, deans and head coaches or those equivalent in title or rate of pay, relating to terms of appointment, reappointment, rate change, title change, promotion, transfers and corrections. Such personnel actions shall include complete compensation information, including expense allowances, vehicle and housing stipends, and bonuses, if any. This provision shall not apply to assistant coaches; provided, however, all assistant coaches' contracts shall be reviewed by the Office of Legal Counsel. Personnel actions concerning the president's employment benefits shall be governed by Board Policy 3.08.

(2) All other personnel actions do not require prior Board approval and are vested with the President of OSU, or appropriate designees, for decision and action on all such personnel matters, subject to general superintending control and approval of the Board. The Board shall promptly be provided information related to personnel matters upon request. Personnel changes authorized by the President, or designee, will be subject to the total personnel budget authority provided by the Board during the annual budgeting process.

(3) Interim Approval by the CEO

Periodically, interim approvals by the Board CEO may be necessary. Presidential approval is required before submitting these requests to the CEO. The CEO's interim approval is subject to Board ratification.

(4) Appointment of Acting President

In the event of a vacancy in the president's position, the CEO, after consultation with the Board Chair, may appoint an acting president.

(5) Other Employment Benefits

Other benefits that are not part of an employee's annual compensation as described in Section 3.01(1)(B) hereinabove may only be provided once reviewed and approved by the President; provided, however, that the President's benefits shall be subject to Board Policy 3.08. The President, or their designee, shall ensure that all such benefits are reported to the Vice President for Administration and Finance for appropriate payroll and tax reporting.

(6) Board Reporting

(A) A monthly listing of new positions established at OSU will be provided to the Board as information.

(B) A quarterly summary of FTE employment provided to the OSRHE will be included in the Board agenda as an information item.

Approved Date:
January 21, 1994

Amended Dates:
June 20, 1997
January 20, 2012
March 1, 2013
June 19, 2015
June 22, 2018
April 21, 2023
_____, 2025

Summary of Proposed Revisions to Board Policy 3.02

Policy Name:	Board Review of Personnel Actions for Connors State College, Langston University, Northeastern Oklahoma A&M College and Oklahoma Panhandle State University
Significant Changes Made:	Section 1(B) is revised to clarify that changes to specified types of employment benefits of executive-level personnel require Board approval and are governed by this policy, while employment benefits of the Institution's President will be governed by Board Policy 3.08 (as revised and also submitted for approval). A new Section 4 is added to clarify that in the event of a vacancy in the position of President, an Acting President may be appointed by the Board CEO. A new Section 5 is added to address changes to employment benefits other than those specified in Section 1(B) and provide that such benefits shall be approved by the Institution's President and properly reported to the appropriate VP for Admin and Finance for payroll and tax reporting. Some additional minor changes have been made to adjust formatting to account for the new sections.
Reason for Changes:	These changes are requested to clarify approval processes and procedures for executive-level and presidential benefits.

Board Review of Personnel Actions for Connors State College, Langston University, Northeastern Oklahoma A&M College and Oklahoma Panhandle State University

3.02

(1) Prior Board Approval Required

The following personnel actions shall be included in the Board agenda for approval prior to implementation:

(A) All faculty actions, including terms of appointment, rate change, title change, promotion, sabbatical leave, transfers and corrections, except as immediately set forth below.

i. Personnel actions involving adjunct faculty are not required to be presented or approved by the Board.

ii. The separation, retirement and death of faculty members are to be presented to the Board as information items only.

(B) All personnel actions concerning presidents, vice presidents, deans, department heads, directors, head coaches or those equivalent in title or rate of pay, ~~including~~relating to terms of appointment, reappointment, rate change, title change, promotion, transfers and corrections. Such personnel actions shall include complete compensation information, including expense allowances, vehicle and housing stipends, and bonuses, if any. Personnel actions concerning presidents' employment benefits shall be governed by Board Policy 3.08.

(2) All other personnel actions do not require prior Board approval and are vested with the President, or appropriate designee, of the respective institution. These positions would include administrative staff whose titles do not appear above, classified staff and adjunct faculty. Any appointment within this exempt status must have been previously approved with the current fiscal year operating budget.

(3) Interim Approval by the CEO

Periodically, interim approval by the Board's CEO may be necessary. Presidential approval is required before submitting such requests to the CEO. The CEO's interim approval is subject to Board ratification.

(4) Appointment of Acting President

In the event of a vacancy in the president's position, the CEO, after consultation with the Board Chair, may appoint an acting president.

(54) Other Employment Benefits

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Other benefits that are not part of an employee's annual compensation as described in ~~Policy~~Section –3.02–(1)(B) hereinabove may only be provided once reviewed and approved by the applicable institutional President; provided, however, that the institutional Presidents' benefits shall be subject to Board Policy 3.08. The institutional Presidents, or their designees, shall ensure that all such benefits are reported to the Vice President for Finance, or equivalent position, for appropriate payroll and tax reporting.

(4~~6~~5) Board Reporting

(A) A listing will be provided to the Executive/Administrative Office of the Board on a quarterly basis of all personnel changes that do not require Board approval.

(B) A yearly listing of all budgeted positions will be provided at the time the fiscal year budget is approved.

(C) The quarterly summary of FTE employment provided to the OSRHE will be included in the Board's agenda as an information item.

Approved Date:
March 4, 1994

Amended Dates:
June 20, 1997
January 20, 2012
June 22, 2018
_____, 2025

Board Review of Personnel Actions for Connors State College, Langston University, Northeastern Oklahoma A&M College and Oklahoma Panhandle State University

3.02

(1) Prior Board Approval Required

The following personnel actions shall be included in the Board agenda for approval prior to implementation:

(A) All faculty actions, including terms of appointment, rate change, title change, promotion, sabbatical leave, transfers and corrections, except as immediately set forth below.

i. Personnel actions involving adjunct faculty are not required to be presented or approved by the Board.

ii. The separation, retirement and death of faculty members are to be presented to the Board as information items only.

(B) All personnel actions concerning presidents, vice presidents, deans, department heads, directors, head coaches or those equivalent in title or rate of pay, relating to terms of appointment, reappointment, rate change, title change, promotion, transfers and corrections. Such personnel actions shall include complete compensation information, including expense allowances, vehicle and housing stipends, and bonuses, if any. Personnel actions concerning presidents' employment benefits shall be governed by Board Policy 3.08.

(2) All other personnel actions do not require prior Board approval and are vested with the President, or appropriate designee, of the respective institution. These positions would include administrative staff whose titles do not appear above, classified staff and adjunct faculty. Any appointment within this exempt status must have been previously approved with the current fiscal year operating budget.

(3) Interim Approval by the CEO

Periodically, interim approval by the Board's CEO may be necessary. Presidential approval is required before submitting such requests to the CEO. The CEO's interim approval is subject to Board ratification.

(4) Appointment of Acting President

In the event of a vacancy in the president's position, the CEO, after consultation with the Board Chair, may appoint an acting president.

(5) Other Employment Benefits

Other benefits that are not part of an employee's annual compensation as described in Section 3.02(1)(B) hereinabove may only be provided once reviewed and approved by the applicable institutional President; provided, however, that the institutional Presidents' benefits shall be subject to Board Policy 3.08. The institutional Presidents, or their designees, shall ensure that all such benefits are reported to the Vice President for Finance, or equivalent position, for appropriate payroll and tax reporting.

(6) Board Reporting

(A) A listing will be provided to the Executive/Administrative Office of the Board on a quarterly basis of all personnel changes that do not require Board approval.

(B) A yearly listing of all budgeted positions will be provided at the time the fiscal year budget is approved.

(C) The quarterly summary of FTE employment provided to the OSRHE will be included in the Board's agenda as an information item.

Approved Date:
March 4, 1994

Amended Dates:
June 20, 1997
January 20, 2012
June 22, 2018
_____, 2025

Summary of Proposed Revisions to Board Policy 3.08

Current Policy Name:	Leave of the Presidents
Revised Policy Name:	Benefits and Leave of the Presidents
Significant Changes Made:	Several new sections were added to this policy to discuss the employment benefits that may be offered to the Institutions' Presidents. The revised policy is intended to clarify that Presidents' benefits must have prior Board approval and will be administered in compliance with all applicable federal and state law, including but not limited to tax laws.
Reason for Changes:	These changes are requested to clarify approval processes and procedures for presidential benefits.

Benefits and Leave of the Presidents

3.08

~~It is expected that institutional Presidents advise the~~(1) Introduction

Institutional Presidents are eligible to receive the same standard employee benefits provided to other employees of their respective institutions. Only the Board may authorize additional benefits as part of each institutional President's complete compensation.

For purposes of this policy, "family member" shall have the same definition as set for in Board Policy 3.07 (Special Nepotism Policy).

(2) Employment Agreements of Institutional Presidents

The terms of each institutional President's compensation and benefits package shall be set forth in an employment contract between the President and the Board. In the event of conflict between the employment contract and the provisions of this policy, the employment contract governs.

(3) Board Approval Required

Unless an institutional President receives prior written approval from the Board, an institutional President shall not grant themselves or their family members any benefits not available to other institutional employees and shall not grant any exception to the fiscal, spending, or travel policies established by their respective institution, by the Board, or by state or federal law. Any modifications to the terms of an institutional President's Employment Agreement shall be approved by the Board prior to implementation.

(4) Employment Benefits of Institutional Presidents

All employment benefits provided to institutional presidents will be provided in accordance with applicable institutional and Board policies and in accordance with all applicable state and federal laws, including tax laws. The institutional Presidents should consult their personal tax advisor if they have questions about the tax treatment of their employment benefits. The following guidelines shall govern the additional benefits that may be included in the institutional Presidents' complete compensation:

(A) Automobile Use or Stipend. A President may be provided with a vehicle stipend for the use of their personal vehicle for business purposes; in which case

such President shall not be entitled to further reimbursement for mileage or gasoline expenses. Alternatively, a President may be provided with an institution-owned vehicle for their use; in which case such President may be reimbursed for their business-related gasoline expenses.

(B) Official Residence or Housing Stipend. As a condition of employment and for the institution's convenience, institution-owned and maintained housing located on the institution's business premises may be provided to a President, which shall be used for business functions that are appropriate to be held in a residential setting. Alternatively, a President may be provided with a housing stipend.

(C) Travel and Other Expenses. Presidents shall be reimbursed for reasonable and necessary travel and other expenses incurred in connection with the performance of their official duties. All such reimbursements shall be made pursuant to the institution's travel or other applicable policy and upon presentation to their institution of documentation, vouchers or other statements itemizing such expenses in reasonable detail.

(D) Event Tickets. Presidents may be provided with tickets to institution-sponsored or hosted events, including athletics events. Any tickets beyond those provided to an institutional President and their spouse that are intended for use by family members or others, whose attendance at such event does not serve a bona fide business purpose, shall be purchased.

(E) Expenses of a President's Spouse.

i. The Board recognizes that an institutional President's spouse may be expected from time to time to participate in the activities and operations of the institution. Presidential spouses often contribute to the institutions and their surrounding communities through involvement in institutional events, fundraising, alumni outreach, and other activities, which provides an important and valuable benefit to the institutions.

ii. Expenses for the President's spouse's travel, lodging and meals may be paid for by the respective institution when the President's spouse participates in meetings, conferences and other events specifically related to the presidential role, and when participation in official functions, including but not limited to alumni development, fundraising, and institutional advancement, serves a bona fide business purpose. Such institution-

related expenses incurred by the President's spouse may be reimbursed in accordance with institutional policies and procedures

iii. When the President's spouse accompanies the President to events and such spouse's participation does not have a bona fide business purpose, or they have no specific and significant involvement in the business activity, any amount paid by the institution attributable to such spouse's travel or other expenses is taxable and shall be included in the President's gross income.

(F) Other Benefits. Other benefits and compensation, including but not limited to, sabbatical privileges, leaves of absence, individual professional association memberships, club memberships and dues, may be negotiated on an individual basis at the discretion of the Board.

(5) Leave Benefits

Unless otherwise provided for in an institutional President's employment agreement, institutional Presidents shall be entitled to leave benefits as provided in the applicable institution's leave policies. Institutional Presidents shall comply with their institution's processes and procedures for reporting use of leave time. Institutional Presidents shall advise the Board CEO regarding plans for an extended period of leave. In the event that a President may not be reachable for a prolonged period of time, the President ~~should~~shall advise the CEO whom to contact for institutional decisions during the President's absence.

(6) Outside Professional Activities of Institutional Presidents

(A) Institutional Presidents may participate in outside professional activities, so long as such activities do not in any manner interfere with the President's full and complete performance of their duties as President of their respective institution.

(B) The institutional Presidents shall not accept or receive, directly or indirectly, any income, benefits, gratuity, or other remuneration in violation of any institutional policies, state or federal laws, or if it could discredit or embarrass such President, their institution, or the Board.

(C) The institutional Presidents shall annually disclose their participation in outside professional activities to the Board and shall discuss with and obtain prior written approval from the Board Chair, or their designee, before entering into any

agreement or arrangement under which such President will receive, directly or indirectly, any income, benefits, or other remuneration from sources other than their respective institution.

(7) Reporting Requirements and Audit Review

The Office of Internal Audit may conduct periodic reviews and/or audits of benefits and reimbursements received by institutional Presidents and their family members.

Approved Date:
May 13, 1983

Amended Date:
June 20, 1997
January 20, 2012
March 1, 2013
June 22, 2018
_____, 2025

Benefits and Leave of the Presidents

3.08

(1) Introduction

Institutional Presidents are eligible to receive the same standard employee benefits provided to other employees of their respective institutions. Only the Board may authorize additional benefits as part of each institutional President's complete compensation.

For purposes of this policy, "family member" shall have the same definition as set for in Board Policy 3.07 (Special Nepotism Policy).

(2) Employment Agreements of Institutional Presidents

The terms of each institutional President's compensation and benefits package shall be set forth in an employment contract between the President and the Board. In the event of conflict between the employment contract and the provisions of this policy, the employment contract governs.

(3) Board Approval Required

Unless an institutional President receives prior written approval from the Board, an institutional President shall not grant themselves or their family members any benefits not available to other institutional employees and shall not grant any exception to the fiscal, spending, or travel policies established by their respective institution, by the Board, or by state or federal law. Any modifications to the terms of an institutional President's Employment Agreement shall be approved by the Board prior to implementation.

(4) Employment Benefits of Institutional Presidents

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(C) Travel and Other Expenses. Presidents shall be reimbursed for reasonable and necessary travel and other expenses incurred in connection with the performance of their official duties. All such reimbursements shall be made pursuant to the institution's travel or other applicable policy and upon presentation to their institution of documentation, vouchers or other statements itemizing such expenses in reasonable detail.

(D) Event Tickets. Presidents may be provided with tickets to institution-sponsored or hosted events, including athletics events. Any tickets beyond those provided to an institutional President and their spouse that are intended for use by family members or others, whose attendance at such event does not serve a bona fide business purpose, shall be purchased.

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related expenses incurred by the President's spouse may be reimbursed in accordance with institutional policies and procedures

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(B) The institutional Presidents shall not accept or receive, directly or indirectly, any income, benefits, gratuity, or other remuneration in violation of any institutional policies, state or federal laws, or if it could discredit or embarrass such President, their institution, or the Board.

(C) The institutional Presidents shall annually disclose their participation in outside professional activities to the Board and shall discuss with and obtain prior written approval from the Board Chair, or their designee, before entering into any

agreement or arrangement under which such President will receive, directly or indirectly, any income, benefits, or other remuneration from sources other than their respective institution.

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The Office of Internal Audit may conduct periodic reviews and/or audits of benefits and reimbursements received by institutional Presidents and their family members.

Approved Date:
May 13, 1983

Amended Date:
June 20, 1997
January 20, 2012
March 1, 2013
June 22, 2018
_____, 2025

PERSONNEL ACTIONS

for the

Offices of the A&M Board of Regents

October 24, 2025, Regular Board Meeting

Executive/Administrative Office

None

Office of Internal Audit

None

Office of Legal Counsel

For information only:

- **Melissa Wadley,** promoted to Executive Administrative Associate effective October 1, 2025, at an annual salary of $65,000.