



AGENDA

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

December 5, 2025 – 10:00 a.m.

**Oklahoma State University
Council Room, 412 Student Union
Stillwater, 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 Regular Board Meeting held on October 24, 2025 (due to their large volume, draft minutes for this meeting are available for viewing on the Board website at the following url: https://regents.okstate.edu/site-files/docs/meetings/2025/draft_2025-10-24_reg_bd_mtg_minutes.pdf)
- C. Announcement of next Regular Board Meeting to be held on January 30, 2026, at the OSU Center for Health Sciences in the Tandy Conference Room on the 4th Floor of the A.R. and Marylouise Tandy Building, located at 1111 W. 17th Street in Tulsa, Oklahoma
- D. Recognition of OSU's Cross Country Team

II. 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
 - 1. Request adoption of Memorial Resolution
 - a. Richard K. Collings
- C. Policy and Operational Procedures
 - None*
- D. Personnel Actions in compliance with Board Policies 3.01, 3.02, and 3.03
 - 1. Personnel item not requiring Board action is provided for informational purposes only
 - a. One item for informational purposes only
- E. Instructional Programs

1. Request approval for the following Program Reviews:

- a. AS Agriculture
- b. BBA Accounting
- c. BBA CIS
- d. BFA Fine Art
- e. BS Animal Science
- f. BS HPE
- g. BS Psychology

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 work within board policies with the Office of Central Procurement to solicit bids and select a contractor(s) for the purchase of labor, materials, equipment, and services for flooring replacement in the Aggie Apartments

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

III. 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. Five personnel items provided for informational purposes only

E. Instructional Programs

1. Request approval of seven curricular changes:
 - a. Sports Management Degree Program
 - b. Computer Science Degree Program
 - c. Medical Laboratory Technician Program
 - d. Natural Science Degree Program
 - e. Pre-Engineering Degree Program
 - f. Pre-Engineering Degree Program (math option)
 - g. Equine and Ranch Management Degree Program
2. Request approval of four academic program reviews:
 - a. Criminal Justice - Associate in Arts
 - b. Music - Associate in Arts
 - c. Pre-Veterinary Medicine - Associate in Science
 - d. Sports Management - Associate in Science

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 summary for October 2025
2. Oklahoma State Regents for Higher Education Academic Calendar for 2026-2027

IV. CONNORS STATE COLLEGE

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

1. Remarks by President Ron Ramming
 - a. CSC Connection Publication

B. Resolutions

None

C. Policy and Operational Procedures

1. Request approval for the revised "Service Animals, Emotional Support Animals (ESAs), and Visiting Therapy Animals on Campus" policy.

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

1. Two personnel items not requiring Board action are included for informational purposes only

E. Instructional Programs

1. Request approval for off-campus delivery of courses for the Spring 2025 semester
2. Request approval for developing an Early College Program in partnership with Sequoyah High School

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 utilize \$2,137,066 of deferred maintenance funding provided by the legislature to perform the following projects:
 - a. Boiler replacement for McClaren Hall and CLB Science Building
 - b. CLB drywall repairs and bathroom renovation; finish work and repaint interior/re-tile bathrooms
 - c. CLB HVAC upgrade individual classroom fan units and a few fan coil units
 - d. Warner Campus- Old water line replacement on the west side
 - e. Four marginal rooftop A/C external units for Melvin Self Fieldhouse
 - f. Install new/tankless water heaters at Millers Crossing Apartments
 - g. Replace aging, rusted, and unserviceable wash rack
 - h. Replace aging bull chute
 - i. Repair and replace the bridge on the Rock Building sidewalk
 - j. Replace Fence Cabling along College Road
 - k. Paint Gatlin Hall- remove stains and mildew
 - l. Replace cracked and broken sidewalks at Warner campus
 - m. Replace/repair broken and pothole-ridden parking lots at Warner campus

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 October 2025
2. Academic Calendar

V. 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. Seven personnel actions

b. One item for informational purposes only

2. Request ratification of interim approval to continue engagement with WittKieffer for the purpose of conducting executive search services for five positions

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

1. Request approval of one peace officer action

2. Request approval to transfer the Board’s ownership interest, if any, in a tract of land located in Wagoner County, Oklahoma

H. Contractual Agreements (other than construction and renovation)

None

I. New Construction or Renovation of Facilities

1. Request approval via special request to continue engagement with on-call partners to assist with the design and construction of the Horticulture Education and Resource Center (HERC) Annex Project

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

None

VI. 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 Michael Hoban Branson and James Kenneth St. Clair

C. Policy and Operational Procedures

1. Request approval of annual institutional report (OSU-CHS)
2. Request approval to adopt a resolution excluding Board of Regents from access to classified Department of Defense information

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. 11 new appointments
 - b. 3 changes in appointments
 - c. 2 sabbaticals
 - d. 9 items provided for informational purposes only

E. Instructional Programs

1. Request approval of Academic Program Review Report (OSUIT)
2. Request approval of curricular changes (OSU-System)
 - a. OSU Stillwater
 - i. 1 new program
 - ii. 19 program modifications
 - b. OSU-OKC
 - i. 3 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 (OSUIT)
2. Request approval to grant a utility easement to Southwestern Bell Telephone Company, LLC., dba AT&T Oklahoma
3. Request approval to rename the Fire Technology Outdoor Laboratory - Fire Tech Area to Engineering Extension Learning Laboratory
4. Request authorization to terminate lease with Oklahoma Department of Mental Health and Substance Abuse Services and refund unutilized lease payments (OSU-OKC)

H. Contractual Agreements (other than construction and renovation)

None

I. New Construction or Renovation of Facilities

1. Request approval to construct a wrestling training center and enter into a gift in kind for same

J. Purchase Requests in compliance with Board Policy 2.07

1. Request approval of three purchasing items

- a. Authorization is requested for Enterprise Information Technology to replace outdated wired and wireless network equipment across the OSU campus in the estimated amount of \$8.71 million over a period of five years
- b. Authorization is requested for Facilities Management to purchase remediation services from Absolute Carpet and Tile Restoration in the estimated amount of \$372,000
- c. Authorization is requested for OSU Tulsa to purchase labor, materials, equipment, and services for the replacement of a chiller at the Helmerich Research Center in the estimated amount of \$650,000

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. Recognition agreements for interior spaces
2. Demolition of swine barns on the OSU Stillwater Campus in Stillwater, Oklahoma

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 three Board policies
 - a. Board Policy 1.12, "Structure of Institutional Agendas"
 - b. Board Policy 2.01, "Finance and Management"
 - c. Board Policy 2.09, "Selection of Architectural, Construction, etc. Professional Services"

All other recommendations made by this Committee were presented during the business of CSC, NEO, OPSU, and OSU.

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 CSC, LU, OPSU, and OSU.

D. Finance Committee

No report. All recommendations made by this Committee were presented during the business of LU and OSU.

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

None

E. Purchase Requests in compliance with Board Policy 2.07

None

F. Other Business Matters Requiring Action of the Board

1. Request approval of the proposed 2026 Oklahoma A&M Regents Legislative Agenda

G. Reports/Comments/Recommendations by Interim Chief Executive Officer

H. Reports/Comments/Recommendations by General Counsel

I. Reports/Comments/Recommendations by 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

December 5, 2025

Oklahoma State University
Council Room, 412 Student Union
Stillwater, 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 October 24, 2025, Regular Board Meeting
3. Announcement of next regular meeting:
January 30, 2026 -- OSU-Center for Health Sciences
A.R. & Marylouise Tandy Building, 1111 W. 17th St.
Tandy Conference Room, 4th Floor
Tulsa, Oklahoma

BUSINESS WITH COLLEGES AND UNIVERSITIES:

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



OKLAHOMA PANHANDLE STATE UNIVERSITY

Goodwell, Oklahoma

Agenda for the Regular Meeting of the Board of Regents for OSU and the A&M Colleges
December 5, 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

1. Request adoption of Memorial Resolutions:
(*Reference Document B-1*)
 - a. Richard K. Collings

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 provided for informational purposes only.
(*Reference Document D-1*)
 - a. One item for informational purposes only

E - INSTRUCTIONAL PROGRAMS

1. Request approval for the following Program Reviews:
(*Reference Document E-1*)
 - a. AS Agriculture
 - b. BBA Accounting
 - c. BBA CIS
 - d. BFA Fine Art
 - e. BS Animal Science
 - f. BS HPE
 - g. BS Psychology

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 for Oklahoma Panhandle State University to work within board policies with the Office of Central Procurement to solicit bids and select a contractor or contractors for the purchase of labor, materials, equipment, and services for flooring replacement in Aggie Apartments. (*Reference Document I-1*)

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*)

DECEMBER 2025

Panhandle

OFFICIAL PUBLICATION OF OKLAHOMA PANHANDLE STATE

OPSU.edu

OPSU INTERSCHOLASTICS
WHERE AG LEADERS BEGIN



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ADMINISTRATION

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

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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OPSU INTERSCHOLASTICS

STRENGTHENS REGIONAL AGRICULTURE EDUCATION AND DRAWS RECORD PARTICIPATION

Oklahoma Panhandle State University hosted its largest and most impactful Interscholastics competition to date on November 10 and 11, 2025. The two-day event brought 64 schools from Oklahoma, Texas, Kansas, and Colorado to the Goodwell campus, with more than 1,725 contest entries across a full slate of career development events and public speaking contests.

This year's competition showcased every major area of agricultural education, including Livestock, Land and Range Judging, Ag Communications, Food Science, Floriculture, Ag Sales, Employment Skills, Quiz Bowl, Entomology, and Natural Resources. Each contest was fully coordinated and judged by OPSU students, faculty, and alumni volunteers, reflecting the university's long-standing belief in learning by doing and its commitment to mentoring future agricultural leaders.

OPSU President Dr. Julie Dinger said the event demonstrates the university's central role in strengthening agricultural education across the High Plains region. "Interscholastics gives hundreds of students a hands-on introduction to the skills and leadership qualities that agriculture demands," Dr. Dinger said. "Serving the Panhandle and the surrounding states is part of who we are. Events like this show the real impact of our faculty, students, and programs have on the region."

The competition has seen remarkable growth in recent years, now drawing schools from across five states in the Great Plains. This expansion is a direct result of the dedication and hard work of OPSU's faculty and students, who meticulously plan, organize, and lead each contest. Their commitment has earned OPSU's Interscholastics a reputation among agricultural education programs as one of the most well organized and student centered

Tracy Kincannon, Dean of the College of Agriculture, Science, and Nursing, highlighted how the event serves both high school students and OPSU students who help run it. "Our students gain valuable

experience by planning and leading each contest, and the high school participants benefit from working directly with future ag professionals," Kincannon said. "This is the heart of our mission. We are building a pipeline of knowledgeable, skilled, and service minded agricultural leaders for our region."

The benefits for high school participants extend far beyond competition. Students practice real world problem solving, communication, teamwork, and technical evaluation that mirror the demands of modern agriculture and agricultural science. Whether analyzing soil profiles, creating marketing plans, or identifying plant and insect species, students gain early exposure to career pathways that are essential to the future of the industry.

The event also represents one of OPSU's largest campus wide collaborations. The College of Agriculture, Science, and Nursing organizes the competitions with significant support from Admissions, Facilities, Campus Police, Dining Services, and Communications. Volunteers from across campus and the community come together each year to make the event possible.

Looking ahead, OPSU plans to continue expanding contest offerings, increase opportunities for hands-on career exploration, and strengthen mentorship between OPSU students and high school participants. The long-term vision is to double participation again within three years and position OPSU as the premier host of FFA and agricultural education contests in the Great Plains.

Through its continued investment in events like Interscholastics, OPSU reinforces its role as a leader in agricultural education and a driving force for opportunity, innovation, and community connection across the region. **P**

OPSU AND LAMAR COMMUNITY COLLEGE

PARTNERSHIP STENGTHENS AGRICULTURAL EDUCATION IN THE REGION



Oklahoma Panhandle State University continues to build strong regional partnerships to expand opportunities for agricultural education. A key example is its collaboration with Lamar Community College in Colorado, which has been an essential part of making the Interscholastics program a success.

LCC faculty and students contribute to contest design, scoring, and event logistics, helping OPSU manage a large, complex competition while maintaining high standards. Their involvement ensures the event is both efficient and student focused, giving high school participants a high-quality experience in leadership, career readiness, and hands-on agricultural learning.

“Our partnership with Lamar Community College reflects the power of collaboration in rural education,” said Dr. Julie Dinger, President of OPSU. “By working together, we are creating clear pathways for students and strengthening the next generation of agricultural leaders across the region.”

The partnership also benefits students who begin their higher education at Lamar. It provides a supported pathway for transferring to OPSU to complete a four-year degree, with faculty from both institutions aligning curriculum and sharing best practices in agricultural instruction.

Tracy Kincannon, Dean of the College of Agriculture, Science, and Nursing, emphasized the regional impact of the collaboration. “Partnerships like this allow us to extend our reach beyond campus, giving students in small towns and agricultural communities access to leadership, professional skills, and educational opportunities that rival any urban setting,” she said.

Through collaboration with Lamar Community College and other regional institutions, OPSU continues to demonstrate its commitment to innovation, student success, and agricultural education. Together, these partnerships are helping prepare students to lead in agriculture, science, and rural communities across the Oklahoma–Colorado region. **P**

CHARTING THE FUTURE TOGETHER

OPSU LAUNCHES AN INCLUSIVE, COMMUNITY- DRIVEN STRATEGIC PLANNING PROCESS

Oklahoma Panhandle State University is charting a bold path forward, and this time, the entire Panhandle community is invited to help shape the future of the institution.

The university's new strategic planning process began with the foundation created through the Panhandle Path Forward Initiative, which launched in 2023 as an institution-wide effort to identify strengths, challenges, and opportunities for the years ahead. Through campus forums, listening sessions, feedback tools, and cross-department conversations, Panhandle Path Forward produced a clear picture of where OPSU is today and what it must become to meet the needs of students, the region, and the evolving workforce.

Panhandle Path Forward highlighted several recurring themes. Participants called for stronger communication and transparency, improved student support, greater clarity in academic pathways, and deeper community partnerships. Many also expressed a desire to reconnect with the university's mission and modernize the ways OPSU tells its story. This early work made one thing clear: the next strategic plan needed to be built with the community rather than for it.

To support this next phase, OPSU selected the Oklahoma Center for Nonprofits as its consulting partner. The organization brings decades of experience in guiding mission-focused institutions through strategic planning and helping communities articulate shared priorities. OKCNP is helping facilitate conversations, gather broad input, and ensure that OPSU's plan is both visionary and grounded in the real needs of the people it serves.

The plan is also intentionally aligned with the Oklahoma State Regents for Higher Education Blueprint 2030, a statewide framework that identifies long-term priorities for student success, workforce development, research, accessibility, and innovation. Integrating Blueprint 2030 helps OPSU build a plan that honors local expectations



while remaining responsive to statewide goals and emerging workforce needs.

The greatest strength of this strategic planning process, and what makes it different from previous efforts, is its commitment to involving the entire Aggie community. OPSU has formed a working group with representatives from every area of campus including faculty, fiscal affairs, academic affairs, student services and athletics. This group evaluated the current mission, vision, and values and proposed revisions. Their collective feedback is guiding the creation of the three-year implementation plan.

Now, the broader community has the opportunity to lend its voice. A university-wide survey is currently open to students, faculty, staff, alumni, community members, and industry partners. The survey invites feedback on the draft mission, vision, and values statements and asks for input on the priorities that should shape OPSU's next chapter. **P**

“This plan belongs to the community. It will reflect the voices of the people who live, learn, and work here, and who care deeply about the future of the Panhandle.”

— DR. JULIE DINGER, UNIVERSITY PRESIDENT

LEADERSHIP OPSU LAUNCHES

TO DEVELOP THE NEXT GENERATION OF CAMPUS LEADERS



Leadership OPSU

Oklahoma Panhandle State University has launched a new professional development initiative, Leadership OPSU, designed to strengthen leadership skills among faculty and staff and build a culture of collaboration, accountability, and mission-driven service across campus. The program supports the university's commitment to preparing leaders who understand the unique strengths of the Panhandle, who are ready to solve challenges with courage and empathy, and who advance the university's strategic vision.

Reflecting on the purpose behind the program, President Julie Dinger shared, "Leadership OPSU is an investment in the people who make our university strong. Our faculty and staff are deeply committed to our mission, and this program gives them the tools, the confidence, and the shared language they need to lead effectively across the university."

Leadership OPSU offers a structured, cohort-based experience open to faculty and staff from all divisions. Participants attend monthly sessions that blend practical leadership training with OPSU-specific learning. Topics include understanding OPSU's mission, vision, and Blueprint 2030 strategic plan, building collaborative teams, inclusive leadership, decision-making and accountability, effective communication, conflict resolution, and leading change in higher education. The curriculum ensures that every participant develops real and actionable skills rooted in the needs of the university. Each participant will also complete a capstone project focused on a campus priority, giving the cohort a direct role in OPSU's continuous improvement efforts.

The program also supports ongoing work across campus to strengthen governance, improve communication, and increase

collaboration between departments. With OPSU focusing on the theme of Keep the Momentum this year, Leadership OPSU helps break down silos and create shared understanding across academic and administrative units. Participants learn from campus leaders, regional partners, and guest experts in higher education, gaining insight that connects OPSU's local context to national best practices.

President Dinger emphasized the long-term value of this investment, noting, "Developing leaders at every level is essential to OPSU's long-term health and success. Leadership OPSU prepares the faculty and staff who will guide this university into the future and ensures that we continue to serve our students and the Panhandle with excellence."

As Oklahoma's premier rural-serving regional university, OPSU plays a vital role in educating the workforce and supporting communities across the Panhandle. Leadership OPSU extends that mission inward by building leadership capacity within the institution itself. The university plans for Leadership OPSU to become an annual program, growing in size and scope over time. Graduates will form a network of leaders who share a commitment to student success and a deep understanding of OPSU's mission and values.

Applications for the inaugural cohort opened this fall, and the first sessions have already begun. Faculty and staff are encouraged to apply or nominate colleagues who demonstrate strong potential for leadership for future classes. Leadership OPSU represents a forward-looking investment, ensuring that as the university continues to grow, its people grow with it and continue to move the institution forward together in service to the Panhandle. **P**

"Leadership OPSU is an investment in the people who make our university strong."

— DR. JULIE DINGER, UNIVERSITY PRESIDENT



DENVER M. PORTER

A LIFE OF COURAGE,
DEDICATION, AND
HEART

Denver M. Porter grew up in the Oklahoma Panhandle,

a place that instilled in him the values of resilience, hard work, and community. The son of two educators, he attended Boise City High School, where he played football and laid the foundation for a life defined by courage and dedication. His parents had taught in one-room schoolhouses before moving into town, and their commitment to education shaped his sense of responsibility and service.

Porter went on to attend Oklahoma Panhandle State University, where he played football, competed in tennis, sang in a cappella group, and performed in a barber shop quartet. It was also where he met his future wife, introduced to him by her older brother, who was a teammate on the football team. They married in the spring of 1941, beginning a life together just months before the attack on Pearl Harbor prompted Porter to enlist in the Army Air Corps.

After rigorous training in the southeast, Porter earned his wings at Randolph Air Field in San Antonio. In March 1943, he and the 493rd Fighter Squadron sailed to England aboard the Queen Mary, converted for troop transport. Assigned the P-47 Thunderbolt, Porter flew multiple missions on D-Day.

The morning of what was supposed to be his return home for leave, Porter was ready in his uniform to go back to the States. Suddenly, he was called to lead a mission against a German gun firing on American engineers. He had to throw his flight suit on over his dress uniform and rush into action. During the mission, his plane was hit, forcing him to crash land in a creek in Normandy. Injured, Porter carefully cut himself free from his parachute and disarmed the plane to prevent the Germans from using it. He then crawled to a nearby hedge for cover, beginning nearly six days of hiding while German soldiers searched the area.



“Denver Porter’s story is a remarkable example of courage and dedication. His experiences and his ties to this community continue to inspire our students and alumni.”

— SHAWN JOY, DIRECTOR OF ALUMNI RELATIONS

For nearly six days, Porter survived hidden in that hedge, facing hunger, the elements, his injuries, and constant danger. His leather boots were soaked and dried over and over, leaving his feet swollen and raw. To stay awake, he held a pair of nail clippers in his hand and pinched his thigh whenever he felt himself drifting off. Around him, the chaos of war waged on. German soldiers patrolled close by, mines were planted, and American vehicles were destroyed. Porter remained perfectly still, relying on endurance, patience, and sheer will to survive. In the quietest moments, he thought about home and pictured buying himself a new pair of cowboy boots when he finally made it back to Oklahoma.

Eventually, he was discovered by American soldiers, barely recognizable under mud and swelling, and taken to a temporary hospital. The injuries from his crash, including a raised chest scar, remained with him for life. When he returned to Oklahoma, he was interviewed by a newspaper in Oklahoma City, where a photographer captured him trying on the new cowboy boots he had imagined during those long days in the hedge. His family still has that pair of boots today. He never returned to combat, a decision made after the military assessed him for what was then called shell shock.

Despite his wartime experiences, Porter's devotion to family never wavered. In the 1950s, he turned down the opportunity to become the lead pilot for the Thunderbirds so he could remain home with his wife and children.

In honor of her father, his daughter Sandee Crockett donated pieces of his plane, his uniform, scrapbooks, and other memorabilia to OPSU, preserving his legacy for future generations.

Shawn Joy, OPSU's Alumni Director, said, "Denver Porter's story is a remarkable example of courage and dedication. His experiences and his ties to this community continue to inspire our students and alumni."

Dr. Julie Dinger, President of OPSU, added, "Denver Porter lived a life of service, bravery, and devotion to family. His story reflects the spirit of the Panhandle and reminds us of the impact one life can have on many others."

Porter's life, from Boise City to the Panhandle State campus, from the skies over Normandy to his family at home, is a story of courage, dedication, and heart. His legacy lives on in the lives of his children, grandchildren, and the countless people inspired by his extraordinary story.

"Denver Porter lived a life of service, bravery, and devotion to family. His story reflects the spirit of the Panhandle and reminds us of the impact one life can have on many others."

— DR. JULIE DINGER, UNIVERSITY PRESIDENT



OPSU THEATRE

DELIVERS LAUGHTER AND CREATIVITY IN FALL PRODUCTION

Oklahoma Panhandle State University Fall Production brought excitement and laughter to the Centennial Theatre with its performance of *The Complete Works of William Shakespeare (Abridged) [revised] [again]*. This fast-moving comedy condensed Shakespeare's entire canon into a lively, unpredictable, and engaging show that showcased the talent and creativity of the OPSU Theatre Department.

Tito Aznar, Department Chair of English at OPSU, chose this play for its fast-paced and comedic qualities. While the play uses very little of Shakespeare's original dialogue, it still highlights some of his most recognizable characters and scenes. The production included playful takes on moments like the balcony scene from *Romeo and Juliet* and the famous "To be or not to be" monologue from *Hamlet*, allowing audiences to appreciate the familiarity while enjoying a comedic twist.

The production came to life through a thirteen-week rehearsal and preparation process. Students oversaw all backstage responsibilities, including sound and lighting design, prop building, costume alterations, set construction, and stage management, making the show a true student-driven effort.

Aznar emphasized theatre participation strengthens skills that extend well beyond stage performances. Students practiced responsibility, punctuality, and problem-solving skills while also developing the ability to think on their feet during live performances. "After all, the show must go on," he said. He also shared that the most rewarding part of the production was seeing the growth of the company. Students took on leadership roles, supported one another, and worked together to create a cohesive and enjoyable performance for the community.


The cast featured performers Rebekah Wagenbach, Marjory Hall, and Tito Aznar. Behind them was a dedicated creative team and crew. Alyson Bernal served as stage manager. Jonathan Mendoza was the costumer and head props builder. Andrew Choi designed both lighting and sound and served as lighting and sound manager. The scenic team included set builders Calum Murphy and Lillyan Gerow and set painters Lillyan Gerow, Calum Murphy, Jonathan Mendoza, and Andrew Choi. The props team included Jonathan Mendoza, Lillyan Gerow, and Alyson Bernal. Stage crew members were Anthony Gil, Lillyan Gerow, Calum Murphy, and Jonathan Mendoza. Front of house operations were led by manager Macy Cash with assistance from Christina Hernandez. Lighting manager David Yingst also contributed his technical expertise.

The program acknowledged additional supporters and contributors, including the Department of English and the many OPSU faculty, staff, and community members who assisted with the production.

Aznar encourages students and community members interested in



theatre to get involved. He can be contacted at taznar@opsu.edu for information on future productions and scholarship opportunities.

This production was sponsored by a Masonic Endowment for Cultural Enrichment grant through the Panhandle State Foundation. *The Complete Works of William Shakespeare (Abridged) [revised] [again]* is produced by special arrangement with Broadway Play Publishing Inc, NYC. 



ART ON THE GREEN

SHOWCASING LOCAL TALENT AND REIGNITING REGIONAL ART CONNECTIONS



Oklahoma Panhandle State University recently hosted its 2nd annual Art on the Green event, welcoming high school students from seven schools across Oklahoma and Texas to the Goodwell campus for a day filled with creativity and hands on-learning.

Originally launched last year, Art on the Green, has quickly grown into a celebration of student artistry and community collaboration. This year's event was led by two new Art faculty members, Narciso Arguelles and Rachel Miller, who worked closely with Dean Tracy Kincannon and Dean Stacy Nordquist to expand the program and reintroduce OPSU Art to the surrounding communities.

Students participated in a variety of demonstrations and workshops held by local teachers, OPSU faculty, and alumni. Demos included a metal pour, watercolor painting, and airbrushing, featuring OPSU alumni Alision Clemens and Sam Ortiz, both respected Guymon High School art teachers. Workshops offered hands-on experiences such as leather tooling, clay pinch pot creation, and photography.

"It was important to me to include local teachers as part of the demos and workshops," Art Department Chair Arguelles said. "This partnership is centered around the love for the arts and art education. When we reach out to schools, invite them to participate, and have their teachers lead sessions, it shows that we care. That is what strengthens the connection between OPSU and our local schools."

The event drew approximately 180 attendees from high schools such as Guymon, Texhoma, Goodwell, Mooreland, Hooker, Stratford, and Perryton.

"The students' enthusiasm made the whole day," said Art Visiting Instructor Rachel Miller. "It showed how much it matters to give young people a place to create and connect. Art on the Green helped them experience the creative community that exists here in the Panhandle."

OPSU's art faculty and students played a key role in making the event a success. Art Club members assisted with setup,

led workshops, and documented the day's activities through photography. Paige Pearson and Claire Lewis each led popular demos, and Kadence Kunselman partnered with faculty member Jeffery Cramer for a metal pour demonstration.

"I cannot say enough about how our students contributed to the day," Arguelles shared. "All the full-time faculty did a demo or a workshop, and our students were a vital part of it all. I am very proud of them and grateful to have them be part of the day. I could not have done it without them."

Dr. Charla Lewis, Vice President of Academic Affairs, shared her excitement about the program's growth. "Events like Art on the Green demonstrate OPSU's commitment to community partnerships and the arts," she said. "It's inspiring to see our faculty and students mentoring the next generation of artists."

For many high school students, Art on the Green offered a glimpse of what a future in art could look like. "My hope is that students can see the possibilities," Arguelles said. "That they consider art as a viable career path, whether in teaching, art or craft practice, commercial illustration, photography, or design."

Summing up the event's importance, Arguelles said, "OPSU is a leader in art and art education in the region, and Art on the Green helps establish that. It is one of the ways we give to the community. I think it is an important way to show the possibilities of a career in art, but also just a way to have fun and make art." **P**





AGGIE PARTNERS

GENERATES MORE THAN \$10,000 IN YEAR TWO

Oklahoma Panhandle State University marked an important milestone with its 2nd annual Aggie Partner celebration, recognizing year two of a growing program that connects donors directly with the OPSU programs they care about most.

Aggie Partners is a collaborative effort between the Alumni Association and the Panhandle State Foundation. The program allows supporters to choose exactly where their contributions go. Each \$1,000 partnership is directed primarily towards student scholarships. Eighty-five percent supports scholarships in the chosen program, with five percent designated for that program's support fund, five percent for promotional costs, and five percent for administrative oversight. In real terms, 90 cents of every dollar goes directly to strengthening OPSU programs and student success.

The program's momentum is clear. In its second year, Aggie Partners generated more than \$10,000 in new support. This growth reflects strong confidence in OPSU's mission and continued enthusiasm for the community to support student opportunities.

"Aggie Partners shows what can happen when our supporters invest directly in the work that matters most to them. The momentum we are seeing speaks to the value of this program. I am grateful for the confidence our partners place in OPSU, and I look forward to the long-term impact it will create for our students and academic programs," said Dr. Ryan Blanton, Vice President of Advancement.

The Panhandle State Foundation continues to play a key role in guiding each partnership and honoring the intentions behind every contribution.

"Aggie Partners works because it's honest and straightforward. Donors can see exactly where their dollars go and the impact they make. That kind of trust matters, and it's something we're proud to uphold. We're committed to building strong partnerships and stewarding every dollar with real care, intention, and purpose," said Chyanna Black, Executive Director of the Foundation.

The Alumni Association has also been instrumental in expanding awareness and strengthening the connection between OPSU graduates and the programs that shaped their academic journey.

"Our Alumni have always played a vital role in supporting current students, and Aggie Partners gives them a new way to stay connected to the programs that shaped their lives. It has been inspiring to watch alumni step forward and invest in the next generation of Aggies. Their support makes a lasting difference on our campus and in the lives of our students," said Shawn Joy, Director of Alumni Relations.

With continued growth and increasing enthusiasm, Aggie Partners is becoming a signature avenue for supporting OPSU's future, one partnership at a time. **P**



PANHANDLE COMMUNITY

COMES TOGETHER FOR THE 19TH ANNUAL CHILI COOK-OFF

Oklahoma Panhandle State University 19th Annual Chili Cook-Off brought together students, alumni, community members, and local businesses for a day filled with good chili, friendly competition, and cheering on the Aggie Football team. The long-standing tradition is one of Aggie Nation's favorite fall events, celebrating the strong community ties that define OPSU and the region.

Organized this year with the support and leadership of the PSU Foundation and the OPSU Alumni & Friends, the event showcased a wide variety of chili recipes. Attendees enjoyed visiting all the booths and sampling the entries to cast their vote for the People's Choice Award. OPSU's panel of Chili Cook-Off judges had the tough job of selecting the best of the best.

Alumni Director Shawn Joy highlighted the powerful role of alumni and friends in sustaining campus traditions. "Events like this are all about connection," Joy shared. "Alumni, families, students, and local businesses come together in a way that shows the true spirit of the Panhandle. It's an honor for Alumni & Friends to help carry forward traditions that mean so much to this community."

Taking home first place for Judge's Choice were Tyler Bryant, Roger Edenborough, James Hager, and Jared Steinbach. Second place went to Seaboard Foods, third place to Audrey Roderick, and fourth place to Panhandle First Bank.

For the People's Choice Award, the team of Tyler Bryant, Roger Edenborough, James Hager, and Jared Steinbach also claimed first place, with Anchor D Bank earning second, Cameron Murley, Casey DeBock, and Brandon Tripp taking third, and Chet Oblander and Chad Blackmore rounding out the top spots in fourth.

Chy Black, OPSU Foundation Director, praised the teamwork behind the event. "Stephanie LeGrange and I were proud to represent the Panhandle State Foundation and help bring this year's Chili Cook-Off to life," Black said. "Seeing our community show up so strongly reminds us why supporting OPSU is such fulfilling work."

The success of this year's Chili Cook-Off is all thanks to the incredible support of our community, the hard work of the planning committee, and the enthusiasm of everyone who came out to take part in the fun.

To see more moments from the day, check out our photo gallery at: <https://flic.kr/s/aHBqjCzJq9>. **P**



FACULTY HIGHLIGHT:

DR. JUSTIN COLLINS

For nearly three decades, Dr. Justin Collins has been a cornerstone of Oklahoma Panhandle State University. OPSU is a place he first called home as a student, and one he continues to strengthen as both an educator and an emergency responder. By February 2027, Dr. Collins will mark 30 years with the university. During that time he has built a remarkable dual career in biology and emergency medical services that reflects the grit, service, and dedication of the Panhandle.

A graduate of OPSU with a degree in biology, Dr. Collins went on to earn both his master's and Ph.D. in Entomology from Oklahoma State University. His early research focused on fungal pathogens of insects, and he later studied pheromone chemistry. Even with a deep academic background, he never stepped away from hands-on service. He has served 18 years in fire service and 12 years as a paramedic. His fire and paramedicine training were also completed at OPSU.

This December, Dr. Collins will complete the next major step in his professional journey by earning his nursing degree. For him, the motivation is simple. "As an educator, my goal has always been to be the best resource possible for my students," he says. "The intensive study of medicine within the nursing framework enhances my understanding of applied anatomy and physiology, directly improving the relevance of the courses I teach."

The degree also represents a deeper calling. By becoming an RN, Dr. Collins hopes to serve the Panhandle community in an even greater clinical capacity and help address the critical nursing shortage in the region.

Inside the classroom, his perspective as a paramedic transforms the way students experience biology. Rather than teaching concepts in the abstract, he grounds them in real field experience. He explains what happens when systems fail, how injuries and illnesses present in emergency situations, and what real-world assessment and treatment look like. "This approach turns theoretical biology into a compelling and practical subject," he explains. "It engages students who are preparing for healthcare careers by showing them the real-world 'what if' side."

"Dr. Collins brings valuable real-world experience into the classroom, and our students benefit from the perspective he's gained through his work in emergency services," said Tracy Kincannon, Dean of the College of Agriculture, Science, and Nursing. "His background helps students see how the concepts they're learning connect to practical situations they may encounter in their future careers."

His advice to students who are considering healthcare or emergency service careers reflects the same practicality. He encourages them to take as many science courses as possible and to push past the minimum requirements. He reminds students that the strongest healthcare professionals are those who can apply



knowledge under pressure.

"Look for the critical thinking components that directly relate to patient care, diagnosis, and emergency stabilization," Dr. Collins says. "This perspective is what separates a student from a successful professional in the field."

"Dr. Collins brings a grounded, real-world perspective to the classroom," says Dr. Charla Lewis, VP of Academic Affairs. "Students benefit from the way he connects course material to the kinds of scenarios they will encounter in healthcare settings."

As he completes his nursing degree, Dr. Collins sees the impact extending far beyond the classroom. His advanced medical training deepens the content he teaches and allows him to bring the most current and clinically relevant perspectives to his students. In his paramedic work, the shift from a stabilization-focused mindset to a more holistic nursing approach strengthens his ability to support patients from the first moment of injury through their arrival at the hospital. He sees this as a vital connection in rural healthcare.

For Dr. Collins, the heart of his work as both an educator and a paramedic always comes back to the people of the Panhandle. "As an educator, my purpose is to contribute to a strong future by investing my knowledge into the next generation," he says. "As a paramedic, the meaning comes from providing direct care to our neighbors during the worst moments of their lives."

Whether he is preparing future healthcare professionals or responding to urgent calls in the field, Dr. Justin Collins exemplifies what it means to serve with expertise, humility, and heart. His work continues to shape OPSU, strengthen the Panhandle, and inspire the next generation to carry forward that same spirit of service. **P**

"As an educator, my purpose is to contribute to a strong future by investing my knowledge into the next generation."

WELCOMING MD SAIFUL AZAM

OPSU'S NEW HOUSING AND RESIDENCE LIFE COORDINATOR



“ I want students to know we are here for them. Whether it is solving a problem or just making their daily life easier, I hope to create a positive and comfortable living experience.”

— MD SAIFUL AZAM, HOUSING AND RESIDENCE LIFE COORDINATOR

Oklahoma Panhandle State is pleased to welcome Md Saiful Azam as the new Housing and Residence Life Coordinator, bringing a service-driven mindset and a global range of experiences to campus. With a background working across multiple countries and most recently supervising operations for a start-up cleaning service, Saiful has built a career centered on helping people feel comfortable, supported, and at home. That focus is what drew him to OPSU.

Saiful shared that he was immediately impressed by the welcoming atmosphere and the beauty of the campus. “It felt like the right place for me to work, grow, and make a positive impact,” he said. His previous experience managing housing and cleaning operations has prepared him to lead with efficiency and care, ensuring residents receive responsive support and a smooth on-campus living experience.


At the heart of his vision is a simple but powerful goal: to make every resident, students and employees alike, feel safe, welcome, and supported. His approach emphasizes quick assistance and open communication. “My strategy is to offer help as quickly as possible,” he said. “I want to encourage students and resident employees to provide feedback so we can take appropriate steps. Say it, see it sorted.”

Saiful plans to build strong community connections by creating

more opportunities for residents to come together through events, social gatherings, and open feedback channels, making campus housing feel not only comfortable but truly connected.

Collaboration is central to his leadership style. He looks forward to working closely with faculty, staff, and campus partners, including student groups, counseling services, campus safety, and academic departments, to support residents and provide meaningful programs. Dr. Ryan Blanton, Vice President of Advancement, added, “Saiful’s focus on community and proactive service aligns perfectly with OPSU’s commitment to student success. We are excited to see the positive impact he will have on campus life.”

When asked what excites him most about joining OPSU, his answer was immediate: the people. “Everyone has been so helpful and welcoming,” he shared. “I am excited to develop and maintain relationships and be an active part of the Aggie community.” Outside of work, Saiful enjoys being outdoors, meeting new people, and playing sports, interests that naturally help him build connections with students.

With his enthusiasm for service, community-building, and teamwork, Saiful brings a fresh, people-focused energy to Housing and Residence Life, and we are excited to see the impact of his leadership on campus. 

OPSU SOCCER TEAMS

PRODUCE RECORD-THREE ALL-CONFERENCE PLAYERS



Emily Chavez



Ayoub Bader



Emma Contreras

A program-record two members of Oklahoma Panhandle State women's soccer and an additional honoree on the men's team were recently named Second-Team All-Sooner Athletic Conference, as announced by the SAC and voted on by the conference's head coaches.

Junior defender Emily Chavez and sophomore midfielder Emma Contreras garnered the honors for the Aggie women, part of 28 women's all-conference players recognized (14 first-team, 14 second-team).

On the men's side, senior Ayoub Bader was named a Second-Team All-SAC forward. Twenty-nine total athletes made the men's all-conference list, with 14 belonging to the second team.

Chavez started 13 matches for OPSU, across which she saw over 1,100 minutes of action. In addition to spearheading the team's defense, the Henderson, Nevada, native finished third on the team with 10 points, earned via four goals and two assists. Chavez was called upon for the vast majority of the Aggies' corner and free kicks, which served as a major factor in Panhandle State averaging its most goals per game in program history in 2025.

Contreras also played in 13 matches, starting 12 for the Aggies as she became a vital part of the team's success once

conference play began. In the early portion of the SAC season, the sophomore registered four goals in a three-match span, including striking from long-range to net the equalizer in OPSU's draw versus then-No. 21 USAO. The Dallas, Texas, native's four goals tied Chavez for third on the team, while she put constant pressure on opposing defenses with an Aggie-best 18 shots on goal during the season.

Prior to 2025, Panhandle State women's soccer had only collected one all-conference accolade: Mya Szymanski, a 2023 goalkeeper who was also named Second-Team All-SAC.

Bader, meanwhile, started all 17 games for the Aggies this season, racking up over 1,200 minutes played on the pitch.

The senior from Zarqa, Jordan, tied for the team lead with Othman Gherab in goals (six), points (14) and game winners (two) to fuel the Aggies to their first .500-or-better season since 2021. In the conference, Bader ranked tied-11th in goals scored and tied-16th in total points.

The honor for Bader marked the program's first all-conference accolade since 2022, when goalkeeper Catalin Nastuta was also named Second-Team All-SAC. **P**

KAGIALI AWARDED SAC PLAYER OF THE YEAR

AGGIES HAVE FOUR NAMED ALL-CONFERENCE



Elena Kagiali of Oklahoma Panhandle State headlined the 2025 SAC Volleyball Awards, announced Nov. 19, by taking home the honors of Player of the Year, Attacker of the Year and Newcomer of the Year.

Joining Kagiali in securing all-conference accolades from OPSU were setter Mia Sanchez and libero Winiffer Rodriguez, who both achieved second-team status, as well as middle blocker Skyla Stark, who nabbed a spot on the third team. In addition to her superlative awards, Kagiali was also named First-Team All-SAC.

Kagiali led the Sooner in total points (514.0), total kills (456) and kills per set (4.06), all of which shattered Panhandle State's single-season records since the program returned to the NAIA in 2017. She took home all four of the SAC's Attacker of the Week honors across the final month of the regular season, including one NAIA National Attacker of the Week Award.

Kagiali tallied three matches of at least 30 kills, and she swept all six of the highest single-match kill totals in the SAC this season. The redshirt senior from Piraeus, Greece, was dominant all over the court, finishing second on the team with 375 digs, third in blocks with 44.0 and second in aces with 35.

Sanchez finished second in the conference with 1,091 total assists, coming within 100 of a 2,000-assist career at OPSU. Her seven matches with at least 44 assists were four more than any other SAC player had, as Sanchez also notched the highest single-match total of 53 assists. She paced the offense all year while accumulating 299 digs, 21.0 blocks, and 94 kills – all career-bests. The Edmond, Oklahoma, native's season also included two SAC Setter of the Week honors, and her all-conference award marked her second as she was named Honorable Mention All-Conference in 2023.

Rodriguez, a transfer libero from Albright College, is first in the SAC in digs per set with 4.74. The senior was at her best when it was required of her, notching a single-match conference-high with 32 digs in OPSU's opening round win over Wayland Baptist on Nov. 11. She had four of the top six single-match dig totals this year in the conference, and she added 71 assists and 21 service aces to her season totals. The Santo Domingo, Dominican Republic, native claimed one SAC Defender of the Week Award for her play from Oct. 6-12.

Stark earned SAC Attacker of the Week honors early in the season, and her play in the middle was among the most efficient in the conference throughout the season. She had the conference's highest single-match attack percentage of .750, while her season long kill rate stood at .297, good for fourth in the SAC. Stark, a junior from Abilene, Texas, was second on the team with 65.0 blocks and third with 207 kills.

The Aggies' four all-conference members are the most the program has had since 2022, when it also had four honorees. Kagiali's Player of the Year honor is the first such award for Aggie volleyball in the SAC. **P**



OKLAHOMA
PANHANDLE STATE
UNIVERSITY

AGGIE WONDERLAND

December 1st - 30th



**CHECK OUT
ALL THINGS
HAPPENING!**



   
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MEMORIAL RESOLUTION

WHEREAS, it has been called to the attention of Oklahoma Panhandle State University and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges that Richard K. Collings, Oklahoma Panhandle State University Emeritus Coaching Staff, was claimed by death on October 25, 2025.

WHEREAS, Richard K. Collings, by their loyalty, attention to duty, and faithful performance rendered service as Coaching staff member to Oklahoma Panhandle State University from 1975 to 1979, and as a citizen worthy of commemoration and respect; and

WHEREAS, their friends and Oklahoma Panhandle State University have suffered irreparable loss in their passing;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES;

THAT it takes this method to express its appreciation for the 4 years of exemplary service rendered by Richard K. Collings to Oklahoma Panhandle State University, the State of Oklahoma and its citizens, to express respect to their memory, and to extend to the family its deep sympathy in the loss sustained, and to state that the Board and every member thereof respectfully join the friends of the deceased in mourning the passing of one of Oklahoma Panhandle State University's dedicated servants.

BE IT RESOLVED that a copy of this resolution be shared within the minutes of the Board and a copy sent to the family of Richard K. Collings.

Adopted by the Board the 5th day of December, 2025.

Dr. Julie Dinger, President

Mr. Rick Walker, Chair

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

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

Retirement or Separation

Name	Title	Type	Effective Date
Laura Hutchinson	Dean of Student Affairs	Separation	12/31/2025



Executive Summary Program Reviews

Program Review Process

Oklahoma Panhandle State University maintains a structured, four-year rotating cycle for academic program review to ensure alignment with institutional goals and continuous improvement in student learning and program effectiveness. Led by department chairs and supported by the Assessment Team, each program undergoes a comprehensive evaluation of student learning outcomes, course performance data, and curricular relevance.

Reviews incorporate findings from annual assessments and include the development of a formal Program Cycle Plan, outlining strategic improvements for the next review cycle. This process not only supports accountability and informed decision-making but also ensures that OPSU's academic offerings remain current and responsive to student and workforce needs.

The academic program modifications that were submitted for approval last year and that will be submitted this year are a direct result of completed program reviews.

Agriculture AS 042

The AS in Agriculture advances OPSU's mission through high-quality, applied instruction that prepares students for regional workforce needs and seamless transfer into bachelor's programs. Students achieve strong proficiency in communication, animal handling, and analytical reasoning through hands-on learning at the OPSU College Farm. The program maintains steady enrollment and national recognition, including a NACTA sweepstakes victory. To enhance continuous improvement, the department will implement structured exit and alumni surveys and expand FFA and high-school partnerships across the Oklahoma and Texas Panhandles to reinforce recruitment, visibility, and post-completion tracking.

Accounting BBA 001

The Accounting BBA program remains aligned with OPSU's mission by providing accessible, career-focused preparation for accounting and business professions. The curriculum meets Oklahoma and Texas CPA licensure requirements and integrates technology, ethics, and professional communication. Students consistently meet learning outcomes, supported by dedicated faculty and flexible online and hybrid delivery options. The primary challenges are declining enrollment, limited faculty size, and few co-curricular

engagement opportunities. The program will focus on targeted recruitment, expanded internships and professional partnerships, and systematic use of student and alumni feedback to strengthen long-term viability and continuous improvement.

Computer Information Systems BBA 041

The CIS BBA program integrates business foundations with technical studies in programming, networking, and cybersecurity, preparing students for several of Oklahoma's Top 100 Critical Occupations. Faculty maintain strong industry expertise and student engagement through applied coursework and competition participation. Challenges include declining enrollment, aging lab technology, and the absence of embedded industry certifications. The program will adopt a sustainable two-year course rotation, enhance marketing and recruitment, modernize equipment, and expand partnerships and certifications to ensure continued relevance in an evolving technology landscape.

Fine Arts BFA 058

The BFA in Art supports OPSU's mission by offering the region's only four-year studio art degree emphasizing community engagement and professional readiness. Students benefit from small-studio pedagogy, individualized mentorship, and strong community partnerships through events such as Art on the Green and Future Artist/Educator Day. Recent restructuring has strengthened assessment and curricular coherence, though faculty turnover and limited digital infrastructure have constrained consistency. Future actions include restoring course rotations, upgrading technology, formalizing assessment and alumni tracking, and expanding outreach to sustain quality and visibility.

Animal Science 003

The Animal Science BS program exemplifies OPSU's agricultural heritage and mission by providing rigorous, experiential education that supports Oklahoma's livestock and agribusiness workforce. Students demonstrate strong applied competencies, communication skills, and high satisfaction in laboratory and farm-based learning. Areas for growth include data literacy, equitable engagement in online formats, and structured alumni follow-up. Planned improvements include expanding data analysis instruction, enhancing online experiential access, and implementing alumni tracking beginning in 2026 to document long-term effectiveness while sustaining hands-on, workforce-driven education.

Health & Physical Education 012

The Health and Physical Education BS program directly advances OPSU's mission by preparing students for careers in PK-12 teaching, sports, and wellness management

through a rigorous, applied curriculum. Assessment data show consistent mastery of analytical and social responsibility outcomes, supported by strong field experiences and faculty collaboration. Improvement priorities include modernizing instructional technology, implementing exit and alumni surveys, and enhancing marketing and facilities. These initiatives will sustain program quality, ensure continued accreditation alignment, and strengthen recruitment and outcome tracking.

Psychology BS 020

The Psychology BS program aligns fully with OPSU's mission by fostering communication, critical thinking, and social responsibility while addressing statewide mental-health workforce shortages. Recent revisions have enhanced curriculum structure, added an internship course, and adopted assignment-based assessment. Stable enrollment and flexible delivery support both traditional and nontraditional learners. Improvement areas include limited upper-level course variety, faculty continuity, and outcome tracking. Planned initiatives include developing new electives, expanding internship partnerships, and implementing systematic alumni data collection to enhance program quality and regional impact.



Agriculture AS 043 Program Review Summary

<p style="text-align: center;">Institution Name: Oklahoma Panhandle State University Program Name and State Regents Code: Agriculture AS 043 List of Options: None Date of Review: 10/24/2025 Recommended Date of Next Review: Fall 2029</p>	
<p>Centrality to Institutional Mission: The AS in Agriculture advances Oklahoma Panhandle State University's mission by delivering high-quality, affordable, student-centered learning that serves the region's agricultural workforce and communities. The program's goals—strong written and oral communication; analytical and quantitative reasoning; and social responsibility with global awareness—mirror the institution's emphasis on developing well-rounded graduates who think critically, communicate effectively, and contribute responsibly. Learning is applied and workforce-relevant: students achieve high proficiency in hands-on competencies at the OPSU College Farm, engage real-world problem solving in genetics and production scenarios, and practice professional presentations. The program also supports access and completion through efficient shared coursework and demonstrated transfer success (17 students who transferred have since graduated elsewhere). Recent achievements, such as the NACTA sweepstakes victory and expanded partnerships with FFA and regional high schools, further align with the university's focus on excellence, recruitment, and service to Oklahoma and the surrounding Panhandle region.</p>	
<p>Program Learning Outcomes</p> <p><i>General Education Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate an ability to communicate effectively in a professional written form. 2. Students will be able to present topics/information relevant to the particular courses by making visual models or PowerPoint presentations to share with the class and other faculty members. <p><i>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to read and interpret current research. 2. Students will be assigned "real world" scenarios to analyze and solve. 3. Students will utilize the College Farm and Range to gain critical thinking skills through "real world" scenarios and hands-on skills. <p><i>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</i></p> <p>Student Learning Outcome:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to think globally in relation to agriculture and products. 	
Quality Indicators	<p>Positive Indicators:</p> <ul style="list-style-type: none"> • Curriculum supports efficient progression and institutional resource stewardship: All AG AS courses are shared with other agriculture majors,

	<p>ensuring efficient delivery without duplicating curriculum — aligned with HLC expectations for responsible resource use and academic coherence (HLC 3.A; 5.A).</p> <ul style="list-style-type: none">• Clear program mission aligned with institutional goals: The program’s mission supports OPSU’s undergraduate focus and regional workforce needs, showing strong alignment between program intent and institutional mission fulfillment (HLC 1.A; 4.A).• Assessment practices identify actionable instructional refinements: Faculty consistently analyze communication, quantitative reasoning, and global/cultural learning outcomes to inform changes, demonstrating a functioning assessment cycle (HLC 4.B).• Student support through structured advising pathways: The hybrid advising model (central advisor → faculty advisor) ensures academic planning and degree progression are monitored and supported (HLC 3.D; 4.C). <p>Negative Indicators:</p> <ul style="list-style-type: none">• Absence of formal exit or alumni feedback systems: Without structured surveys or follow-up data, the program lacks direct evidence of post-completion success and stakeholder satisfaction (HLC 4.C; 5.C).• Limited documentation of employer or industry engagement in curriculum improvement: While regional alignment is implied through hands-on practice, no formal employer feedback or advisory structures are documented (HLC 4.A; 5.B).• No modality-based success analysis: The review does not compare outcomes by delivery mode, limiting the program’s ability to ensure equivalent quality in hybrid/online formats (HLC 3.A; 4.B).• No formal diversity recruitment goals for students or faculty: The review notes faculty qualifications but identifies no strategies or metrics for enhancing diversity in representation or access (HLC 1.C; 3.C).				
Cost to operate program per student credit hour	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
	\$290.95	\$329.49	\$313.05	\$341.50	\$351.46
Productivity for Most Recent 4 Years	Number of Graduates: 15.6 average per year Number of Majors: 11.4 average per year				
Other Quantitative Measures	Number of Courses for Major range over 5 years: 4-7 Student Credit Hours in Major range over 5 years: 8-26 (Refer to Bachelor’s listed below) 2020/2021 Direct Instructional Costs: \$21,875.78 2021/2022 Direct Instructional Costs: \$38,152.44 2022/2023 Direct Instructional Costs: \$76,676.74 2023/2024 Direct Instructional Costs: \$80,204.90 2024/2025 Direct Instructional Costs: \$79,020.81				
Faculty Members	Jared Bates Crystal Tolle Curtis Bensch Cassidy Johnson Rleigh Brown	PhD PhD PhD MS BA	Oklahoma State University Oklahoma State University Kansas State University Iowa State University West Texas A&M University		
Duplication and Demand	Regional employment data indicate ongoing demand for entry-level agricultural professionals in Oklahoma and the surrounding Panhandle labor market, with				

	<p>agricultural and food science technician roles expected to grow nationally by approximately 5% from 2024–2034, generating more than 6,000 openings annually due to industry growth and workforce replacement needs. In Oklahoma specifically, labor market projections show continued opportunities for agricultural technicians and related roles across non-metro regions served by OPSU, with the latest statewide occupational estimates confirming an active workforce in technician-level positions. The program’s demonstrated strengths in applied competencies—such as 96% proficiency in animal handling, nutrition evaluation, and reproductive management—and strong communication skills align directly with these technician pathways and employer expectations. Given the university’s rural service area and proximity to a cross-border agriculture economy that includes major livestock, feedlot, and ag-support operations in the Oklahoma and Texas Panhandles, the OPSU AS in Agriculture continues to meet regional workforce needs by preparing graduates for immediate employment as well as successful transfer into bachelor-level agriculture programs.</p>
Strengths and Weaknesses	<p>Strengths</p> <ul style="list-style-type: none"> ▪ Applied, hands-on skill proficiency: Students demonstrated 96% proficiency in animal handling, nutrition evaluation, and reproductive management during field assessments at the OPSU College Farm. ▪ Strong written communication performance: 93% of students met professional written communication benchmarks in discipline-specific technical reports. ▪ Sustained enrollment and completion/transfer pipeline: Across the review cycle, the program maintained steady enrollment (surge to 32 in 2023–2024 and stable at 22 in 2024–2025) and awarded 70 degrees, with 17 additional students transferring and completing elsewhere, demonstrating its effectiveness as a transfer pathway. ▪ Program visibility and recruitment success: High-profile NACTA sweepstakes achievements boosted program recognition and recruitment momentum. <p>Weaknesses</p> <ul style="list-style-type: none"> ▪ Presentation delivery challenges: While oral outcomes were met, students showed recurring issues with pacing, clarity, eye contact, and slide formatting, indicating the need for more structured practice. ▪ Inconsistent analytical depth in writing: Some written work lacked strong synthesis and detail, suggesting room to improve higher-order reasoning and integration of evidence. ▪ Variable farm recordkeeping: Students did not always maintain consistent or detailed documentation during multi-step laboratory tasks at the College Farm. ▪ Limited depth in global/cultural context analysis: Although students made basic global connections, some projects remained largely clinical rather than exploring broader cultural and economic implications.
Recommendations	<p>Maintain at current level. To strengthen continuous improvement and program sustainability, the A.S. in Agriculture will implement two key enhancements over the next review cycle. First, the program will establish a formal exit and alumni feedback process—addressing the current absence of structured post-completion data—by launching a graduation-point exit survey and a 6 to 12-month alumni follow-up beginning Spring 2026 to better assess transfer success and workforce readiness. Second, the program will formalize and expand its recruitment pipeline by leveraging existing and planned partnerships with regional FFA chapters and high schools across the Oklahoma and Texas Panhandles, Colorado, and New Mexico, with structured outreach activities and applicant source tracking beginning Fall 2025 to reinforce enrollment stability and visibility.</p>



OKLAHOMA PANHANDLE STATE UNIVERSITY
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Accounting BBA 001 Program Review Summary

<p style="text-align: center;">Institution Name: Oklahoma Panhandle State University Program Name and State Regents Code: Accounting BBA 001 List of Options: None Date of Review: 10/24/2025 Recommended Date of Next Review: Fall 2029</p>	
<p>Centrality to Institutional Mission: Both the Accounting Program and OPSU are rooted in the shared goal of providing accessible, high-quality baccalaureate education that serves students and communities in the Oklahoma Panhandle and beyond. The Accounting Program directly supports this purpose by offering a specialized, career-oriented degree that equips students for professional success in accounting and business—a natural fit within OPSU’s academic portfolio.</p>	
<p>Program Learning Outcomes</p> <p><i>General Education Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Prepare clear and accurate documents and reports using financial language and symbols. 2. Clearly communicate accounting information to both knowledgeable and novice audiences, orally, using appropriate grammar and technical vocabulary <p><i>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Read, interpret, and apply United States financial accounting standards. 2. Read, interpret, and apply United States federal income tax law. 3. Read, interpret, and apply United States auditing standards <p><i>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</i></p> <p>Student Learning Outcome:</p> <ol style="list-style-type: none"> 1. Communicate a commitment to proper stewardship of public resources. 	
Quality Indicators	<p>Positive Indicators:</p> <ul style="list-style-type: none"> • Curriculum Alignment: Alignment with Oklahoma Accountancy Board and Texas State Board of public Accountancy ensuring relevance and professional preparation. • Professional Competencies: Student learning outcomes support professional competencies, including technical skills, ethics, critical thinking, and communication. • Assessment: Evidence demonstrates consistent student achievement of learning outcomes. • Technology Integration: Excel, accounting systems, data analytics, and online delivery enhance learning and workplace readiness.

	<p>Negative Indicators:</p> <ul style="list-style-type: none">Declining Enrollment: Over the review period, declining enrollment presents a potential long-term threat to the viability of the program.Faculty Size: Small faculty size restricts course rotation flexibility and elective expansion.Alumni Feedback: Informal alumni feedback lacks structured mechanism for ongoing improvement.Course Evaluations: There is limited use of course evaluations to inform instructional changes or program improvement.				
Cost to operate program per student credit hour	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
	\$311.76	\$323.42	\$326.98	\$342.62	\$335.64
Productivity for Most Recent 4 Years	Number of Graduates: 6.8 average per year Number of Majors: 29.6 average per year				
Other Quantitative Measures	Number of Courses for Major range over 5 years: 11- 24 Student Credit Hours in Major range over 5 years: 45 -126 2020/2021 Direct Instructional Costs: \$77,954.84 2021/2022 Direct Instructional Costs: \$84,112.04 2022/2023 Direct Instructional Costs: \$114,099.38 2023/2024 Direct Instructional Costs: \$119,622.37 2024/2025 Direct Instructional Costs: \$111,604.83				
Faculty Members	Amanda Beasley John Michael Murrel	MBA CPA	Southeastern Oklahoma State University		
Duplication and Demand	The national outlook for accountants and auditors remains solid, with projected employment growth of approximately 5-6% over the next decade and an average of more than 120,000 annual openings. Employer data show a highly competitive hiring market, particularly for professionals possessing analytical, strategic and technological skills. Locally, the OPSU Accounting BBA meets regional workforce demand through alignment with licensure requirements and flexible delivery tailored to rural students. With respect to program duplication, the Oklahoma State Regents for Higher Education require evidence that a bachelor’s degree program is not unnecessarily duplicative of existing state offerings. Although other institutions in Oklahoma offer undergraduate accounting degrees, the OPSU program serves a unique regional niche — providing access for rural students, offering hybrid/online delivery, and emphasizing alignment with licensure in both Oklahoma and Texas. These differentiating attributes support the program’s justification and reduce concerns of duplication.				
Strengths and Weaknesses	<p>Strengths</p> <ul style="list-style-type: none">Licensure Alignment: The curriculum is fully aligned with Oklahoma and Texas CPA licensure educational requirements, ensuring graduates are prepared for professional credentialing.Supportive Learning Environment: Long-standing faculty create a stable and student-focused environment that emphasizes mentorship and accessibility.Flexible Delivery Formats: Online and hybrid course options increase access for students balancing work, location, and academic commitments. <p>Weaknesses</p>				

	<ul style="list-style-type: none">▪ Declining Enrollment: Enrollment has declined significantly over the review cycle, creating sustainability concerns.▪ Limited Elective and Specialization Options: With a small faculty, the program has constrained ability to expand into specialized accounting areas such as analytics, auditing systems, or ESG reporting.▪ Minimal Co-Curricular Engagement: Few opportunities are documented for internships, job placement partnerships, or networking that connect students with employers in the field.
Recommendations	<p>Maintain at current level. To strengthen program quality and long-term sustainability, the Accounting BBA program should focus on reversing enrollment declines through targeted recruitment and enhanced engagement with regional employers and high schools. Expanding experiential learning opportunities — including internships, alumni networking, and professional connections — would increase career readiness and visibility of the program's value. Additionally, growing faculty capacity over time would allow for broader course offerings and specialization options that reflect industry trends. Finally, developing structured processes for collecting and using student and alumni feedback, including course evaluations and exit surveys, will support continuous improvement in both instruction and curriculum.</p>



Computer Information Systems BBA 041 Program Review Summary

<p style="text-align: center;">Institution Name: Oklahoma Panhandle State University</p> <p style="text-align: center;">Program Name and State Regents Code: Computer Information Systems BBA 041</p> <p style="text-align: center;">List of Options: None</p> <p style="text-align: center;">Date of Review: 10/24/2025 Recommended Date of Next Review: Fall 2029</p>	
<p>Centrality to Institutional Mission:</p> <p>The mission of OPSU is stated as 'Rooted in "Progress through Knowledge," OPSU is committed to promoting excellence in the preparation of students for success in a global community.' The CIS program mission statement further elaborates the "how" the institution mission is implemented in the CIS program.</p>	
<p>Program Learning Outcomes</p> <p><i>General Education Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> Students will communicate technical information to non-technical persons. <p><i>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> Students will identify and analyze problems. Students will create models to solve problems. Students will apply models to solve problems. <p><i>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</i></p> <p>Student Learning Outcome:</p> <ol style="list-style-type: none"> Students will understand ethical and legal concerns of information systems. Students will identify and manage security and privacy risks and concerns. 	
<p>Quality Indicators</p>	<p>Positive Indicators:</p> <ul style="list-style-type: none"> Regular assessment and reflection leading to curriculum updates and improved measurement of learning outcomes (HLC 4.A, 4.B). Adaptive program design responding to emerging technologies and workforce needs, especially artificial intelligence. Active student engagement through hands-on coursework in modern computer labs and participation in national competitions (e.g., USITCC). Integration of business and technical skills through the BBA framework, promoting analytical and communication competencies (HLC 3.B). Strong employment relevance aligned with Oklahoma's top critical occupations in information systems, cybersecurity, and programming. <p>Negative Indicators:</p>

	<ul style="list-style-type: none">Declining enrollment and graduation rates in recent years, though projected to improve (HLC 4.C).Lack of embedded industry certifications despite earlier recommendations to include them in assessment.Few high-level assessment measures directly linking student learning outcomes to mastery-level performance.				
Cost to operate program per student credit hour	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
	\$314.70	\$320.84	\$327.89	\$327.77	\$337.88
Productivity for Most Recent 4 Years	Number of Graduates: 7.8 average per year Number of Majors: 47.4 average per year				
Other Quantitative Measures	Number of Courses for Major range over 5 years: 21-34 Student Credit Hours in Major range over 5 years: 169-296 2020/2021 Direct Instructional Costs: \$308,186.83 2021/2022 Direct Instructional Costs: \$338,351.22 2022/2023 Direct Instructional Costs: \$321,512.52 2023/2024 Direct Instructional Costs: \$275,837.99 2024/2025 Direct Instructional Costs: \$283,228.86				
Faculty Members	Steve Martin Matthew Carter Vicki Pasque	MBA EdD MS	Southwestern Oklahoma State University Texas Tech University Capitol College		
Duplication and Demand	<p>The Computer Information Systems BBA program does not represent unnecessary duplication within Oklahoma Panhandle State University or the Oklahoma State System of Higher Education. While OPSU offers other business-related degrees, the CIS BBA is a distinct and specialized program that integrates business foundations with advanced studies in programming, networking, cybersecurity, and database management—skills not duplicated in any other degree on campus. Statewide, the program complements rather than competes with similar offerings at larger regional universities by providing a smaller, more personalized environment that appeals to students in the rural Panhandle region who might not otherwise pursue a four-year technology degree.</p> <p>Demand for graduates in computer information systems and related technology fields remains strong and consistent, both regionally and statewide. The program directly prepares students for several of Oklahoma’s Top 100 Critical Occupations, including information security analysts, computer programmers, and network administrators—all of which typically require a bachelor’s degree for entry-level employment. Continued advances in artificial intelligence, cybersecurity, and data analytics have expanded opportunities in this sector, ensuring sustained workforce demand for graduates with both technical and business acumen. The CIS BBA degree remains vital to meeting employer needs in the region and aligns with OPSU’s mission to prepare students for professional success and lifelong learning in a global, technology-driven economy.</p>				
Strengths and Weaknesses	<p>Strengths</p> <ul style="list-style-type: none">Experienced and long-tenured faculty with diverse technical expertise.Personalized instruction and strong faculty-student relationships foster high engagement.Dynamic and agile curriculum that adapts quickly to emerging technologies.Legacy of successful graduates with proven employability and industry relevance.Strong record of student achievement in regional and national competitions (e.g., USITCC).Ability to integrate both business and technical skills within a single degree program.				

	<ul style="list-style-type: none">▪ High degree of curricular flexibility allowing students to choose specialized capstone areas.▪ Departmental collaboration and faculty commitment to student success. <p>Weaknesses</p> <ul style="list-style-type: none">▪ Decline in the number of full-time faculty, increasing workload and reducing course rotation.▪ Lack of embedded industry certifications despite previous recommendations.▪ Limited recruitment efforts and inconsistent faculty involvement in student outreach.▪ Aging computer lab equipment and restricted funding for new technology or AI integration.▪ Insufficient external marketing and public awareness of program strengths and outcomes.
Recommendations	<p>The CIS BBA program should focus on implementing a sustainable two-year course rotation to ensure consistent scheduling, balanced workloads, and timely degree completion. The revised curriculum and assessment plan launching in Fall 2025 will strengthen alignment with emerging technologies, including artificial intelligence, and better demonstrate student progression from introductory to mastery levels. Enhancing program visibility through updated marketing materials and an improved web presence will support recruitment and retention, while expanded partnerships with industry will increase applied learning and certification opportunities. Continued investment in lab technology upgrades and faculty professional development will maintain program quality and ensure the CIS degree remains current, relevant, and responsive to workforce needs.</p>



Fine Art BFA 058 Program Review Summary

Institution Name: Oklahoma Panhandle State University
Program Name and State Regents Code: Fine Art BFA 058
List of Options: Art Option, Traditional Art Option, Computer Graphic Option
Date of Review: 10/24/2025 **Recommended Date of Next Review:** Fall 2029

Centrality to Institutional Mission:

The mission of the Art Program at Oklahoma Panhandle State University (OPSU) aligns directly with the institution's overarching mission by advancing educational quality, academic integrity, and community engagement within the framework established by the Oklahoma State Regents for Higher Education.

The Art Program's commitment to providing "a quality education in two-dimensional and three-dimensional arts" reflects OPSU's role as a baccalaureate degree-granting institution dedicated to delivering rigorous academic programs. Through a curriculum that emphasizes both technical proficiency and creative inquiry, the program contributes to the university's mission of fostering intellectual development and preparing students for professional success.

Furthermore, the program's goal to "equip students and the community with the proper tools for a successful career in the arts through lifelong learning methods" supports OPSU's broader objective of serving regional needs through accessible and relevant educational opportunities. By promoting artistic literacy, professional readiness, and continuous learning, the Art Program enhances the university's engagement with the surrounding community and supports its institutional emphasis on educational excellence and workforce development.

Program Learning Outcomes

General Education Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.

Student Learning Outcomes:

1. Students will apply art principles and demonstrate appropriate level of ability to communicate content through visual means.
2. Students will develop a visual language and apply aesthetic considerations in the service of communicating with an audience.

Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.

Student Learning Outcomes:

1. Students exhibit understanding of a range of processes and materials and different art disciplines.
2. Students will critique art and artists.
3. Students will be able to identify material and processes needed for communication of content.
4. Students will develop a process for research and creating.

Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.

Student Learning Outcome: <ol style="list-style-type: none"> Students will understand the cultural implication in art movements. Students will understand the impact of art on the community. 					
Quality Indicators	Positive Indicators: <ul style="list-style-type: none"> Assessment structure newly implemented and aligned with learning outcomes: The program has established program-level learning outcomes (PLOs) and aligned them to curriculum pathways (Foundations → Intermediate → Advanced → Capstone), with shared rubrics now deployed across courses. This supports HLC expectations for evidence-based learning and outcome alignment. Authentic, discipline-specific evaluation of student work: Direct measures include portfolio reviews, studio projects, and capstone exhibitions with external jurors, reflecting strong alignment to field-appropriate professional standards and HLC Criteria for learning assessment. Clear annual assessment cycle that “closes the loop”: A structured timeline exists for collecting embedded rubric data, reviewing results each summer, and implementing revisions in the fall, demonstrating a functioning continuous-improvement system (baseline year). Student professional preparation incorporated into curriculum: Internship/client evaluations and exhibition defense requirements measure professionalism, presentation, and communication abilities in real-world contexts. 				
	Negative Indicators: <ul style="list-style-type: none"> Assessment system too new to evidence improvement trends: Baseline data collection is ongoing; no multi-year results currently exist to demonstrate performance consistency or improvement. Small and new faculty team limits assessment maturity: Collaborative assessment culture is the goal, but faculty note they “are at the beginning of this process,” indicating underdeveloped assessment consistency and scalability. No alumni or exit survey results yet: Exit and alumni feedback instruments are only drafted, delaying evidence of long-term program effectiveness and stakeholder satisfaction. Trend data on student outcomes not yet available: Because assessment measures are newly implemented, the program cannot currently demonstrate whether targets are being met over multiple cycles — a key HLC expectation. 				
Cost to operate program per student credit hour	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
	\$316.21	\$303.21	\$320.26	\$342.33	\$354.17
Productivity for Most Recent 4 Years	Number of Graduates: 2.6 average per year Number of Majors: 19.6 average per year				
Other Quantitative Measures	Number of Courses for Major range over 5 years: 13-20 Student Credit Hours in Major range over 5 years: 52-120 2020/2021 Direct Instructional Costs: \$242,201.12 2021/2022 Direct Instructional Costs: \$223,156.80 2022/2023 Direct Instructional Costs: \$212,727.43 2023/2024 Direct Instructional Costs: \$200,112.44 2024/2025 Direct Instructional Costs: \$131,421.10				
Faculty Members	Narciso Arguelles Rachel Novak Miller	MFA BS	University of California Irvine South Dakota State University		

Duplication and Demand	<p>The Bachelor of Fine Arts (BFA) in Art at Oklahoma Panhandle State University serves a distinctive role in northwest Oklahoma and the tri-state region by offering the only four-year studio art degree emphasizing applied and community-engaged creative practice. The program's structure—combining intensive studio coursework, exhibition experience, and professional practice—meets regional and institutional needs for accessible, high-quality visual arts education without duplicating nearby offerings. While other Oklahoma institutions (such as OSU, OU, and UCO) maintain large-scale BFA programs, OPSU's program remains differentiated through its small-studio pedagogy, individualized mentoring, and integration with community events such as <i>Future Artist/Educator Day</i> and <i>Art on the Green</i>.</p> <p>Demand for graduates continues to be demonstrated both locally and statewide, with Oklahoma Employment Security Commission data projecting steady job growth in art education, graphic design, and applied arts sectors. The program also contributes to the university's broader mission by supporting interdisciplinary creative literacy for students across majors, providing elective courses that serve agricultural communications, education, and digital media students. Its affordability and rural accessibility extend educational opportunities to first-generation and place-bound students who might otherwise lack access to studio-based instruction. As such, OPSU's BFA program occupies a strategic niche within Oklahoma's higher education system—responding to cultural and economic needs in the Panhandle while maintaining efficient, mission-aligned differentiation from other state institutions.</p>
Strengths and Weaknesses	<p>Strengths</p> <ul style="list-style-type: none"> ▪ Small-Studio Pedagogy: The program benefits from low course caps, a strong critique culture, and individualized feedback, all of which promote close faculty-student interaction and deeper learning. ▪ Complementary Faculty Expertise: Faculty bring diverse backgrounds: global studio practice, K–12/midwestern instructional experience, and adjunct support in digital design, which together cover a broad creative spectrum. ▪ Comprehensive Studio Facilities: Well-equipped labs in ceramics, printmaking, sculpture, and painting support traditional and foundational digital artmaking. ▪ Community Engagement and Visibility: Participation in events such as <i>Future Artist/Educator Day</i>, <i>Art on the Green</i>, and the <i>Paul Farrell Art Festival</i> builds public visibility and strengthens recruitment and community partnerships. <p>Weaknesses</p> <ul style="list-style-type: none"> ▪ Faculty Instability and Turnover: Recent changes in staffing and course rotation disruptions have depressed upper-division enrollment and slowed student progression. ▪ Limited Digital Infrastructure: Outdated technology and few high-spec workstations restrict the program's ability to offer motion, UX, and 3D design coursework, limiting students' ability to produce competitive digital portfolios. ▪ Data and Assessment Gaps: The program lacks systematic tracking for DFW rates, yield, and alumni outcomes, making it difficult to evaluate long-term effectiveness or retention. ▪ Small Faculty Team: Faculty carry numerous unique course preparations each term, which constrains rotation flexibility and limits the frequency of specialized offerings.
Recommendations	<p>The BFA in Art program will focus on rebuilding stability, expanding digital resources, and strengthening assessment over the next review cycle. Immediate actions include restoring consistent course rotation, modernizing studio technology, and implementing structured assessment instruments to generate longitudinal data. Faculty will launch new recruitment and internship initiatives to enhance student engagement and</p>

	community visibility while formalizing partnerships that promote real-world creative experience. Facility improvements will be phased in over three years to ensure a safe and professional learning environment. Collectively, these actions will reinforce program sustainability, align with HLC expectations for continuous improvement, and ensure the program continues to serve OPSU’s mission of accessible, high-quality arts education in a rural regional context.
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Animal Science BS 003 Program Review Summary

<p style="text-align: center;">Institution Name: Oklahoma Panhandle State University</p> <p style="text-align: center;">Program Name and State Regents Code: <u>Animal Science BS 003</u></p> <p>List of Options: Equine, Pre-Veterinary, Livestock Production & Management, Meat Science, Nutrition</p> <p style="text-align: center;">Date of Review: 10/24/2025 Recommended Date of Next Review: Fall 2029</p>
<p>Centrality to Institutional Mission:</p> <p>The mission of the Animal Science Department is strongly aligned with Oklahoma Panhandle State University's institutional mission and purpose. Both emphasize providing high-quality, accessible higher education consistent with OPSU's role as a baccalaureate-degree-granting institution. The department advances this objective by delivering academically rigorous agricultural programs that meet state and institutional expectations for student learning and degree completion. This alignment also reflects OPSU's deep agricultural heritage and its governance within the Oklahoma Agricultural and Mechanical Colleges system, as the Animal Science program prepares students for leadership and service in agriculture, education, government, and related industries that are foundational to the region OPSU serves.</p> <p>The department further supports the university's mission through its strong emphasis on applied and experiential learning, ensuring students gain practical, career-relevant skills through laboratory experiences, livestock management, internships, and engagement with the agricultural community. These opportunities reinforce workforce readiness and directly benefit the economic vitality of Oklahoma and the surrounding region. Additionally, the department promotes broader educational development by incorporating cultural enrichment and global awareness within the curriculum, helping students become well-rounded professionals capable of contributing within a diverse and interconnected agricultural landscape.</p>
<p>Program Learning Outcomes</p> <p><i>General Education Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate effective written communication pertaining to the livestock industry. 2. Students will be able to demonstrate effective oral communication pertaining to the livestock industry. <p><i>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will interpret, analyze, and solve problems as they relate to the livestock industry, included being able to create and read charts and graphs. 2. Students will demonstrate/apply hands on skills learned in the classroom to animals at the farm; skills will be basic husbandry, health, nutrition, reproduction, performance, etc. <p><i>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</i></p>

Student Learning Outcome: 1. Students demonstrate an understanding on the importance of meeting the food demand across the world for various countries and cultures.					
Quality Indicators		Positive Indicators: <ul style="list-style-type: none"> High achievement in applied animal science competencies: Students consistently meet proficiency benchmarks in laboratory and livestock-based evaluations, demonstrating strong mastery of essential skills expected in the discipline (HLC 3.A, 4.B). Effective communication skill development: Course-embedded written reports and oral presentations reflect that students are able to explain scientific concepts and agricultural practices with clarity and professionalism, supporting HLC expectations for essential skill development (HLC 3.B, 4.B). Active assessment and data-driven instructional refinement: Faculty assess multiple learning outcomes annually and implement targeted instructional adjustments—such as structured Excel guidance—to strengthen performance in areas identified for improvement (HLC 4.B). Robust experiential and career-focused education: Hands-on learning through the OPSU farm, livestock units, and practical coursework aligns directly with institutional mission expectations for applied workforce preparation (HLC 1.D, 3.A). Negative Indicators: <ul style="list-style-type: none"> Quantitative reasoning remains a growing competency area: Despite progress, several students continue to require additional support when interpreting data and performing Excel-based calculations, indicating that performance in higher-order analytical skills has not yet reached consistency across all cohorts (HLC 3.A, 4.B). Limited reporting on post-graduation outcomes: The review does not document structured data on graduate employment or transfer success, which is needed to demonstrate long-term program effectiveness (HLC 4.C, 5.C). No disaggregation of student outcomes by modality or subpopulation: Without documented comparison of results across different learning environments or student groups, the program cannot yet formally demonstrate equitable student achievement (HLC 1.C, 4.B). 			
Cost to operate program per student credit hour		AY 20-21 \$306.43	AY 21-22 \$322.37	AY 22-23 \$329.72	AY 23-24 \$336.78
Productivity for Most Recent 4 Years		Number of Graduates: 17.6 average per year Number of Majors: 60.6 average per year			
Other Quantitative Measures		Number of Courses for Major range over 5 years: 26-33 Student Credit Hours in Major range over 5 years: 170-297 2020/2021 Direct Instructional Costs: \$233,346.21 2021/2022 Direct Instructional Costs: \$249,534.64 2022/2023 Direct Instructional Costs: \$213,427.86 2023/2024 Direct Instructional Costs: \$243,421.21 2024/2025 Direct Instructional Costs: \$235,439.00			

Faculty Members	Crystal Tolle Cassidy Johnson Jared Bates JD Fox	DVM MS PhD BS	Oklahoma State University Iowa State University Oklahoma State University Oklahoma Panhandle State University
Duplication and Demand	<p>The B.S. Animal Science program at OPSU fulfills a clear regional workforce need while carefully avoiding unnecessary program duplication. On the demand side, state-level data from the Oklahoma Employment Security Commission show agriculture and biosciences remain key growth clusters for Oklahoma, supported by long-term employment-opening projections for agriculture-related occupations. National sector studies also project steady demand for graduates in agriculture, renewable natural resources, and animal-systems fields. Within this environment, the Animal Science program aligns with regional strengths in livestock production, ranching, and animal health in the Oklahoma Panhandle, providing students with industry-relevant skills and preparing them for employment and leadership in production, agribusiness, extension, and education.</p> <p>Regarding duplication, the program is distinct in several respects: it emphasizes on-the-ground experiential learning, livestock systems management, and rural production-ag contexts that are less replicable by institutions located in urban or non-ag-centric regions. The review indicates these differentiators are leveraged to deliver a unique value proposition to the region's students and employers. At the same time, the review acknowledges the program's service role for other agricultural degree tracks, reinforcing efficiency rather than unnecessary repetition. In sum, the Animal Science program supports regional demand for qualified agricultural professionals, complements OPSU's land-grant mission, and is positioned to avoid redundant overlap with similar credentials offered elsewhere in the state.</p>		
Strengths and Weaknesses	<p>Strengths</p> <ul style="list-style-type: none"> ▪ Highly effective hands-on and applied learning environment: Students consistently praise laboratory, farm-based, and livestock management experiences as essential to their learning and career development, reinforcing the program's strong applied focus. ▪ Positive student satisfaction and retention trends: The review notes significant improvement in retention, with students reporting strong engagement, supportive instruction, and a practical learning environment that motivates persistence. ▪ Strong workforce relevance with positive employment outcomes: Graduates have successfully entered livestock nutrition, animal health, and agricultural business careers, indicating alignment with regional industry needs. ▪ Diverse and effective recruitment channels: Outreach through FFA, livestock events, high school collaborations, and social media has driven stronger enrollment and increased visibility of student success. <p>Weaknesses</p> <ul style="list-style-type: none"> ▪ Reduced engagement and effectiveness in online courses: Student feedback notes lower satisfaction and weaker hands-on learning opportunities in online modalities, suggesting the need for more structured engagement strategies. ▪ Workload balance concerns in upper-level courses: Students reported difficulty managing cumulative expectations in some advanced courses, indicating a need for continued monitoring of assignment pacing and scaffolding. ▪ Technology and analytical skill development not fully optimized: The review states that even basic technology supports success, but enhancements in digital tools and data-driven learning could better support career readiness in a modern livestock industry. 		

	<ul style="list-style-type: none">▪ Limited differentiation of learning experiences across delivery formats: On-campus students benefit substantially from the farm operation, while online learners may not receive equivalent experiential opportunities, impacting achievement consistency.
Recommendations	<p>Maintain at current level. The Animal Science program will strengthen educational quality and student success by implementing targeted improvements in response to assessment and student feedback. To ensure equitable achievement across instructional formats, the program will enhance online engagement and experiential access beginning Fall 2026. Faculty will continue to reinforce higher-order quantitative reasoning through expanded data analysis instruction and guided Excel integration, with outcome monitoring over a three-year period. Curriculum pacing and workload balance in upper-level courses will be reviewed and refined to support sustained retention and content mastery. To more fully understand long-term program effectiveness, structured graduate and alumni feedback systems will be initiated starting in Spring 2026. Finally, the program will continue expanding and formalizing hands-on learning and internship opportunities, reinforcing OPSU's mission-aligned focus on applied, workforce-driven education. Progress on these actions will be reviewed annually and summarized again at the next program review cycle.</p>



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

Health & Physical Education BS 012 Program Review Summary

Institution Name: Oklahoma Panhandle State University Program Name and State Regents Code: <u>Health & Physical Education BS 012</u> List of Options: Academic Option, Teaching Option, Sports & Exercise Management Date of Review: 10/24/2025 Recommended Date of Next Review: Fall 2029
Centrality to Institutional Mission: The Health & Physical Education (HPE) program aligns directly with OPSU’s mission “promoting excellence in the preparation of students for success in a global community.” Program coursework builds the very competencies OPSU emphasizes in its mission and values. HPE students complete a rigorous core—human physiology, lifetime wellness, first aid, care & prevention of injuries, adaptive PE, kinesiology, exercise physiology, organization/administration, and teaching techniques—plus structured internships and (for the teaching option) student teaching, which exemplify “excellence in preparation” and readiness to serve diverse communities. These experiences also reinforce the university’s values—Integrity, Inclusion, Excellence, Service, and Sustainability—by requiring ethical practice, inclusive pedagogy, continuous improvement, school/community engagement, and stewardship of health resources.
Program Learning Outcomes <i>General Education Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</i> Student Learning Outcomes: <ol style="list-style-type: none"> 1. Students will communicate knowledge on the history, education, and future of Health and Physical Education Professions. 2. Students will design lesson plans to the standards set forth by Shape America. 3. Students will explain knowledge about health and physical education to the standard set forth by Shape America. <i>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</i> Student Learning Outcomes: <ol style="list-style-type: none"> 1. Students will analyze results of fitness assessment (pre and post), comparing results to fitness components for good health. (Shape America Standard 3) 2. Students will analyze the components of skill-related fitness in relation to life and career goals and design an appropriate fitness program for those goals. (Shape America Standard 3) 3. Students will analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. (Shape America Standard 3) <i>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</i> Student Learning Outcome: <ol style="list-style-type: none"> 1. Students will employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (Shape America Standard 4)

<p>2. Students will accept players of all skill levels in physical activity. (Shape America Standard 4)</p> <p>3. Students will accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. (Shape America Standard 4)</p> <p>4. Students will exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. (Shape America Standard 4)</p>					
Quality Indicators	<p>Positive Indicators:</p> <ul style="list-style-type: none"> • Clear mission & institutional alignment: Program purpose, options (Teaching PK–12, Sports & Exercise Management, Academic), and field-embedded experiences explicitly advance OPSU's mission and EPP/TEC/CAEP expectations. (HLC 3.A) • Coherent curriculum & pathways: Common core in kinesiology/exercise physiology, risk management, methods, and capstones; structured progression from foundations → application → capstone across all three degree options; targeted refinements (OK standards updates; Data→Feedback→Adjustment briefs). (HLC 3.A, 3.B) • Qualified instruction & evolving pedagogy: Two full-time faculty now share advising/assessment, with mentoring, exemplars, informal observation/feedback, and open PD access to sustain teaching quality. (HLC 3.C) • Embedded assessment & “closing the loop”: Stable measures for trend ability; multi-year mastery on SLO-2 (Analytical/Quantitative) and SLO-3 (Social/Cultural); scaffolds added where SLO-1 dipped (submission checkpoints, revised prompts). (HLC 4.A, 4.B) • Use of results & operational rightsizing: Section offerings adjusted (54→44) to match demand; advising model optimized for athlete-heavy population (schedule-first approach); cost-sensible instructional improvements implemented. (HLC 4.C, 5.C) • Student achievement & workforce relevance: Consistent Dean's/President's Honor Roll presence; outcomes and artifacts (lesson plans, KPI briefs, safety audits) mirror day-one tasks in schools, coaching, and wellness roles. (HLC 4.A, 5.B) <p>Negative Indicators:</p> <ul style="list-style-type: none"> • Hands-on technology gap: Current tech exposure is largely conceptual (FitnessGram/wearables/video discussed, limited device/data practice); phased, low-cost plan identified but not yet fully realized. (HLC 3.A, 4.A) • Limited Gen Ed linkage & softened lower-division demand: No HPE Gen Ed courses—contributes to contraction at 1000-level SCH; program has responded by right-sizing offerings. (HLC 5.C) • Evaluation signal quality: Course-evaluation participation is low/bimodal; plans for midterm pulse checks and triangulation with rubric evidence are appropriate next steps. (HLC 4.B) • Facilities & lab capacity: Spaces are adequate but dated; lack of a dedicated PE tech/kinesiology lab constrains experiential learning; staged improvement plan outlined. (HLC 5.A, 5.C) • Exit/alumni data: Formal exit/alumni surveys are limited; a short, consistent exit instrument is planned to strengthen evidence of program impact. (HLC 4.B) 				
	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
Cost to operate program per student credit hour	\$328.36	\$336.15	\$342.09	\$344.13	\$344.48

Productivity for Most Recent 4 Years	Number of Graduates: 19.8 average per year Number of Majors: 112.8 average per year		
Other Quantitative Measures	Number of Courses for Major range over 5 years: 21-34 Student Credit Hours in Major range over 5 years: 169-296 2020/2021 Direct Instructional Costs: \$77,954.84 2021/2022 Direct Instructional Costs: \$171,866.87 2022/2023 Direct Instructional Costs: \$168,207.25 2023/2024 Direct Instructional Costs: \$138,471.99 2024/2025 Direct Instructional Costs: \$152,792.31		
Faculty Members	Stacy Nordquist Shawn Joy	MS Med	University of Wisconsin-Milwaukee East Central University
Duplication and Demand	<p>The Health and Physical Education (HPE) program at Oklahoma Panhandle State University does not duplicate existing programs within the institution or across the immediate region. It is the only program in the Panhandle area offering a bachelor's degree that prepares students for PK–12 physical education teacher certification as well as careers in sports and exercise management. While similar programs exist at larger universities in Oklahoma, OPSU's HPE program meets a unique regional need by providing an accessible, affordable, and personalized pathway for students in rural communities who might not otherwise pursue a four-year degree in this field.</p> <p>Demand for qualified health and physical education professionals remains strong statewide, with consistent employment opportunities in PK–12 schools, fitness and wellness industries, coaching, and community recreation programs. The program's multiple degree options—Teaching, Sports and Exercise Management, and Academic—allow graduates to meet diverse workforce needs and align with Oklahoma's emphasis on promoting health, wellness, and physical literacy. Continued enrollment and sustained post-graduation employment demonstrate that the OPSU HPE program fulfills both educational and workforce demand without unnecessary duplication.</p>		
Strengths and Weaknesses	<p>Strengths</p> <ul style="list-style-type: none"> Comprehensive curriculum: Well-structured sequence covering anatomy, kinesiology, pedagogy, adaptive PE, and health promotion, with clear pathways for teaching and non-teaching options. High student success and engagement: Sustained mastery of analytical and social responsibility outcomes and strong performance in upper-division coursework. Effective assessment system: Stable learning outcomes with multi-year data trends supporting continuous improvement. Strong field and practicum experiences: Internships and student teaching experiences provide authentic, applied learning opportunities. Improved workload balance: Addition of a second full-time faculty member allows for shared advising, assessment, and administrative responsibilities. Positive institutional collaboration: Alignment with CAEP, OSRHE, and NCAA standards supports cross-campus consistency and compliance. <p>Weaknesses</p> <ul style="list-style-type: none"> Limited access to updated instructional technology and lab equipment, restricting experiential learning in modern fitness and analytics tools. Incomplete course evaluation participation by students, affecting data reliability and feedback quality. Need for improved alumni and exit data collection to strengthen long-term outcome measurement. 		

	<ul style="list-style-type: none">▪ Facilities in need of modernization, including kinesiology and PE spaces that lack advanced tech integration.▪ Modest visibility and marketing, with limited external promotion of program achievements and community impact.▪ Dependence on small faculty team, which, while currently stable, could pose a risk if turnover occurs.
Recommendations	<p>The Health and Physical Education program will focus on four key improvement priorities in the next cycle. First, the department will modernize instructional technology and lab resources to enhance hands-on learning. Second, faculty will implement new exit and alumni surveys starting in Fall 2025 to strengthen outcome tracking and continuous improvement. Third, the program will improve visibility through updated marketing materials and website content, launching new recruitment initiatives in Fall 2025. Finally, faculty will maintain curriculum relevance and alignment with Oklahoma Academic Standards, SHAPE America guidelines, and CAEP expectations through annual reviews beginning in Spring 2026. Together, these actions will sustain program quality, enhance student learning, and support institutional mission fulfillment.</p>



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Psychology BS 020 Program Review Summary

<p style="text-align: center;">Institution Name: Oklahoma Panhandle State University Program Name and State Regents Code: <u>Psychology BS 020</u> List of Options: None Date of Review: 10/24/2025 Recommended Date of Next Review: Fall 2029</p>	
<p>Centrality to Institutional Mission: The mission of the Psychology program is to promote the ability to succeed in discipline-related graduate programs and careers and the skills and dispositions necessary for citizenship in our diverse culture and the world. The mission of the Psychology program is highly consistent with the mission of Oklahoma Panhandle State University.</p>	
<p>Program Learning Outcomes</p> <p><i>General Education Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to prepare an APA-style manuscript in the format that would be appropriate for submission of a manuscript for publication. 2. Students will improve oral and written communication skills. <p><i>Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</i></p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will reflect their ability to read and think critically by analyzing, assimilating, and applying information. 2. Students will demonstrate statistical knowledge and competency. <p><i>Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</i></p> <p>Student Learning Outcome:</p> <ol style="list-style-type: none"> 1. Students will become aware and active participants in Psychology as a profession and the community at large. 	
<p>Quality Indicators</p>	<p>Positive Indicators:</p> <ul style="list-style-type: none"> • Strong mission alignment with OPSU's institutional goals emphasizing communication, analytical reasoning, and social responsibility (HLC 3.A, 3.B). • Revised curriculum structure with additional required courses that strengthen academic rigor and degree coherence. • Addition of PSYC 4700 Psychology Internship, providing meaningful applied learning and workforce preparation. • Improved assessment practices, shifting from indirect surveys to assignment-based measures tied to student learning outcomes (HLC 4.A, 4.B).

	<ul style="list-style-type: none">• Qualified and engaged faculty with expertise in educational psychology and mental health counseling (HLC 3.C).• Stable and increasing enrollment, reflecting growing interest and effective recruitment.• Integration of research and writing skills across multiple courses, promoting higher order thinking and data literacy.• Flexible delivery modes, including online and hybrid formats, enhancing accessibility for regional and nontraditional students (HLC 5.C). <p>Negative Indicators:</p> <ul style="list-style-type: none">• Ongoing faculty turnover has occasionally disrupted course rotation and continuity in advising and assessment.• Limited upper-level course diversity, restricting specialization opportunities within the discipline.• Assessment data consistency still developing as new assignment-based measures become fully institutionalized.• Need for expanded experiential and research opportunities, such as additional internships or partnerships with community agencies.• Minimal external marketing and outreach, limiting visibility of program strengths to prospective students.• Advising and communication gaps occasionally reported during transition periods between faculty appointments.				
Cost to operate program per student credit hour	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
	\$318.94	\$334.79	\$339.10	\$343.07	\$345.44
Productivity for Most Recent 4 Years	Number of Graduates: 11.4 average per year Number of Majors: 54.4 average per year				
Other Quantitative Measures	Number of Courses for Major range over 5 years: 18-21 Student Credit Hours in Major range over 5 years: 244-359 2020/2021 Direct Instructional Costs: \$125,549.23 2021/2022 Direct Instructional Costs: \$69,540.22 2022/2023 Direct Instructional Costs: \$205,694.20 2023/2024 Direct Instructional Costs: \$81,892.53 2024/2025 Direct Instructional Costs: \$71,021.58				
Faculty Members	Bhoj Balayar	PhD	University of North Texas		
Duplication and Demand	<p>The Psychology program at OPSU does not present unnecessary duplication within the region. In the Oklahoma Panhandle and surrounding tri-state area, few institutions offer a full bachelor’s degree in psychology tailored for both generalist and applied human-services settings. By providing this curriculum locally—with flexible delivery modes—it meets a distinct regional need rather than replicating existing programs at larger urban institutions.</p> <p>Regarding demand, significant workforce and service-gaps in Oklahoma underscore the relevance of psychology and behavioral-science training. A recent study found that psychologists in Oklahoma meet only about 37 % of the estimated need for non-prescribing behavioral-health clinicians. More broadly, all 77 Oklahoma counties are designated as mental-health professional shortage areas. These shortages reflect strong demand for professionals who possess the foundational skills developed in an undergraduate psychology program—such as assessment literacy, communication,</p>				

	and applied behavioral methods. Furthermore, projected job growth for “Clinical and Counseling Psychologists” in Oklahoma is about 15 % from 2022 to 2032, with roughly 30 average annual openings. Taken together, these data support that OPSU’s Psychology BS program fills a meaningful workforce gap and fulfills a demand for qualified graduates in the region.
Strengths and Weaknesses	<p>Strengths</p> <ul style="list-style-type: none"> Revised and streamlined degree plan that adds structure and coherence, helping students progress efficiently toward completion. Improved course sequencing that ensures foundational courses (e.g., General Psychology, Research Methods) precede advanced ones, supporting academic scaffolding. New internship course (PSYC 4700) provides practical, supervised experiences that link theory to professional application. Dedicated faculty collaboration on curriculum design and student mentoring, promoting consistency in course quality and advising. Flexible program delivery (face-to-face, online, hybrid) that expands access for working and nontraditional students. Student engagement and satisfaction have increased through experiential learning and the integration of applied projects. Stable or growing enrollment after prior restructuring, indicating improved retention and recruitment effectiveness. <p>Weaknesses</p> <ul style="list-style-type: none"> Limited course variety at the upper division, restricting options for students seeking specialization (e.g., clinical, forensic, or developmental psychology tracks). Heavy reliance on a small faculty core, creating vulnerability to turnover or course coverage disruptions. Incomplete longitudinal tracking of graduates’ employment and graduate school outcomes. Assessment data continuity still being strengthened following the transition from survey-based to assignment-based measures. Limited marketing and public awareness of the program’s strengths, applied opportunities, and regional relevance. Advising continuity concerns during faculty transitions, occasionally affecting communication with students. Few established partnerships with community agencies for expanding internships or research opportunities.
Recommendations	Maintain at current level. The Psychology program will focus on four primary areas of improvement in the next review cycle. First, the department will expand experiential learning through new internship partnerships and a structured internship handbook, to be implemented by Fall 2026. Second, faculty will diversify upper-division course offerings by developing new electives aligned with student interests and workforce needs, with the first additions appearing in Fall 2026. Third, the program will strengthen alumni and outcome data collection through annual exit and follow-up surveys beginning in Fall 2025 to better assess graduate success. Finally, the department will enhance visibility through updated marketing materials, web content, and outreach initiatives, launching in Fall 2025. Together, these actions will enhance program quality, relevance, and community engagement.

Agenda Item: Board Approval for Soliciting Bids and Processing Purchase Order for Flooring Replacement of Aggie Apartments

Overview

Oklahoma Panhandle State University (OPSU) is seeking board approval to solicit bids for flooring replacement of Aggie Apartments. This initiative will involve processing a purchase order for services up to a total of \$700,000. 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 RFQ will invite quotes from qualified vendors to provide flooring replacement labor and materials, including:

1. **Full Demolition of existing flooring**
2. **Repair of any substrate on an as needed basis**
3. **Installation of new flooring**

Financial Impact

The total expenditure for these services is capped at \$700,000. 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 flooring replacement of Aggie Apartments that align with OPSU's needs and budgetary constraints.

OKLAHOMA PANHANDLE STATE UNIVERSITY
INSTITUTION

SUMMARY OF OUT-OF-STATE TRAVEL AS OF

October 2025
MONTH

FUND SOURCE	FY26		FY25		FY26		FY25	
	TRAVEL THIS MONTH		CORRESPONDING MONTH		TRAVEL THIS YEAR		CORRESPONDING YEAR	
	NUMBER OF TRIPS	AMOUNT EXPENDED	NUMBER OF TRIPS	AMOUNT EXPENDED	NUMBER OF TRIPS	AMOUNT EXPENDED	NUMBER OF TRIPS	AMOUNT EXPENDED
REVOLVING								
ST APPRO	4	\$ 1,196.40	4	\$ 687.80	17	\$ 7,191.84	17	\$ 4,412.70
FEDERAL								
PRIVATE								
AUXILIARY			0	\$ -	0	-	6	\$ 2,953.77
OTHER								
TOTAL	4	\$ 1,196.40	4	\$ 687.80	10	\$ 4,902.94	23	\$ 7,366.47



NORTHEASTERN OKLAHOMA A&M COLLEGE

Miami, Oklahoma

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

December 5, 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. Five reappointments, separations, changes in salary, changes in title, and personnel leaves

E - INSTRUCTIONAL PROGRAMS

1. Request approval for seven curricular changes:
 - a. Sports Management Degree Program
 - b. Computer Science Degree Program
 - c. Medical Laboratory Technician Program
 - d. Natural Science Degree Program
 - e. Pre-Engineering Degree Program
 - f. Pre-Engineering Degree Program (math option)
 - g. Equine and Ranch Management Degree Program

2. Request approval for four academic program reviews:

- a. Criminal Justice- Associate in Arts
- b. Music- Associate in Arts
- c. Pre-Veterinary Medicine- Associate in Science
- d. Sports Management- Associate in Science

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 – 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 summary for October 2025 (*Reference Document M-1*).
2. Oklahoma State Regents Higher Education Academic calendar for 2026-2027 (*Reference Document M-2*).

N O R T H E A S T E R N O K L A H O M A A & M C O L L E G E

UPDATE

M A G A Z I N E

DECEMBER 2025 ISSUE



GOLDEN GALA

Donors give record amount for NEO Development Foundation fundraiser

HOMECOMING

Alums welcomed back to campus for event-filled homecoming weekend

TOP 10 FRESHMEN

Ten standout NEO students honored at annual recognition ceremony



CHECK OUT THE
NEO EVENT CALENDAR
FOR MORE!

NEO.EDU/EVENTS

A LOOK AHEAD...

PRESIDENT'S HOLIDAY RECEPTION | DECEMBER 15

NEO HIGH SCHOOL BASKETBALL TOURNAMENT | JANUARY 23-25

OKC ALUMNI EVENT | JANUARY 25

PRESIDENTIAL PARTNERS APPRECIATION BASKETBALL GAME | FEBRUARY 5

ALUMNI RODEO | FEBRUARY 7

A&M BASEBALL CLASSIC | MARCH 31

NEO CELEBRATES SUCCESSFUL 2025 HOMECOMING



NEO celebrated an exciting Homecoming on Saturday, October 25, bringing together students, faculty, staff, alums, and community members for one of the year's most spirited campus traditions. Festivities began at 10:00 AM and featured a full schedule of activities that highlighted Norse pride and community connection.

Homecoming Day Highlights Included: BBQ on the Banks, Norse Walk with

the Football Team, crowning of NEO Homecoming king and queen, Live music performed by Morgan Rohr, 400 free T-shirts, and the NEO football game vs. Blinn Community College.

The celebration offered food, music, and family-friendly activities, creating an incredible atmosphere for guests of all ages. Homecoming once again showcased the strong community spirit that defines the Golden Norse tradition.



NEO RECOGNIZES DISTINGUISHED ALUMNI AT 2025 OUTSTANDING ALUMNI BANQUET



As part of NEO's 2025 Homecoming celebration, the college hosted its annual Outstanding Alumni Banquet on Friday, October 24, in the Calcagno Family Ballroom.

The event honored a remarkable group of alumni whose achievements and contributions exemplify NEO's tradition of excellence, service, and Norse pride. Each year, the banquet recognizes individuals who have made a significant impact in their professions, communities, and through their continued support of the college.

The 2025 NEO Outstanding Alumni Honorees:

Debbie East – Award of Merit
Patricia “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 Outstanding Alumni Awards are one of my favorite traditions during homecoming week at NEO,” said NEO Executive Director of Development Ryan Orcutt.

“This year’s awardees were all very deserving of the award. It was such an exciting opportunity to acknowledge their achievements, leadership, and service, and truly what it means to be a part of the Norse Tradition — once a Norseman, always a Norseman!”



NEO HONORS 2025 TOP TEN FRESHMEN AT ANNUAL RECOGNITION CEREMONY



Northeastern Oklahoma A&M College celebrated its 2025 Top Ten Freshmen during the annual recognition ceremony held on Tuesday, October 21, in the Calcagno Family Ballroom.

Each year, NEO recognizes ten outstanding students who exemplify academic excellence, leadership, and dedication to their studies. The honorees are selected from a highly competitive pool of applicants, representing the best and brightest of the NEO student body.

The ceremony opened with remarks from Teresa Thompson, NEO Academic Advisor, followed by an Administrative Address from Dr. Kyle J. Stafford, NEO President. This year's keynote speaker, Brandi Payton, shared inspiring insights from her time at NEO and how

her experiences have shaped her future in the health field.

Each honoree received: A Top Ten medallion to wear at commencement, a \$200 scholarship, and recognition on the "Hall of Fame" wall in the Success Center

"We are incredibly proud of all the applicants for their accomplishments and contributions to the NEO community," said Thompson. "These ten outstanding individuals exemplify the excellence we strive for at NEO, and we are excited to recognize and celebrate their success."

Congratulations to the 2025 NEO Top Ten Freshmen:

Logan Crawford – Cache – *Natural Science*
Julianna Elmore – Watts – *Agriculture*
Brooke Faucett – Quapaw – *Physical Therapist Asst.*
Nicholas Jourdan – Vinita – *Pre-Engineering*
Jadyn McDonald – Vinita – *Agriculture*
Hannah Mennig – Rocky Mount, NC – *Agriculture*
Francesca Nellesen – Savannah, MO – *Business Adm.*
Annamaria Rohde – Bluejacket – *Music*
Alyson Shelley – Colcord – *English*
Rayln Yoder – Inola – *Early Childhood Education*

Each honoree had the opportunity to share personal words of gratitude, reflecting on their journey and the support they had received along the way.

NEO INDUCTS 34 NEW MEMBERS INTO PHI THETA KAPPA HONOR SOCIETY

NEO celebrated academic excellence on Monday, November 3, as the Mu Chapter of Phi Theta Kappa (PTK) held its Fall 2025 Induction Ceremony, welcoming 34 new members into the prestigious international honor society for two-year college students.

The induction ceremony highlighted the accomplishments of these 34 outstanding students and underscored NEO's continued commitment to fostering scholarship, leadership, service, and fellowship.

"I congratulate our new members on their academic achievements and welcome them into our chapter," said LaShawna Powers, PTK Mu Chapter Advisor. "PTK chapters are student-driven – they create the goals and spearhead our research and projects each year,

so it's the students who make our chapter active and engaging. I encourage new members to get involved and continue the tradition of excellence at NEO."

Phi Theta Kappa (PTK), founded in 1918, is the oldest and most respected honor society recognizing academic achievement among students at associate degree-granting colleges. Membership offers opportunities for scholarships, leadership development, professional growth, and service to both the campus and the community.

The Mu Chapter, chartered at NEO in 1926, is proud to be the second-oldest continually active chapter in the world with nearly a century of academic excellence and student leadership.





On October 22, 2025, NEO A&M College proudly dedicated and unveiled the newly renovated Chuck Bowman Locker Room, announcing a scholarship endowed in his honor.

CHUCK BOWMAN LOCKER ROOM DEDICATED, LEGACY SCHOLARSHIP ANNOUNCED AT NEO

Coach Bowman's extraordinary impact on Golden Norseman football is widely recognized—he is a member of the NEO Athletic Hall of Fame (2009), the Oklahoma FCA Hall of Fame (2019, with Betty), and the Oklahoma Sports Hall of Fame (2022).

Thank you, Coach Bowman, for your enduring legacy and leadership at NEO.



NEO FOUNDATION GALA RAISES A RECORD \$155,000 FOR STUDENT SCHOLARSHIPS AND CAMPUS ENHANCEMENTS



The NEO Development Foundation hosted its annual NEO Foundation Golden Gala on Thursday, November 6, raising a record-breaking \$155,000 to support NEO students and campus initiatives.

The Golden Gala serves as the signature fundraising event for the NEO Development Foundation, which provides scholarships to current and incoming students and funds new resources to enhance campus life. This year's record total marks the most successful fundraising Gala in the college's history.

Funds were raised through generous donations from

live and silent auctions, corporate sponsorships, and individual contributions from NEO alums, community partners, and friends of the college. Auction items included unique experiences, memorabilia, and one-of-a-kind treasures donated by local businesses and supporters dedicated to NEO's mission of empowering student success.

"I am incredibly grateful for the generous support we received through this year's Gala—our alumni, friends, partners, and community truly make everything we do possible," said Ryan Orcutt, Executive Director of the NEO Development Foundation. "Their commitment to

NEO enables us to change students' lives, and I am deeply grateful. We're already excited and making plans for the 2026 NEO Gala on Thursday, November 5, 2026."

NEO extends heartfelt thanks to its alums, friends, community partners, and sponsors for their continued dedication and generosity in supporting student success and campus growth.

For more information about the NEO Development Foundation or to learn how to support student scholarships, visit neo.edu/foundation.



NEO RODEO TEAMS SUCCESSFUL AT S.E. OKLAHOMA STATE UNIVERSITY AND OKLAHOMA STATE UNIVERSITY RODEOS



The Northeastern Oklahoma A&M College rodeo teams attended the Southeastern Oklahoma State University Rodeo in Durant, Oklahoma, on September 25-27. First-year team member, Baylee O'Leary from Colcord, Oklahoma, placed first in the average in Barrel Racing.

"It was excellent to see more of our freshmen make the finals along with the upperclassmen," said NEO Rodeo Head Coach Kolby Ungeheuer. "We had a great rodeo, and they are building good momentum for the rest of the season. It was a great weekend for us."

Barrel Racing

Baylee O'Leary – 1st place, average

Goat Tying

Kassidy Howard – 7th place, average

Calf Roping

Cooper Fowler – 2nd place, average
Dodge Hogan – 5th place, long round
Dallas Koedam – 9th place, long round
Hyatt Stephens – 10th place, long round

Team Roping

Treyden Larmon – 2nd place, average
Bode Gatlin – 3rd place, long round
Kyree Donaldson – 8th place, long round
Austin Nation – 9th place, long round



These teams then traveled to Stillwater, Oklahoma, on October 2-4 for the Oklahoma State University College Rodeo, where freshman team members Colby McCabe and Hyatt Stephens from Iowa placed first in the average in Team Roping.

"We had two great rodeos back-to-back," said Ungeheuer. It was awesome to see so many qualify for

the short rounds. "We are off to a really great start this year for a young team. I couldn't be more pleased with the great team effort we have put together so far. We have several athletes in the top 15 regional standings."

Barrel Racing

Baylee O'Leary – 4th place, average

Breakaway Roping

Bailey Adams – 4th place, average

Goat Tying

Kassidy Howard – 3rd place, average
Dakota Hazelbaker – split 2nd, 3rd and 4th place, long round

Calf Roping

Blake Tatham – 2nd place, average
Dodge Hogan – 6th place, long round

Team Roping

Colby McCabe and **Hyatt Stephens** – 1st place, average
Treydon Larmon – 2nd place, average
Draysen Nolie and **Caden Kennedy** – 11th place, long round



NEO BOOKSTORE FEATURED ITEM

Stay cozy and stylish with this Boxercraft NEO Waffle Crew Longsleeve!

Available in-store and online.

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

NEO HORSE JUDGING TEAM EARNS RESERVE CHAMPION HONORS AT AQHA WORLD SHOW



The NEO Horse Judging Team finished as the Reserve Champion Team—2nd Overall—at the American Quarter Horse Association (AQHA) World Show. The team delivered an outstanding performance, placing second in Reasons, second in Halter, and second in Performance, solidifying NEO's reputation as one of the top judging programs in the nation.

"This team demonstrated exceptional preparation, composure, and dedication," said the NEO Agriculture Department. "Their hard work truly paid off at one of the most prestigious judging competitions in the country."

Hannah Mennig
3rd Overall
2nd in Reasons
2nd in Performance
8th in Halter

Abigale Shofler
6th Overall
5th in Halter
5th in Performance
8th in Reasons

Jalynn Barenburg
7th Overall
1st in Halter
5th in Reasons
5th in Performance

Carrie Miller
9th Overall
9th in Reasons
10th in Halter
7th in Performance

NEO is incredibly proud of the effort, sportsmanship, and commitment demonstrated by each team member. Their achievements reflect the excellence of NEO's agriculture programs and the strength of our horse judging tradition.

Congratulations to these hardworking Norsemen for representing NEO with distinction on the national stage!

NEO STUDENTS SHINE AT OKLAHOMA FARM BUREAU'S 84TH ANNUAL MEETING & CONVENTION



Students from Northeastern Oklahoma A&M College (NEO) recently attended the Oklahoma Farm Bureau's 84th Annual Meeting & Convention in Oklahoma City, where they spent the weekend engaged in hands-on learning, leadership development, and statewide networking opportunities.

The convention provided NEO students with valuable exposure to agricultural issues impacting Oklahoma's producers and rural communities. Highlights from the weekend included:

NEO students made an impressive showing, with 11 of the total 16 participants coming from NEO. During the Discussion Meet, students exchanged ideas, analyzed current agricultural challenges, and collaborated to propose practical, forward-thinking solutions. Their strong participation showcased NEO's commitment to developing thoughtful, informed leaders in agriculture.

Students attended breakout sessions covering critical topics such as the emergence of the New World Screwworm, as well as royalty and land-use issues

affecting Oklahoma landowners and producers. These sessions provided real-world context and expert insights, enabling students to connect their classroom learning with industry realities.

Throughout the weekend, students built valuable relationships with Farm Bureau members, agricultural professionals, and rural leaders from across the state. These interactions introduced students to grassroots agrarian policy development and the importance of advocacy in rural communities.

NEO is grateful to the Oklahoma Farm Bureau for hosting an impactful, educational event that our students look forward to each year.

GOLDEN NORSE VOLLEYBALL CLAIMS BACK-TO-BACK REGION 2 TITLES



The Golden Norse Volleyball team secured its second consecutive Region 2 Championship with a dominant 3–0 sweep over Seminole State College.

NEO controlled the match from start to finish, showcasing balanced offense, strong defense, and standout performances across the board.

Match Leaders:

Kills: Jaynea Manning (19), Ella Ramsey (9), Karsen Hart (5)

Aces: Alayna Wolfe (2), Karsen Hart (1), Ella Ramsey (1)

Blocks: Lanie Brown (4.0), Karsen Hart (2.0), Brooke

Walker (2.0)

Assists: Brooke Walker (32), Isabella Bueno (4), Ashya Thompson (3)

Digs: Alayna Wolfe (14), Isabella Bueno (14), Kaesha Walter (13)

With the victory, NEO continues its tradition of excellence and advances with momentum into postseason play, where it hosted #6 Johnson County Community College for the NJCAA D2 Volleyball Plains District B Semi-Finals Tournament.



NEO FOOTBALL CONCLUDES SEASON IN SWJCFC CHAMPIONSHIP

The Northeastern Oklahoma A&M College Golden Norse Football team capped off a strong season with an appearance in the Southwest Junior College Football Conference (SWJCFC) Championship, where they fell to Tyler Junior College 14–33 on Saturday, November 22, at Rose Stadium in Tyler, Texas. NEO entered the matchup ranked 11th in the National Junior College Division I Football rankings.

The Golden Norsemen earned their place in the championship game after a hard-fought 38–31 semifinal victory over Trinity Valley Community College on November 15. This year marked NEO's first trip to the conference title game since 2018.

"We are thankful for the opportunity to compete in the SWJCFC Championship," said NEO Football Head Coach Zach Crissup. "Our young men earned it through effort, attitude, and toughness. Our team showed authentic growth down the stretch. Tyler is a well-coached, talented football team, and ultimately, the game came down to discipline and executing at a championship level. I'm proud of our guys and the work they put in all season."



ZOE SITSLER CROWNED 2025 MISS INDIAN NEO



The Native American Student Association (NASA) announced Zoe Sitsler as the 2025 Miss Indian NEO. The annual Miss Indian NEO Pageant, sponsored by NASA, was held Tuesday, October 28, in the Commons Hall Auditorium.

This long-standing tradition celebrates culture, leadership, and academic excellence among Native students at NEO. Four outstanding candidates participated in this year's pageant:

Brooklyn Koshko (Cherokee)
Bridget Graham (Choctaw/Rosebud Sioux)
Landry Roland (Cherokee)
Zoe Sitsler (Cherokee)

Sitsler earned the title following an event that highlighted the contestants' knowledge, cultural expression, and commitment to service. As Miss Indian NEO, she will represent the college at campus activities, cultural events, and community engagements throughout the year, serving as an ambassador for both Native heritage and NEO's Norse spirit.



NEO A&M COLLEGE HOSTS SUCCESSFUL ADVISORY COUNCIL DINNER

NEO academic departments welcomed approximately 90 guests to campus on November 18, 2025, for its annual Advisory Council Dinner, which brought together a diverse range of stakeholders, faculty, and staff for an evening centered on collaboration, innovation, and the continued advancement of NEO's academic programs.

Representatives from each academic program invited key stakeholders from across the region—including employers, industry professionals, community partners, alums, former faculty members, and practitioners—to provide valuable insights into workforce expectations, industry developments, and real-world challenges facing graduates today.

While advisory councils have traditionally served NEO's workforce programs, the college has expanded

this model to include all academic disciplines, demonstrating a campus-wide commitment to meaningful community engagement and continuous improvement.

"Advisory Council allows NEO to connect with our community in an authentic and impactful way," said NEO Vice President of Academic Affairs, Dr. Dustin Grover. "We learn about the real world directly from those who live it every day. This helps our faculty stay relevant, effective, and innovative in how they teach."

The evening's primary goal was to gather guidance and feedback to help enhance student learning, maintain curricular relevance, and strengthen NEO's ability to prepare graduates for success. Faculty members engaged in focused conversations with stakeholders

to better understand industry needs and emerging trends.

Reflecting on the event, Dr. Grover added: "Tonight was a great evening of dialogue between our faculty and a group of highly committed stakeholders from across our region. Advisory Councils provide NEO with a valuable opportunity to improve and refine its teaching. The insight helps us ensure that our graduates become even more productive and prepared contributors within the industry."

The Advisory Council Dinner continues to highlight NEO's dedication to community partnership, academic excellence, and preparing students to thrive in the evolving workforce.

2026 HOME SCHEDULE BASKETBALL

SPECIAL EVENTS

1/7	HIGH SCHOOL NIGHT
1/19	HIGH SCHOOL NIGHT
1/26	AGGIE NIGHT
2/5	WHITE-OUT
2/12	PINK-OUT
2/16	BLUE-OUT
2/23	BLACK-OUT
3/5	SOPHOMORE NIGHT

1/5	NOC-TONKAWA	2/16	REDLANDS
1/7	SEMINOLE STATE	2/19	CONNORS STATE
1/12	NOC-ENID	2/23	EASTERN OKLAHOMA STATE
1/15	REDLANDS	2/26	MURRAY STATE
1/19	CONNORS STATE	3/5	WESTERN OKLAHOMA STATE
1/22	EASTERN OKLAHOMA STATE	<i>HOME GAMES IN BOLD</i>	
1/26	MURRAY STATE		
2/2	WESTERN OKLAHOMA STATE		
2/5	NOC-TONKAWA		
2/9	SEMINOLE STATE		
2/12	NOC-ENID		

LADY NORSE

GAMES START AT 5:30 PM

GOLDEN NORSEMEN

GAMES START AT 7:30 PM

NEOATHLETICS.COM

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](https://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 Annual
Sarah Wall	Separation- Head Women's Volleyball Coach	12/31/2025	\$22,880
Thales Silva Vilar	Transfer- Student Acct. Specialist & Head E-Sports Coach	11/10/2025	\$36,000

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

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

Name	Action	Effective Date	Salary/Rate Annual
Ashley Hoover	New Hire-Cashier	10/12/2025	\$24,024
Charlcia Gatewood	New Hire- Academic Tutor for Math and Science	10/13/2025	\$13,520
Brittany Parker	New Hire- Administrative Assistant for Agriculture	11/10/2025	\$17,550
Edith Ingram	New Hire- Administrative Assistant for Agriculture	11/13/2025	\$5,850
Donella James	Separation- Administrative Assistant for Nursing	10/21/2025	\$27,664



E - INSTRUCTIONAL PROGRAMS

1. Request approval for seven curricular changes:

Northeastern Oklahoma A&M (NEO) College requests approval of the following curricular changes. Upon approval, NEO A&M College will submit the curricular change requests to the Oklahoma State Regents for Higher Education for approval.

a. **Sports Management Degree Program:**

- Summary: The program desires to capitalize on student interest in social media marketing and a more modern approach to using media in business.
- Program Modifications (Overall program hours remain the same)
 - Change name to Modern Sport and Media Management
 - Add MGMT 2123 Social Media and Communications Management and MKTG 2333 Digital Design for Marketing to core requirements
 - Change core requirements from 10 hours to 16 hours Add courses
 - MGMT 2123 Social Media and Communications Management
 - MKTG 2333 Digital Design for Marketing

b. **Computer Science Degree Program:**

- Summary: The program desires to modernize the curriculum, incorporating Artificial Intelligence and a more refined and diverse set of courses. Decisions were also made to request a reduction of required hours.
- Program Modification
 - Change required hours from 43 to 39
 - Reduced program hours from 64 to 60
 - Delete courses
 - CS 2424 System Design and Development
 - CS 2303 Database Programming I
 - CS 1373 Network Operating Systems
 - CS 2173 Java Programming
 - Add Courses
 - CS 2134 Programming with AI
 - CS 1043 Introduction to Networking
 - Change courses
 - CS 2433 Advanced Networking – change to Introduction to System Administration
 - CS 2043 Database Programming II – Change to Database Programming

c. **Medical Laboratory Technician Program:**

- Summary: The requested changes allow more flexibility in the completion of the General Education requirements

- Program Modification (Overall program hours remain the same)
 - Add the following courses as options in the required General Education Communications section
 - SPCH 2713 – Introduction to Speech Communication
 - Any Technical Writing courses
 - Change Required elective to include - Any General Education course

d. Natural Science Degree Program:

- Summary: General cleanup of program requirements, aligning the program with courses offered regularly.
- Program Modification (Overall program hours remain the same)
 - Add course as a program requirement option
 - CHEM 1144 Chemistry for Health Sciences
 - PHYS 1024 Introduction to Physics
 - BIOL 1124 Principles of Biology I
 - BIOL 1134 Principles of Biology II
 - Delete Courses as a program requirement option
 - CHEM 2344 Introduction to Organic and Biological Chemistry
 - BIOL 2534 Advanced Physiology
 - ENGL 2413 Introduction to Literature
 - GEOL 1224 Historical Geology

e. Pre-Engineering Degree Program:

- Summary: The requested changes improve both the orientation of students into the program and the flexibility to complete the program in an efficient timeframe.
- Program Modification (Overall program hours remain the same)
 - Delete 2 hours of General Education requirements (Hours were discretionary and are not required by Oklahoma State Regents for Higher Education policy)
 - Add courses/hours as a program requirement option
 - ENGR 1112 Introduction to Engineering as a program requirement option
 - Add 6 hours of Approved electives as a program requirement option

f. Pre-Engineering Degree Program (Math option):

- Summary: The requested changes improve both the orientation of students into the program and the flexibility to complete the program in an efficient timeframe.
- Program Modification
 - Add ENGR 1112 Introduction to Engineering as a program requirement option
 - Add 6 hours of Approved electives as a program requirement option

g. Equine and Ranch Management Degree Program:

- Summary: General cleanup of program requirements, aligning the program with courses offered regularly
- Program Modification (Overall program hours remain the same)
 - Make courses required – Required section moves from 10 to 11 hours

- EQNE 1103 Introduction to Equine
 - AG 2281 AG Capstone
- Delete courses
 - Livestock Selection courses ANSI 1101 , ANSI 1121, ANSI, 2111, ANSI 2112
 - Equine Selection courses EQRE 1101, EQNE 1121, EQNE 2212
 - FRM 1213 Beef Production
- Modify Course
 - Add 1 credit hour to FRMT 1112 Equine/Livestock Sales Management and Marketing – New Course ID FRMT 1223
- Add courses
 - PLNT 1213 Introduction to Plant and Soils
 - MCAG 1413 Introduction to Engineering in AG
 - AGLE 2313 Personal Leadership Development in AG
 - ENTO 2993 Entomology



Sports Management

Modern Sport and Media Management

ASSOCIATE in SCIENCE School of Human Environmental Science

This curriculum is designed to prepare the student for transfer to a Bachelor's program in Sports Management **and give them knowledge and skills in modern media platforms.**
Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information contact the Business and Technology Department at (918) 540-6294 or e-mail business@neo.edu.

GENERAL EDUCATION REQUIREMENTS 37-38 HOURS

Check catalog listings for prerequisites)

Area	Hours	To be selected from:
Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 OR HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program Section
Science	7-8	Any Science courses listed in the Academic Programs section
College Math	3	Any college-level MATH course as listed in the Academic Programs section
Required Elective	3	PSYC 1113 General Psychology OR SOCI 1113 Intro to Sociology
General Ed Elective	6	SPCH 2713 Intro to Speech Communication and additional Liberal Arts and Science course(s)
Computer Proficiency	3	See page 63 for Requirements

PROGRAM REQUIREMENTS 23 HOURS

(Check catalog course listings for prerequisites)

Core Requirements	10 16	MGMT 2213 Principles of Management MGMT 2313 Sports and Entertainment Management ADD MGMT 2123 Social Media and Communications Management ADD to required Marketing MKTG 2123 ADD MKTG 2333 Digital Design for Marketing FYE 1011 Freshman Year Experience
Directed By Advisor	12-13 6-7	ACCT 2103 Financial Accounting ACCT 2203 Managerial Accounting BADM 2113 Business Communications BADM 2123 World of Business BADM 2133 Business Ethics BADM 2223 Business Law CS 1103 Computers in Society ECON 2013 Intro to Macroeconomics ECON 2023 Intro to Microeconomics HHP 2602 Community First Aid HHP 2603 Total Wellness MATH 2103 Elementary Calculus MGMT 2303 Sports Management Internship Move to Elective MGMT 2323 Sports Communication NUTR 1113 Nutrition STAT 2023 Elementary Statistics and Economics Approved Business Electives *Consult with an academic advisor for options

Total Degree Program Hours: 60



Computer Information Systems

Associate in Applied Science School of Human Environmental Sciences

The Computer Science curriculum is designed to provide an option for students to transfer to a university or seek immediate employment upon graduation. Emphasis will be placed on computer software design which requires knowledge of programming, operating systems, and database management systems. For more information contact the Computer Science Program at (918) 540-6720 or email: business@neo.edu.

GENERAL EDUCATION REQUIREMENTS (21 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
College Math	3	MATH 1513 College Algebra
Required Elective	3	One course from the following: Psychology, Foreign language, Fine Arts (Art, Music, Drama), Social Sciences
General Ed Elective	3	ECON 2013 Macroeconomics or ECON 2023 Microeconomics
Computer Proficiency	3	CS 2103 Computer Concepts

PROGRAM REQUIREMENTS (~~43~~ 39 HOURS)

Technical/Occupational Specialty	43 39	ACCT 2103	Financial Accounting
		BADM 2133	Business Ethics
		CS 1243	Intro to Network Security
		CS 1373	Network Operating Systems
		CS 1043	New Name: Introduction to Networking
		CS 2023	Advanced Programming
		CS 2043	Database Programming II New Name: Database Programming (SQL)
		CS 2054	Web Database Systems
		CS 2134	Intro to Programming
		CS 2173	Java Programming New name: Programming with AI
		CS 2243	
		CS 2303	Database Programming I
		CS 2413	Information Assurance Management
		CS 2424	Systems Design & Development
		CS 2433	Advanced Networking
			Introduction to System Administration
		FYE 1011	Freshman Year Experience
		3-hour Elective (ECON 2103, STAT 2023, ACCT 2203, or MATH 2103)	

Total Degree Program Hours: ~~64~~ 60



Medical Laboratory Technician

**Associate in Applied Science
School of Human Environmental Sciences**

This curriculum is designed to prepare the student to earn an Associate in Applied Science Degree in Medical Laboratory Technician, test for licensure, and enter into the work force as a Medical Lab Technician.

For more information contact the MLT Department at (918) 540-6312

GENERAL EDUCATION REQUIREMENTS (19 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II or SPCH 2713 Intro to Speech Communications or Any other applied technical writing course
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
General Electives	3	PSYC 1113 General Psychology Any general elective course not listed
Lab Science	4	BIOL 2114 Anatomy and Physiology or BIOL 1604 Zoology

PROGRAM REQUIREMENTS (43 HOURS)

Technical/Occupational Support	12	CHEM 1144	Chemistry for Health Sciences or Principles of Chemistry or General Chemistry I
		CHEM 1215	
		CHEM 1315	
		MCRO 2124	
		MLAT 1414	
Technical/Occupational Support Directed By Advisor	41	MLAT 1113	Medical Laboratory Operations
		MLAT 1305	Basic Hematology
		MLAT 1314	Phlebotomy, Urinalysis and Body Fluids
		MLAT 1323	Clinical Practice I
		MLAT 1333	Clinical Practice II
		MLAT 2344	Clinical Chemistry
		MLAT 2355	Pathogenic Microbiology
		MLAT 2363	Introduction to Molecular Diagnostics
		MLAT 2374	Immunohematology
		MLAT 2373	Clinical Practice III
		MLAT 2383	Clinical Practice IV

Total Degree Program Hours: 72



Natural Sciences

Associate in Science School of Agriculture and Natural Sciences

This curriculum is designed to fulfill the course requirements for entry into a school of Medicine or other sciences, or for those seeking a baccalaureate degree in Biology or other sciences. Students may fulfill requirements for admission into related fields of study. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs.

GENERAL EDUCATION REQUIREMENTS (37 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program
Lab Sciences	8-10	Any two Physical Science or Life Science in the Academic Program section
College Math	3	MATH 1513 or higher
Required Elective	3	PSYC 1113 General Psychology SOCI 1113 Introduction to Sociology
General Ed Elective	1-2	One course from the following: Foreign Language, Fine Arts (Art, Music, Drama), Social Sciences
Computer Proficiency	3	CS 1103 Computers in Society

PROGRAM REQUIREMENTS (23 HOURS)

Core Requirements	23	ACCT 2103	Financial Accounting
		BIOL 1404	Plant Biology
		BIOL 1604	Animal Biology
		BIOL 2101	Animal Biology Lab
		BIOL 2114	Anatomy and Physiology
		BIOL 2534	Advanced Physiology
		BIOL 1124	Principles of Biology I
		BIOL 1134	Principles of Biology II
		CHEM 1215	Principles of Chemistry I
		CHEM 1315	General Chemistry I
		CHEM 1515	General Chemistry II
		CHEM 2344	Intro to Organic & Biological Chemistry
		ENGL 2413	Introduction to Literature
		ENVR 1114	Intro to Environmental Science
		FYE 1011	Freshman Year Experience
		GEOL 1114	Physical Geology
		GEOL 1224	Historical Geology
		MATH 1613	Trigonometry
		MATH 2145	Calculus I
		MATH 2155	Calculus II
		MATH 2273	Calculus III
		MCRO 2124	Intro to Microbiology
		MCRO 2301	Microbiology Lab
		PHYS 1024	Introduction of Physics
		PHYS 1114 or PHYS 2015	Prin of Physics I or Engin Physics I
		PHYS 1214 or PHYS 2115	Prin of Physics II or Engin Physics II

Approved Electives (10 hours)

Total Degree Program Hours: 60



Engineering (Pre)

Associate in Science

School of Agriculture and Natural Sciences

This curriculum is designed to fulfill in part the course requirements for entry into a school of Engineering. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information contact the Mathematics and Sciences Department at (918) 540-6342 neomathscience@neo.edu

GENERAL EDUCATION REQUIREMENTS (37 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program
Physical Science	10	CHEM 1315 General Chemistry I PHYS 2015 Engineering Physics I
College Math	3	MATH 1513 or higher
Required Elective	3	One course from the following: Psychology, Foreign language, Fine Arts (Art, Music, Drama), Social Sciences
General Ed Elective	1-3	Additional Liberal Arts or Science Course(s)
Computer Proficiency	3	Advisor Approved Computer Science Course

PROGRAM REQUIREMENTS (22 HOURS)

Core Requirements	11	FYE 1011 or ENGR 1112	Freshman Year Experience Introduction to Engineering
		MATH 2145	Calculus I
		MATH 2155	Calculus II
Directed By Advisor	11	CHEM 1515	General Chemistry II
		ENGR 1112	Introduction to Engineering
		CS 2023	Advanced Programming
		DRFT 1223	CAD and Design I
		ENGR 2113	Statics
		ENGR 2123	Elementary Dynamics
		MATH 1613	Trigonometry
		MATH 2233	Differential Equations
		MATH 2273	Calculus III
		PHYS 2115	Engineering Physics II

Total Degree Program Hours: 60



Math Option - Engineering (Pre)

Associate in Science

School of Agriculture and Natural Sciences

This curriculum is designed to fulfill in part the course requirements for transfer to a Bachelor's program in Math. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information contact the Mathematics and Sciences Department at (918) 540-6275 mathandscience@neo.edu.

GENERAL EDUCATION REQUIREMENTS (37 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program
Life Science	4-5	Select from the Life Science listing in the Academic Program
Physical Science	4-5	Select from the Physical Science listing in the Academic Program
College Math	3	MATH 1513 or higher
Required Elective	3	One course from the following: Psychology, Foreign language, Fine Arts (Art, Music, Drama), Social Sciences
General Ed Elective	1-3	Additional Liberal Arts or Science Course(s)
Computer Proficiency	3	Advisor Approved Computer Science Course

PROGRAM REQUIREMENTS (23 HOURS)

PROGRAM REQUIREMENTS (25 HOURS)			
Core Requirements	11	FYE 1011 or ENGR 1112	Freshman Year Experience Intro to Engineering
		MATH 2145	Calculus I
		MATH 2155	Calculus II
Directed By Advisor	12	CHEM 1315	General Chemistry I
		CHEM 1515	General Chemistry II
		MATH 1613	Trigonometry
		MATH 2233	Differential Equations
		MATH 2273	Calculus & Analytical Geometry III
		PHYS 1114	Principles of Physics I
		PHYS 1214	Principles of Physics II
		PHYS 2015	Engineering Physics I
		PHYS 2115	Engineering Physics II
		SPCH 2713	Intro to Speech Communications

Total Degree Program Hours: 60



Equine and Ranch Management

Two-Year Certificate

School of Agriculture and Natural Sciences

This curriculum is designed to prepare the student for a career in farm and ranch management upon graduation. For more information, contact the Agriculture Department at neoag@neo.edu or call (918) 540-6998

GENERAL EDUCATION REQUIREMENTS (40 11 HOURS)

Core Courses	4	ANSI 1124 Introduction to Animal Science
	3	FRMT 1013 Pasture and Range Management
	3	EQNE 1103 Introduction to Equine
	1	AG 2281 Ag Capstone

PROGRAM REQUIREMENTS (40 HOURS)

Technical/Occupational Specialty	9	FRMT 2223	Livestock Production
		EQNE 2123	Equine Health and Disease
		EQNE 2133	Equine Reproduction
		FRMT 1113	Farm Animal Health - Cattle
		FRMT 1213	Beef Production
		ANSI 2123	Livestock Feeding
		FRMT 2203	Feed Lot Management
		FRMT 2123	Breeding Management of Farm Animals
		AGEC 1113	Introduction to Ag Economics
Technical/Occupational Support	17 16	ANSI 1101	Livestock Selection
		ANSI 1121	Livestock Selection
		ANSI 2111	Livestock Selection
		ANSI 2112	Live Animal Evaluation
		EQNE 1101	Equine Selection
		EQNE 1121	Equine Selection
		EQNE 2212	Equine Selection
		EQNE 2123	Equine Health and Disease
		EQNE 2124	Equine Training Management I
		EQNE 2234	Equine Training Management II
		EQNE 2012	Basic Horsemanship
		FRMT 1003	Equine & Livestock Business Management
		PLNT 1213	Introduction to Plant & Soils
		MCAG 1413	Introduction to Engineering in Ag
		AGLE 2303	Personal Leadership Development in Ag
		ENTO 2993	Introduction to Entomology
		Approved Electives (maximum 17 hours)	

Total Program Hours 36 Hours



E – INSTRUCTIONAL PROGRAMS

2. Request approval for four academic program reviews:

EXECUTIVE SUMMARY ACADEMIC PROGRAM REVIEW

The following academic programs went through a program review process that included a department faculty-driven evaluation of the academic program. The Program Review Committee comprised of faculty and staff, has approved the program reviews for Sports Management, Criminal Justice, Music, and Pre-Veterinary Medicine and made the recommendation listed below. Upon Oklahoma A&M Board approval, the review will be sent to the Oklahoma State Regents of Higher Education for final approval.

Academic Program Review – Fall 2025

- a. Criminal Justice – Associate in Arts
 - Recommendation - Maintain program at current level
- b. Music – Associate in Arts
 - Recommendation - Continue the program with modifications
- c. Pre-Veterinary Medicine – Associate in Science
 - Recommendation - Continue the program with modifications
- d. Sports Management - Associate in Science
 - Recommendation – Reorganize Program

Program Review Report

3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents.** Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Northeastern Oklahoma A&M College

Program Name and State Regents Code: AA Criminal Justice 013

List Program Options: Program has no options
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List Embedded Certificates included in this review: Program has no certificates
[Click here to enter text](#)
[Click here to enter text](#)
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Previous Review

Date (Year) of Last Review 1999

1. Summarize key findings from previous internal and/or external reviews of this program.

Not Available

2. What developments and actions have taken place since the last review?

While declared Criminal Justice majors have fallen slightly since our full-time instructor left, the number of graduates has held steady. Need data on turnover.

Current Review

Date (Year) of Current Review 2025

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7 as directed below*).

A. Viability of the Program:

A.1. Program Objectives and Goals:

1. To prepare students for entry into the workforce in a criminal justice field.

- 2.To prepare students to advance their education in pursuing a baccalaureate degree.
- 3.Explain the basic structure and functions of the American Criminal Justice system.

A.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

[Click here to enter text](#)

Criterion 3. Teaching and Learning for Student Success

3.A. Educational Programs: The Criminal Justice program maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work. The program-level assessment report from 2024 found that 100% of measured Program Level Outcomes were met. Compiling results from several years of program-level reports may provide stronger data in the future.

3.B. Exercise of Intellectual Inquiry: The Criminal Justice program engages students in practicing modes of intellectual inquiry and in developing skills adaptable to changing environments via academic assignments (each class requires a research paper with an interview with legal or law enforcement professionals) as well as by profession-based activities (such as visiting the Ottawa County Jail for Intro to Corrections)

3.C. Sufficiency of Faculty and Staff: The Criminal Justice program has one adjunct instructor who can teach three sections per semester.

3.D. Support for Student Learning and Resources for Teaching: NEO provides a full-time ADA coordinator and a Student Success Center that includes tutoring and academic support that address the needs of its student populations. Additionally, NEO has a grant-funded Innovation Center that can provide the teaching resources and infrastructure necessary for student success through June 2026.

3.E. Assessment of Student Learning: Ms. Bissell participated in the academic assessment process in 2024.

3.F. Program Review: The Criminal Justice program is in the process of improving its curriculum based on program review.

3.G. Student Success Outcomes: In 2024, PLOs 2.1, 2.2, 2.3 were measured and met.

Criterion 4. Sustainability: Institutional Effectiveness, Resources and Planning

4.A. Effective Administrative Structures: NEO's administrative structures are effective and facilitate collaborative processes such as shared governance (both Music faculty have served on the Faculty Senate); data-informed decision making (driven by assessment processes and enrollment numbers); and engagement with internal and external constituencies as appropriate (the Music program, along with other academic departments, collaborates with outside stakeholders as part of an Advisory Council).

4.B. Resource Base and Sustainability: NEO's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability. – waiting on response

4.C. Planning for Quality Improvement: NEO engages in systematic strategic planning for quality improvement of the Criminal Justice program by using data collected from Academic, Fiscal, and Student Affairs to forecast future enrollment, manage the financial needs of the program, collect student learning and program assessment data, maintain operational function of necessary classroom and performance environments, and invite buy-in from external constituencies.

A.3. Minimum Productivity Indicators:

Complete this section even if there are no enrollments or graduates for the program during the review period.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2020-2021	41	5
2021-2022	34	9
2022-2023	37	8
2023-2024	26	6
2024-2025	37	10

A.4. Other Quantitative Measures:

A.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:
List or attach list of courses

	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
Course	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size

CRJU 1113	2	23	2	26	2	16	2	18	2	23
CRJU 2233	1	20	1	12	0	0	1	16	0	0
CRJU 1153	1	18	1	15	1	20	1	15	1	15
CRJU 2253	1	18	1	14	1	18	1	15	1	14
CRJU 2133	1	20	1	14	1	17	0	0	0	0

A.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

Course	Credit Hours Generated Per Course for Majors				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
CRJU 1113	138	153	93	111	138
CRJU 1153	57	27	30	27	42
CRJU 2133	60	42	51	0	0
CRJU 2233	60	36	0	48	0
CRJU 2253	54	27	30	27	39
TOTAL	369	204	213	219	240

A.4.c. Direct instructional costs for the program during the review period:

	Instructional Cost				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Salary					
Benefits	1250	1250	1250	2000	2000
Adjunct Salary	12500	12500	12500	10000	10000
Adjunct Benefits					
Operating	250	250	250	250	250
Other program cost (i.e., accreditation fees)					
TOTAL COST	14000	14000	14000	12250	12250

A.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

Course	Credit Hours Generated Per Course for General Education and Other Programs				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
PSYC 1113	42	39	24	18	48
SOCI 1113	33	30	42	15	48

TOTAL	75	69	69	33	96

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- A.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Leslie Bissell	MS in Criminal Justice	Southeast MO State University
Click here to enter text	Click here to enter text	Click here to enter text

Add more rows if needed

- A.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Unavailable

- A.4.g. If available, information about the success of students from this program who transferred to other institutions:

Unavailable

Recommendation(s)

A. Recommendation for the Program:

- ☒ Maintain the program at the current level.
- ☐ Continue the program with modifications as noted below and detailed in the comment section below.
- ☐ Expand the program
- ☐ Reduce program in size or scope
- ☐ Merge or consolidate program
- ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

**Requires a Request for Degree Program Modification and governing board approval.*

B. Specific comments regarding recommendations:

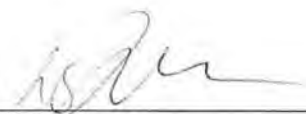
(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements.

Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Recommendations	Implementation Plan	Target Date
Explore whether hiring a full-time faculty member to teach and recruit is feasible	Track credit hour production and explore financial feasibility of hiring one full-time faculty	6/1/2026
Click here to enter text	Click here to enter text	Click to enter a date
Click here to enter text	Click here to enter text	Click to enter a date

Add additional rows as necessary

Department/
Program Head


(Signature)

Date: 11/12/25

Dean

(Signature)

Date: Click here to enter a date

Chief
Academic
Officer


(Signature)

Date: 11/12/25

President


(Signature)

Date: 11/14/25



Criminal Justice

Associate in Arts School of Liberal Arts

This curriculum leads to an Associate in Arts Degree and is designed to prepare students for transfer to a Bachelor's program or for employment in a variety of rewarding careers. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information contact the Criminal Justice Program at (918)-540-6348

GENERAL EDUCATION REQUIREMENTS (38 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program section
Life Science	4	Any Life Science course as listed in the Academic Programs section
Physical Science	4	Any Physical Science course as listed in the Academic Programs section
College Math	3	Any college-level MATH course as listed in the Academic Programs section
Required Elective	3	One course from the following: Psychology, Foreign language, Fine Arts (Art, Music, Drama), Social Sciences
General Ed Elective	3	Any liberal arts and sciences course
Computer Proficiency	3	CS 1103 Computers in Society

PROGRAM REQUIREMENTS (22 HOURS)

Core Requirements	7	FYE 1011	Freshman Year Experience
		CRJU 1113	Introduction to Criminal Justice
		CRJU 2233	Elementary Criminal Law
Directed By Advisor	15	CRJU 1153	Introduction to Corrections
		CRJU 2133	Criminal Investigation
		CRJU 2113	Report Writing
		CRJU 2223	Criminal Legal Procedures
		CRJU 2253	Juvenile Delinquency
		CRJU 2243	Criminal Justice Research
		PSYC 1113	General Psychology
		PSYC 2743	Social Psychology
		SOCI 1113	Introduction to Sociology

Total Degree Program Hours: 60

Program Review Report

3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents.** Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Northeastern Oklahoma A&M College

Program Name and State Regents Code: AA Music 035

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List Embedded Certificates included in this review: [Click here to enter text](#)
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Previous Review

Date (Year) of Last Review 2012

- 1. Summarize key findings from previous internal and/or external reviews of this program.**

NA

- 2. What developments and actions have taken place since the last review?**

The size of the choir has more than doubled, from 9 in 2016 when Dr. Taylor was hired to 19 in 2025. The band has grown from 14 participants when Mr. Compton was hired to 48 in 2025. Unfortunately, recruiting streams were impacted by the COVID-19 pandemic. Two of the biggest avenues of recruitment into the music program were Boys State (which NEO no longer hosts) and international students, whose numbers have fallen.

Current Actions:

- Attempting to hire a music recruiter to rebuild numbers
- Have identified areas in OK without a nearby 2-year music program; will reach out to high school band and choir directors in those areas
- Restructuring the degree to decrease required hours, retain majors, and attract new majors

Current Review

Date (Year) of Current Review 2025

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7 as directed below*).

A. Viability of the Program:

A.1. Program Objectives and Goals:

Program Objectives: 1. Provide a rigorous academic program to students seeking music degrees; 2. Maintain a high level of transferability; 3. Provide student activities within the Music department

1. Course-level assessment reports provide evidence of the academic rigor of the program
2. Student activities have proven to be extremely useful recruiting tools, and provide social and mental-health benefits to participants. A survey of music participants in Fall 2025 found the following results:
 - 84.6% of respondents said that music activities were Important or Very Important to their decision to attend NEO, with 61.5% stating that they would not have attended NEO without the availability of music activities, an enrollment benefit of 24 students.
 - 92.3% said that NEO's music activities were Important or Very Important to their mental well-being.

Additionally, a Fall 2025 survey of Music scholarship recipients found that 81.1% of respondents would not have attended NEO without a Music scholarship.

A.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

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Criterion 3. Teaching and Learning for Student Success

3.A. Educational Programs: The Music program maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work. Course-level assessment reports from 2024 found that 100% of Student Learning Outcomes were met at the course level. Program-level assessments are routinely conducted, but low numbers in major-specific classes limit the usefulness of those results. Compiling results from several years of program-level reports may provide stronger data in the future.

3.B. Exercise of Intellectual Inquiry: The Music program engages students in practicing modes of intellectual inquiry or creative work and in developing skills adaptable to changing environments via academic classes (including MUSC 1533: Theory of Music I) as well as by activities-based classes (including MUSC 1661 Chamber Singers and MUSC 1671 Golden Blues Stage Band)

3.C. Sufficiency of Faculty and Staff: The Music program has the faculty needed for effective, high-quality programs and student services. Adam Compton has a Master of

Education from Lindenwood University and a Master of Arts in Music from Pittsburg State University, and Dr. Tatiana Taylor has a Master of Arts in Choral Conducting from the University of Oklahoma and a Doctor of Musical Arts in Choral Conducting from the University of Southern California.

3.D. Support for Student Learning and Resources for Teaching: NEO provides a full-time ADA coordinator and a Student Success Center that includes tutoring and academic support that address the needs of its student populations. Additionally, NEO has a grant-funded Innovation Center that provides the teaching resources and infrastructure necessary for student success.

3.E. Assessment of Student Learning: Mr. Compton and Dr. Taylor both participate in the academic and co-curricular assessment process, and use the results of their assessment reports to improve the quality of educational programs based on their assessment of student learning.

3.F. Program Review: The Music program is in the process of improving its curriculum based on program review.

3.G. Student Success Outcomes: The Music program's student success outcomes demonstrate continuous improvement. Music program participants graduate at a higher rate than non-music participants – they had an average 36.3% graduation rate from 2021-2023 (the last year for which we have data).

Criterion 4. Sustainability: Institutional Effectiveness, Resources and Planning

4.A. Effective Administrative Structures: NEO's administrative structures are effective and facilitate collaborative processes such as shared governance (both Music faculty have served on the Faculty Senate); data-informed decision making (driven by assessment processes and enrollment numbers); and engagement with internal and external constituencies as appropriate (the Music program, along with other academic departments, collaborates with outside stakeholders as part of an Advisory Council).

4.B. Resource Base and Sustainability: NEO's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

53% of music participants live in campus housing, contributing to the institution's auxiliary funds.

4.C. Planning for Quality Improvement: NEO engages in systematic strategic planning for quality improvement of the Music program by using data collected from Academic, Fiscal, and Student Affairs to forecast future enrollment, manage the financial needs of the program, collect student learning and program assessment data, maintain operational function of necessary classroom and performance environments, and invite buy-in from external constituencies.

A.3. Minimum Productivity Indicators:

Complete this section even if there are no enrollments or graduates for the program during the review period.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2020-2021	18	2
2021-2022	24	5
2022-2023	17	5
2023-2024	13	3
2024-2025	15	2

A.4. Other Quantitative Measures:

A.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:

List or attach list of courses

	2024-2025		2023-2024		2023-2024		2022-2023		2021-2022	
Course	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size
MUSC 1531	1	5	1	9	1	7	1	14	1	10
MUSC 1533	1	5	1	9	1	7	1	13	1	10
MUSC 1541	1	1	1	4	1	3	1	4	1	7
MUSC 1543	1	1	1	6	1	3	1	6	1	8
MUSC 2561	1	4	1	3	1	4	1	5	1	6
MUSC 2553	1	6	1	3	1	4	1	6	1	6
MUSC 2571	1	3	1	3	1	6	1	5	1	6
MUSC 2563	1	5	1	3	1	4	1	6	1	5

A.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

Course	Credit Hours Generated Per Course for Majors				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
MUSC 1531	5	9	7	14	10
MUSC 1533	15	27	21	39	30
MUSC 1541	1	4	3	4	7
MUSC 1543	3	18	9	18	24
MUSC 2561	4	3	4	5	6
MUSC 2553	18	9	12	18	18
MUSC 2571	3	3	6	5	6
MUSC 2563	15	9	12	18	15
TOTAL	64	82	74	121	116

[Click here to enter text](#)

A.4.c. Direct instructional costs for the program during the review period:

	Instructional Cost				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Salary	107,991	110,108	99,042	98,202	113,362
Benefits	59,573	56,000	50,000	51,000	44,000
Adjunct Salary	78,500	99,500	30,000	50,000	20,000
Adjunct Benefits	0	0	0	0	0
Operating	19,500	19,500	14,500	3500	3650
	0	0	0	0	0
Other program cost (i.e., accreditation fees)	20,000	7000	7000	0	13,000
TOTAL COST	285,564	292,108	200,542	202,702	194,012

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

2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
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ART1803	12	ART1803	12	ACCT210	3	ACCT210	3	BADM210	3
BIOL1114	8	BADM213	3	ART1103	3	ACCT220	3	BADM213	3

CLS1011	1	BIOL1114	16	ART1203	3	ART1803	9	BIOL1114	8
CLS1023	3	CHEM121 5	5	ART2163	3	BIOL1114	12	CIED0133	6
CS1103	15	CIED0133	12	BADM213 3	3	BIOL1604	4	CRJU111 3	3
ENGL111 3	12	CLS1023	3	BIOL1114	16	CHEM114 4	4	CRJU213 3	3
ENGL121 3	36	CS1103	39	CLS1023	6	CIED0133	3	CRJU225 3	3
ENVR111 4	24	ENGL111 3	42	CS1103	12	CLS1023	9	CS1103	27
FYE1011	7	ENGL121 3	9	CS1373	3	CS1103	15	ECON202 3	3
GEOG101 3	6	ENVR111 4	16	ENGL111 3	24	ECON201 3	3	ENGL111 3	21
HIST1063	3	FYE1011	14	ENGL121 3	15	ENGL012 2	4	ENGL121 3	6
HIST1483	9	GEOG101 3	3	ENVR111 4	8	ENGL012 3	3	ENVR111 4	4
HIST1493	15	HHP2603	3	FRCD201 3	3	ENGL111 3	21	FYE1011	6
HUM2203	3	HIST1063	3	FRCD230 3	3	ENGL121 3	15	HIST1483	9
MATH151 3	12	HIST1483	6	FYE1011	6	ENVR111 4	24	MATH149 3	3
MATH151 5	5	HIST1493	9	GEOG101 3	3	FRCD131 3	3	MATH151 3	3
PHYS101 4	4	HUM2103	3	HIST1483	3	FRCD210 3	3	MUSC257 3	15
POLS111 3	21	HUM2203	6	HIST1493	3	FYE1011	7	PHYS110 4	4
PSYC111 3	12	MUSC257 3	18	HIST1493 H	3	GEOG101 3	3	POLS111 3	6
SPCH271 3	21	PHIL1113 H	3	HUM2103	3	HIST1483	15	PSYC111 3	9
MUSC 2573	18	POLS111 3	3	MATH151 3	9	HIST1493	6	PSYC160 3	3
		PSYC111 3	15	MUSC101 1	12	MATH149 3	3	PSYC274 3	3
		PSYC160 3	3	MUSC257 3	9	MATH151 3	24	SOCI111 3	3
		SPCH271 3	21	NUTR111 3	3	MUSC257 3	15	SOCI235 3	3
				PHIL1113 H	3	PHYS102 4	4	SPCH271 3	3

				POLS111 3	12	POLS111 3	18	STAT2023	3
				PSYC111 3	15	SPCH271 3	21		
				SOCI1113	9				
				SPCH271 3	9				
					20	25			
247		267		7		4		163	

A.4.d. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Adam Compton	ME	Lindenwood Univ
Tatiana Taylor	MA/DMA	Colorado / Southern Cal
Click here to enter text	Click here to enter text	Click here to enter text

Add more rows if needed

A.4.e. If available, information about employment or advanced studies of graduates of the program over the past five years:

Unavailable

A.4.f. If available, information about the success of students from this program who transferred to other institutions:

Unavailable

Recommendation(s)

A. Recommendation for the Program:

- ☐ Maintain the program at the current level.
- ☒ Continue the program with modifications as noted below and detailed in the comment section below.
- ☐ Expand the program
- ☐ Reduce program in size or scope
- ☐ Merge or consolidate program
- ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

**Requires a Request for Degree Program Modification and governing board approval.*

B. Specific comments regarding recommendations:

(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Recommendations	Implementation Plan	Target Date
Revise degree plan: eliminate 3rd and 4th-semester Sight-Singing and Ear Training, and Music Theory, and adding a 1-credit Fundamentals of Music class. This will decrease the number of hours necessary to complete the degree from 67 to 60, bringing it in line with other NEO degree programs. It may also attract General Studies majors who previously hesitated to switch degree plans because of the high credit-hour requirements.	Remove 3rd and 4th semesters of Sight-Singing and Ear Training and Theory of Music; replace with Fundamentals of Music	Fall 2026
Hire Music Recruiter: Target hiring toward candidates with a music-specific background, especially in high school band and choir.	Music recruiter will make initial contact and send program information to high school band and choir directors, particularly targeting areas with no local 2-year Music program.	Spring 2026
Click here to enter text	Click here to enter text	Click to enter a date

Add additional rows as necessary

Department/
Program Head


(Signature)

Date: 4/6/25
Click here to enter a date

Dean

(Signature)

Date: Click here to enter a date

This template should be used for both internal and external program reviews. External program reviews should be submitted with the Regular or Low Producing Program External Review Cover Pages.

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Chief
Academic
Officer

(Signature)

Date: 11/6/25
[Click here to enter a date](#)

President

(Signature)

Date: 11/4/25
[Click here to enter a date](#)



Music

Associate in Arts School of Liberal Arts

This curriculum leads to an Associate in Arts Degree and is designed to prepare music majors for transfer to a Bachelor's program in Music, Music Education, and Music Performance. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information contact the Instrumental Music Program at (918) 540-6348

GENERAL EDUCATION REQUIREMENTS (38 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program
Life Science	4	Any Life Science course as listed in the Academic Program section
Physical Science	4	Any Physical Science as listed in the Academic Program section
College Math	3	Any college-level MATH course as listed in the Academic Programs section
Required Elective	3	One course from the following: Psychology, Foreign language, Fine Arts (Art, Music, Drama), Social Sciences
General Ed Elective	3	SPCH 2713 Intro to Speech Communication
Computer Proficiency	3	CS 1103 Computers in Society

PROGRAM REQUIREMENTS (29 HOURS)

Core Requirements	13	FYE 1011	Freshman Year Experience
		MUSC 1531	Sight Singing & Ear Training I
		MUSC 1533	Theory of Music I
		MUSC 1541	Sight Singing & Ear Training II
		MUSC 1543	Theory of Music II
		Applied Piano	(4 semester)
Directed By Advisor	16	MUSC 2561	Sight Singing & Ear Training III
		MUSC 2553	Theory of Music III
		MUSC 2591	Sight Singing & Ear Training IV
		MUSC 2563	Theory of Music IV
		Voice or Major Instrument	(4 semesters)
		Chorus or Band	(4 semesters)
		Master Class/Recital	(4 semesters)

Total Degree Program Hours: 67



Music

Associate in Arts (Music Performance Option) School of Liberal Arts

This curriculum leads to an Associate in Arts Degree and is designed to prepare music majors for transfer to a Bachelor's program in Music, Music Education, and Music Performance. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information contact the Instrumental Music Program at (918) 540-6348

GENERAL EDUCATION REQUIREMENTS (38 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program
Life Science	4	Any Life Science course as listed in the Academic Program section
Physical Science	4	Any Physical Science as listed in the Academic Program section
College Math	3	Any college-level MATH course as listed in the Academic Programs section
Required Elective	3	One course from the following: Psychology, Foreign language, Fine Arts (Art, Music, Drama), Social Sciences
General Ed Elective	3	SPCH 2713 Intro to Speech Communication
Computer Proficiency	3	CS 1103 Computers in Society

PROGRAM REQUIREMENTS (29 14 HOURS)

Core Requirements	13	FYE 1011	Freshman Year Experience
	14	MUSC 1111	Fundamentals of Music
		MUSC 1531	Sight Singing & Ear Training I
		MUSC 1533	Theory of Music I
		MUSC 1541	Sight Singing & Ear Training II
		MUSC 1543	Theory of Music II
		Applied Piano	(4 semester)
Directed By Advisor	16	MUSC 2561	Sight Singing & Ear Training III
	8	MUSC 2553	Theory of Music III
		MUSC 2591	Sight Singing & Ear Training IV
		MUSC 2563	Theory of Music IV
		Chorus/Band	(4 semesters)
		Voice or Major Instrument	(4 semesters)
		Chorus or Band	(4 semesters)
		Master Class/Recital	(4 semesters)

Total Degree Program Hours: 60 67

Program Review Report 3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents.** Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Northeastern Oklahoma A&M College

Program Name and State Regents Code: AS Pre-Vet 049

List Program Options: None

List Embedded Certificates included in this review:None

Previous Review

Date (Year) of Last Review 2012

1. Summarize key findings from previous internal and/or external reviews of this program.

Not Available

a.1. What developments and actions have taken place since the last review?

Since the last review, we have undertaken a comprehensive evaluation of the pre-veterinary medicine pathway to ensure students are prepared for the academic rigor and career expectations of veterinary medicine. We reviewed comparable pre-vet programs at other institutions and gathered feedback from alumni to guide our improvements.

As a result, we are recommending the addition of Introduction to Animal Science (ANSI 1124) as a required course. This course will provide students with an early assessment of their academic preparedness within the agriculture department while also ensuring they gain the foundational animal science knowledge essential for success in veterinary medicine.

In addition, we are implementing a new assessment process for pre-vet students that includes both an incoming academic preparedness survey and an exit survey. This dual assessment will help us better measure student growth, identify areas for support, and guide students more quickly toward the academic path that best matches their strengths and career goals.

Current Review

Date (Year) of Current Review 2025

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7 as directed below).*

A. Viability of the Program:

A.1. Program Objectives and Goals:

The NEO The Pre-Veterinary Medicine program prepares students for transfer to a four-year college or university to continue their studies in pre-veterinary science. Additionally, the program helps entering students evaluate their commitment to the rigorous academic path required for veterinary school, which typically involves an additional four years of study beyond a bachelor's degree.

A.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

The Pre-Veterinary Medicine program at NEO is committed to student success through high-quality instruction, real-world experience, and personalized support. All Agriculture courses are taught by faculty holding at least a master's degree in animal science, and foundational Math and Science courses are led by instructors with a master's or higher degrees in their respective fields—ensuring students receive a strong academic start.

NEO's freshman and sophomore Pre-Vet curriculum mirrors the Animal Science/Pre-Veterinary degree plan at Oklahoma State University and is accepted by other four-year universities, making for a smooth and efficient transfer pathway. Our experienced faculty also serve as academic advisors and sponsor the Pre-Vet Club, helping students build a sense of community and stay connected to their career goals.

Students benefit from established partnerships with local veterinarians who offer hands-on learning opportunities through employment and direct exposure to real veterinary practices. These include live demonstrations, surgical techniques, necropsies, and sharing personal insights into veterinary careers. These partnerships help students understand the demands and rewards of the field while aligning their academic track with professional expectations.

The program also collaborates closely with advisors from the OSU College of Veterinary Medicine, Kansas State University, and West Texas A&M University to ensure students take the correct coursework, accurately track their animal contact hours, and begin building competitive veterinary school applications from day one. In addition, students visit at least one veterinary school each year and participate in Zoom sessions with veterinary school academic advisors to receive personalized guidance and insights into the admissions process and academic expectations.

On campus, students have access to a strong tutoring center available during both day and evening hours, as well as a well-equipped computer lab and reliable Wi-Fi access—resources that support both in-class and independent learning.

NEO's 200-acre college farm is an invaluable learning environment that provides exceptional laboratory space for applying knowledge and developing practical skills. Students gain real-life experiences such as performing cesarean sections on cows, castrating pigs, and pulling lambs—activities that bring depth to classroom instruction and promote confidence in clinical settings.

In addition to Pre-Veterinary coursework, students have the opportunity to enroll in a variety of other hands-on livestock and agriculture courses offered by the Agriculture Department. These courses broaden students' skill sets, expose them to diverse aspects of animal care and production, and enhance their overall understanding of the agricultural industry.

This unique blend of academic rigor, hands-on training, and professional exposure not only strengthens veterinary school applications but also helps students evaluate their true passion. Many students enter the program simply knowing they "like animals" and assume veterinary medicine is their only option. Through immersive experiences at the college farm and with local veterinarians, students gain the clarity needed to determine whether to stay the course toward veterinary school or explore alternative careers within animal science and agriculture. NEO offers them the guidance and opportunity to make informed decisions about their future.

A.3. Minimum Productivity Indicators:

Complete this section even if there are no enrollments or graduates for the program during the review period.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2020-2021	41	10
2021-2022	37	11
2022-2023	28	7
2023-2024	31	8
2024-2025	35	5

A.4. Other Quantitative Measures:

Number and enrollment of courses taught exclusively for the major for each of the last five years:

Courses are not taught exclusively for the degree program.

Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

Course	Credit Hours Generated Per Course for Majors				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
AG 2281 AG Capstone	47	11	38	32	30
AGEC 1113 Ag Economics	165	189	186	189	186
ANSI 1124 Animal Science	260	244	264	284	284
ANSI 2253 Meat Animal & Carcass	39	24	48	51	99
BIOL 1114 Intro to Biology	1072	1116	1048	1220	980
BIOL 2114 Anatomy and Physiology	608	496	444	456	528
CHEM 1315 General Chemistry I	230	160	205	185	205
CHEM 1515 General Chemistry II	55	80	75	120	95
EQNE 1103 Intro to Equine	75	51	69	66	60
MATH 1613 Trigonometry	45	54	51	42	96
STAT 2023 Elementary Stat in Business	123	54	117	192	240
PHYS 1114 Principles of Physics I	52	44	36	44	88
PHYS 1214 Principles of Physics II	32	0	12	20	44
PLNT 1213 Intro to Plant and Soils	150	156	171	195	27
BIOL 1124 Principles of Biology	76	96	0	0	0
BIOL 1134 Principles of Biology II	32	28	0	0	0
TOTAL	3061	2803	2764	3096	2962

Click here to enter text

Direct instructional costs for the program during the review period:

	Instructional Cost
--	---------------------------

Salary	Program is a survey Program – Courses are taught for other disciplines and students take the courses to fulfill PRVET program requirements. Therefore no direct program costs exists.				
Benefits					
Adjunct Salary					
Adjunct Benefits					
Operating					
Other program cost (i.e., accreditation fees)					
TOTAL COST					

Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

2021		2022		2023		2024		2025	
ACCT2103	3	ACCT2103	3	AG1002	6	ACCT2103	6	AG1001	1
AG1001	2	AG1001	2	AG1003	6	ACCT2203	3	AG1002	2
AG1002	4	AG1002	2	AG1111	2	AG1002	2	AG1003	6
AG1003	3	AG1003	3	AG1211	2	AG2111	3	AG1111	3
AG1111	1	AG1111	6	AG2281	3	AG2211	2	AG1211	2
AG1211	2	AG1211	5	AGEC1113	9	AGEC1113	12	AG2211	1
AG2111	3	AG2281	3	ANSI1124	32	AGLE2303	3	AG2281	4
AG2211	3	AG2444	4	ANSI2123	6	ANSI1124	36	AG2444	4
AG2281	6	AGEC1113	27	ART1803	30	ANSI2112	6	AGEC1113	30
AGEC1113	30	ANSI1121	1	BADM2123	3	ANSI2123	3	AGLE2303	9
AGLE2303	6	ANSI1124	56	BADM2133	3	ANSI2253	3	ANSI1124	60
ANSI1121	1	ANSI2111	1	BIOL1114	36	ART1803	21	ANSI2112	4
ANSI1124	72	ANSI2112	2	BIOL1604	48	BADM2113	3	ANSI2123	3
ANSI2111	1	ANSI2253	12	BIOL2114	12	BADM2123	3	ANSI2253	3
ANSI2112	4	ART1803	21	CHEM1215	20	BADM2133	9	ART1803	45
ANSI2123	3	BADM2133	9	CHEM1315	50	BIOL1114	16	BADM2133	18
ANSI2253	27	BIOL1114	52	CHEM1515	20	BIOL1124	32	BIOL1114	28
ART1803	42	BIOL1604	16	CIED0133	15	BIOL1134	16	BIOL1124	4
BADM2133	12	CHEM1215	45	CLS1023	6	BIOL1604	16	CHEM1144	4
BIOL1114	44	CHEM1315	35	CS1103	39	BIOL2114	4	CHEM1215	5
BIOL1604	8	CHEM1515	20	ECON2013	3	CHEM1215	15	CHEM1315	25
BIOL2114	8	CIED0133	3	ENGL0123	18	CHEM1315	35	CHEM1515	15

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CHEM1215	15	CLS1023	6	ENGL1113	21	CHEM1515	30	CIED0133	9
CHEM1315	20	CS1103	57	ENGL1213	24	CIED0133	18	CLS1023	3
CHEM1515	25	ENGL0122	4	ENGL2413	3	CLS1023	9	CS1103	63
CIED0133	12	ENGL1113	42	ENVR1114	4	CS1103	57	ECON2023	3
CLS1011	1	ENGL1213	42	EQNE1101	1	ECON2013	6	ENGL0122	6
CLS1023	9	ENVR1114	4	EQNE1103	3	ENGL0122	2	ENGL0123	6
CS1103	57	EQNE1103	6	EQNE1121	1	ENGL0123	12	ENGL1113	66
ECON2013	3	EQNE1121	1	EQNE2123	6	ENGL1113	39	ENGL1213	21
ENGL0123	9	EQNE2123	3	FRMT1003	3	ENGL1213	24	ENVR1114	4
ENGL1113	54	EQNE2133	3	FRMT1013	3	ENVR1114	4	EQNE1101	3
ENGL1115	5	EQNE2212	2	FRMT2123	6	EQNE1101	3	EQNE1103	24
ENGL1213	30	FRMT1222	4	FRMT2223	6	EQNE1103	3	EQNE1121	4
EQNE1101	1	FRMT2123	3	FYE1011	12	EQNE1121	2	EQNE2133	6
EQNE1103	6	FRMT2203	3	GEOL1114	4	EQNE2123	6	EQNE2212	4
EQNE1121	1	FRMT2223	6	HIST1063	3	EQNE2212	2	FIN2123	6
EQNE2012	2	FYE1011	19	HIST1483	12	FRMT1013	3	FRMT1003	12
EQNE2123	6	HHP2992	4	HIST1493	12	FRMT2203	3	FRMT1013	3
EQNE2212	6	HIST1483	27	HORT1013	3	FRMT2223	9	FRMT2111	2
FRMT1003	12	HIST1493	30	HUM2103	6	FYE1011	18	FRMT2123	9
FRMT1222	2	HIST1623H	3	MATH0113	9	GEOG1013	3	FYE1011	19
FRMT2123	6	HUM2103	3	MATH0115	20	HHP1123	6	HHP2603	3
FRMT2203	3	MATH0115	10	MATH0123	6	HIST1483	18	HIST1483	33
FYE1011	20	MATH0512	22	MATH0512	4	HIST1493	18	HIST1493	27
GEOG1013	6	MATH1513	54	MATH1513	18	HORT1013	9	HORT1013	21
HHP2213	6	MATH1613	3	MATH1613	3	MATH0113	3	HUM2103	6
HHP2603	9	MATH2145	5	MCRO2124	12	MATH0115	15	MATH0115	20
HIST1483	30	MCRO2124	20	MUSC2573	24	MATH0123	3	MATH0123	15
HIST1493	33	MUSC2573	51	OIS1113	6	MATH0512	8	MATH0512	8
HIST1493H	3	PHYS1114	4	PHYS1024	8	MATH1513	39	MATH1513	42
HUM2103	3	PLNT1213	21	PHYS1114	8	MCAG1413	3	MCAG1413	6
MATH0115	25	POLS1113	51	PLNT1213	6	MUSC2573	60	MCRO2124	20
MATH0123	9	PSYC1113	21	POLS1113	33	PHIL1113	3	MGMT1223	3
MATH1513	15	SOCI1113	9	PSYC1113	18	PHYS1024	16	MUSC2573	45
MATH1515	45	SOIL2124	4	PSYC1603	3	PHYS1114	16	PHYS1114	12
MCRO2124	4	SPCH2713	45	SOCI1113	12	PLNT1213	9	PHYS1214	8
MUSC2573	45	STAT2023	18	SPCH2713	42	POLS1113	27	PLNT1213	15
PHIL1113	6			STAT2023	12	PSYC1113	15	POLS1113	60
PHIL1113H	3					PSYC1603	3	PSYC1113	27
PHYS1114	36					PSYC2753	3	SOCI1113	9
PHYS1214	24					SOCI1113	6	SOIL2124	8

PLNT1213	15				SOIL2124	4	SPAN1113	3
POLS1113	42				SPCH2713	21	SPCH2713	30
PSYC1113	15				STAT2023	3	STAT2023	15
SOCI1113	3							
SPCH2713	33							
STAT2023	24							
	1024		938		746		810	985

A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
No Program faculty specifically assigned to PVET		

Add more rows if needed

If available, information about employment or advanced studies of graduates of the program over the past five years:

Unavailable

If available, information about the success of students from this program who transferred to other institutions:

Unavailable

Recommendation(s)

A. Recommendation for the Program:

- ☐ Maintain the program at the current level.
- ☒ Continue the program with modifications as noted below and detailed in the comment section below.
- ☐ Expand the program
- ☐ Reduce program in size or scope
- ☐ Merge or consolidate program
- ☐ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

**Requires a Request for Degree Program Modification and governing board approval.*

a.3. Specific comments regarding recommendations:

We recommend requiring existing courses ANSI 1124 – Introduction to Animal Science and AG 2281 – Agriculture Capstone on the program of study.

ANSI 1124 – Introduction to Animal Science provides students with a foundational understanding of animal science disciplines, including hands-on laboratory exercises and basic management practices. For students pursuing veterinary medicine, this course is particularly critical. While many incoming students express interest in animals, they often have limited knowledge of the academic rigor required to become a veterinarian or of essential skills such as animal handling and management. This course bridges that gap by exposing students to the scientific, practical, and management aspects of animal agriculture early in their academic journey, ensuring they are better prepared for advanced coursework and professional pathways.

AG 2281 – Agriculture Capstone serves as a culminating experience designed to prepare students for transfer, internships, and career readiness. For pre-veterinary students, the Capstone provides a structured opportunity to develop professional skills, reflect on their learning, and prepare application materials for veterinary school. For all agriculture majors, the Capstone emphasizes integration of knowledge, career planning, and effective communication—skills essential for success beyond NEO.

Together, these courses strengthen the program by offering both a strong foundation in animal science and a guided, professional transition toward students' next academic or career steps.

In addition, the Agriculture Department would like to explore the development of online agriculture courses to expand flexibility and strengthen opportunities for students who are employed while completing their degree. We are also in the process of revising our pre-veterinary program assessment to include a survey of incoming students' academic preparedness and an exit survey at program completion. This will not only help us evaluate program effectiveness, but also assist students in identifying early whether the veterinary track is the best fit for their abilities and career goals—one of the most important ways we can support their long-term success.

Together, these efforts will enhance student learning, professional readiness, and provide timely academic guidance to ensure students pursue the path best aligned with their strengths and aspirations.

Recommendations	Implementation Plan	Target Date
		Click to enter a date
Require ANSI 1124 and AG 2281	Create a required Section B on graduation check sheet with ANSI 1124 and AG 2281. The remaining Section B course selection will become Section C.	Click to enter a date Fall 2025
Review online Ag course options	Currently we have one online Ag course MCAG 1413 and will look at other good online course options.	Click to enter a date Summer 2026

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Department/
Program Head Mary Bath Date: 9/26/25
(Signature) Click here to enter a date

Dean _____ Date: Click here to enter a date
(Signature)

Chief Academic
Officer [Signature] Date: 11/12/25
(Signature) Click here to enter a date

President [Signature] Date: 11/14/25
(Signature) Click here to enter a date



Veterinary Science (Pre)

Associate in Science

School of Agriculture and Natural Science

This curriculum is designed to fulfill in part the course requirements for entry into a school of Veterinary Science. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information, contact the Agriculture Department at neoag@neo.edu or call (918) 540-6998.

GENERAL EDUCATION REQUIREMENTS (38 HOURS)

Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program
Lab Science	8	Any Two Lab Science courses as listed in the Academic Programs section
College Math	3	MATH 1513 College Algebra or higher as listed in the Academic Programs section
Required Elective	3	One course from the following: Psychology, Foreign language, Fine Arts (Art, Music, Drama), Social Sciences
General Ed Elective	3	Additional liberal arts and science courses
Computer Proficiency	3	CS 1103 Computers in Society

PROGRAM REQUIREMENTS (22 HOURS)

Core Requirements	12	FYE 1011	Freshman Year Experience
		AG 2281	Agriculture Capstone
		AGEC 1113	Introduction to Ag Economics
		ANSI 1124	Introduction to Animal Science
		PLNT 1213	Intro to Plant and Soil Systems
Directed By Advisor	10	AGEC 1113	Introduction to Ag Economics
		ANSI 2253	Meat Animal & Carcass Eval.
		BIOL 1113/1111	General Biology
		BIOL 1114	Introduction to Biology
		BIOL 1124	Principles of Biology I
		BIOL 1134	Principles of Biology II
		BIOL 1604	Animal Biology
		BIOL 2114	Anatomy and Physiology
		CHEM 1315	General Chemistry I
		CHEM 1315	General Chemistry I
		CHEM 1515	General Chemistry II
		EQNE 1103	Introduction to Equine
		MATH 1613	Trigonometry or
		STAT 2023	Elementary Statistics in Business and Economics
		MCRO 2124	Introduction to Microbiology
		PHYS 1114	Principles of Physics I
		PHYS 1214	Principles of Physics II
		PLNT 1213	Introduction to Plant and Soils Systems
			Approved Electives (maximum 10 hours)

Total Degree Program Hours: 60

Program Review Report

3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents.** Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Northeastern Oklahoma A&M College

Program Name and State Regents Code: AS Sports Management 122

List Program Options: [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)

List Embedded Certificates included in this review: [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)
 [Click here to enter text](#)

Previous Review

Date (Year) of Last Review NA

1. Summarize key findings from previous internal and/or external reviews of this program.

NA

2. What developments and actions have taken place since the last review?

NA

Current Review

Date (Year) of Current Review 2025

Review Criteria (*Institutions should address each criterion of OSRHE policy 3.7 as directed below*).

A. Viability of the Program:

A.1. Program Objectives and Goals:

Objective:

This curriculum is designed to prepare the student for transferring to a Bachelor's program in Sports Management. Students should consult the catalog of the college or

university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs.

Program Student Learning Outcomes:

1. Discuss career opportunities in Sports Management
2. Manage a sports related event or activity
3. Analyze current and relevant information as it relates to sports management
4. Explain business practice aspects related to sports management

A.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

Faculty:

Calvin Becker: Teaches sports management courses, management, business administration classes, and marketing. Bachelor's degree from Oklahoma State University and MBA from Missouri State University.

Tisha Abell: Teaches all accounting courses, personal finance, and business administration courses. Bachelor's degree from Northeastern State University, 12 years' experience in private industry working with the accounting field.

Whitney Cantwell: Teaches all economics courses, statistics, and business ethics. Bachelor's degree from Missouri Southern State University in General Studies, MBA from Southeastern Oklahoma State University and MS in Applied Economics from Southern New Hampshire University.

Student engagement:

It has been a regular occurrence each year to have sports management students involved with Future Business Leaders of America (FBLA). In the past 6 years I can identify 3 years where the President of FBLA was a sports management student (2019, 2023, and 2024).

In spring 2024 students were engaged in creating and running game day activities for a halftime performance during both men's and women's basketball games to increase attendance from students. Presentations were given to NEO President Stafford with multiple ideas being supported and implemented for the game night.

Sports management students have traditionally taken an active learning field trip during the academic year. These trips have always included facilities tours, discussions with staff, and experiencing the game day activities. This has included multiple trips to OneOK Field in Tulsa to experience the Drillers and FC Tulsa. Multiple trips to BOK Center to experience hockey activities with Tulsa Oilers. A trip to The University of Tulsa to experience and tour a D1 men's basketball game.

Criterion 3. Teaching and Learning for Student Success

Sports Management Advisory Council – Recap Notes

Adaptability is Essential

- Students must understand that schedules in the sports industry are constantly changing.

- Flexibility and the ability to shift roles as needed are critical to success in this field.

Multi-Role Expectations

- Professionals in sports management often wear multiple hats, especially in smaller organizations or community-based settings.
- It's important for students to gain experience across different aspects of operations (e.g., event planning, marketing, coaching).

Working with Youth

- Many careers outside of professional or collegiate sports involve youth programs (e.g., local leagues, camps, and recreation centers).
- Students should be familiar with child development, safety regulations, and effective communication with children and parents.

Soft Skills & Teamwork

- Strong soft skills (communication, leadership, problem-solving) are essential.
- These skills should be intentionally developed in academic settings, not just through athletic participation.

Internship Opportunities – YMCA

- The YMCA offers valuable internship opportunities for students to gain real-world experience.
- These internships can provide exposure to youth programming, event management, and community engagement.

Curriculum and Course Notes:

Implementation based on Advisory Council feedback

- During course work of sports management classes and marketing classes, there has been more teamwork/group work implemented. Some of their final class projects are no longer individualized knowing that they need to build these skills up outside of their athletic team.
- Future Business Leaders of America club has also incorporated learning games and group activities into their meetings to help reinforce these important skills that multiple advisory groups keep saying are missing when students enter the work force.
- During sports management curriculum there is still a section taught about youth sports and community sports, and one of the things continually addressed in the sports management class and sports communication class is the adaptability and flexibility needed to be successful in the sports industry.

Criterion 4. Sustainability: Institutional Effectiveness, Resources and Planning

Industry Employment Data (based on research from Indeed and US Bureau of Labor Statistics)

According to the Bureau of Labor Statistics and the University of Kansas, careers in marketing, advertising, promotions, event planning, and market research offer a wide range of opportunities for professionals with strong communication, organizational, and analytical skills. These fields often require at least a bachelor's degree and provide diverse career paths that vary in pay, growth outlook, and the number of available positions. The following table highlights key facts about these occupations, including

employment numbers and job outlook projections. These would be common fields for students with a back ground in sports management.

Marketing, Communications, and Sports-Related Careers (National Data)		
Job Title	Number of Jobs, 2024	Job Outlook, 2024–34
Marketing, Advertising, or Promotions Manager	434,000	6% (Faster than average)
Meeting, Convention, and Event Planner	155,800	5% (Faster than average)
Market Research Analyst	941,700	7% (Much faster than average)
Public Relations Specialist	315,900	5% (Faster than average)

Sports Marketing and Related Roles: Salary Comparison (Oklahoma, 2025)	
Job Title	Annual Salary
Event Strategist	\$129,144
Marketing Research Director	\$110,768
Director of Sports Marketing	\$96,440
UX Content Strategist	\$86,412
Sports Marketing (National Average)	\$77,088
Sports Marketing (Oklahoma Average)	\$43,832

Current:

The Sports Management program has a core management and business focus, but was designed with flexibility in mind, recognizing that it can be housed under either the Kinesiology/Health and Wellness division or the Business division. Students may take two elective courses in Health and Human Performance at NEO. Based on research of regional university Sports Management curricula, this flexibility remains a strong feature, as it provides students with greater transfer opportunities.

Future:

A proposal has been submitted to the Curriculum Committee to update program requirements and create new courses. The proposed changes include adding Marketing to the core requirements, introducing *Social Media and Communications Management* (required), and *Digital Design for Marketing* (required). This forward-thinking strategy aims to attract new students to NEO, particularly those who may not have previously considered attending, and to provide a learning experience that supports both traditional transfer pathways and direct entry into the job market with a strong, marketable skill set. Given current labor statistics in marketing and advertising, and the growing importance

of NIL (Name, Image, and Likeness) promotion and recruitment strategies in athletics, these changes are expected to strengthen and modernize the curriculum.

Planning:

Implementation of these updates will require a qualified faculty member with a background or education in social media, marketing, graphic design, or online marketing. While textbook options are available in these areas, open educational resources (OER) will also be evaluated. Upon approval, the proposed changes could be implemented as early as the 2026–2027 academic year, with promotional efforts for the updated degree beginning prior to the fall semester.

A.3. Minimum Productivity Indicators:

As enrollment numbers have increased in the most recent academic year it is expected that graduate numbers should follow in a one-year delay.

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2020-2021	59	18
2021-2022	60	10
2022-2023	45	11
2023-2024	31	7
2024-2025	73	8

A.4. Other Quantitative Measures:

A.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:

	2024-2025		2023-2024		2023-2024		2022-2023		2021-2022	
Course	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size	# Sections	Ave. Class Size
MGMT 2213	2	33	2	23	2	23	2	26	2	33
MGMT 2313	3	31	2	20	2	24	2	15	2	24
MGMT 2323	1	30	1	14	1	21	1	19	1	28

A.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

Course	Credit Hours Generated Per Course for Majors				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
MGMT 2213	198	153	168	156	201
MGMT 2313	186	153	144	87	168
MGMT 2323	90	63	63	57	84
ACCT 2103	417	321	492	462	456
ACCT 2203	270	225	222	273	219
ECON 2013	492	495	438	525	480
ECON 2023	294	228	261	210	207
TOTAL	1947	1638	1788	1770	1815

[Click here to enter text](#)

A.4.c. Direct instructional costs for the program during the review period:

	Instructional Cost				
	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
Salary	47537.82	47537.82	44847	44427	44007
Benefits	19014	19014	17938	17770	17602
Adjunct Salary	0	0	0	0	0
Adjunct Benefits	0	0	0	0	0
Operating	750	750	750	750	750
Other program cost (i.e., accreditation fees)					
TOTAL COST	67301.82	67301.82	62947	62359	61771

A.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
CS1103	117	CS1103	84	CS1103	84	BIOL1114	48	CS1103	126
SPCH2713	78	ENGL0123	69	ENGL1113	48	CS1103	48	ENGL1113	114
ENGL1113	63	ENGL1213	51	SPCH2713	45	ENGL1113	48	POLS1113	105
BIOL1114	60	ART1803	45	BADM2123	42	MATH1513	45	MUSC2573	84
MATH1515	60	BADM2133	45	MUSC2573	42	ENGL1213	36	SPCH2713	81
POLS1113	57	HHP2603	39	POLS1113	39	MGMT2213	36	ENGL1213	75

BADM2133	54	MUSC2573	39	BADM2133	36	POLS1113	33	MATH1513	75
ENGL1213	54	CLS1023	36	HHP2603	33	ECON2013	27	BIOL1114	72
HHP2603	51	ENGL1113	36	BIOL1114	32	HHP2603	27	HIST1493	57
SOC1113	51	MATH1513	36	FYE1011	26	SPCH2713	27	BADM2123	48
MUSC2573	48	SOC1113	36	ENGL1213	24	MUSC2573	24	BADM2133	48
ENVR1114	44	BADM2123	33	SOC1113	24	HIST1493	21	FYE1011	45
HIST1493	36	POLS1113	33	HIST1493	21	PSYC1113	21	HIST1483	45
ART1803	33	SPCH2713	33	MKTG2123	21	BADM2123	18	PSYC1113	45
BADM2123	33	BIOL1114	32	PSYC1113	21	FYE1011	18	HHP1123	42
FYE1011	32	ENVR1114	32	ENVR1114	20	SOC1113	18	PHYS1104	40
PHYS1014	32	FYE1011	29	HIST1483	18	HHP2663	15	SOC1113	39
ENGL1115	30	HIST1483	27	MATH1513	18	HIST1483	15	HHP2603	36
ACCT2103	27	HIST1493	24	CLS1023	15	ACCT2103	12	MKTG2123	30
HIST1483	27	MKTG2123	21	HHP1123	15	BADM2133	12	ACCT2103	27
MATH1513	24	HHP1123	18	HHP2663	15	CLS1023	12	ART1803	27
MKTG2123	24	HIST1063	18	HHP2213	12	MKTG2123	12	ENVR1114	24
CLS1023	18	FIN2123	15	Other	124	Other	135	PHYS1014	16
HUM2203	18	HHP1363	15					ECON2023	12
ECON2013	15	PSYC1113	12					HHP2663	12
PSYC1113	15	Other	65					MGMT1223	12
ECON2023	12							MGMT2023	12
HHP1123	12							Other	196
Other	110								
	1235		923		775		708		1545

A.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full-time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Calvin Becker	MS-MBA	Missouri State University
Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text

Add more rows if needed

A.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Unavailable

A.4.g. If available, information about the success of students from this program who transferred to other institutions:

Unavailable

Recommendation(s)

A. Recommendation for the Program:

- ☐ Maintain the program at the current level.
- ☐ Continue the program with modifications as noted below and detailed in the comment section below.
- ☒ Expand the program
- ☐ Reduce program in size or scope
- ☐ Merge or consolidate program
- ☒ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in the section below*
- ☐ Delete program*

*Requires a Request for Degree Program Modification and governing board approval.

B. Specific comments regarding recommendations:

(Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Recommendations	Implementation Plan	Target Date
Update curriculum	Proposed curriculum Fall 2025	Impletment Fall 2026
Promote updated program	Create a promotional guide for recruitment and to be sent to high schools. Active social media promotions	Implement ASAP once through all approvals
Watch for steady growth in program numbers	Monitor growth of program, but more importantly graduation growth	Aug 2026 and 2027 for enrollment, May 2027 and 2028 grads.

Add additional rows as necessary

Department/
Program Head



Date: 11-12-25
Click here to enter a date

This template should be used for both internal and external program reviews. External program reviews should be submitted with the Regular or Low Producing Program External Review Cover Pages.

Revised January 2025
Page 9 of 9

(Signature)

Dean _____ Date: [Click here to enter a date](#)
(Signature)

Chief Academic Officer _____ Date: [11/13/25](#)
(Signature)

President _____ Date: [11/14/25](#)
(Signature)



Sports Management

Modern Sport and Media Management

ASSOCIATE in SCIENCE
School of Human Environmental Science

This curriculum is designed to prepare the student for transfer to a Bachelor's program in Sports Management and give them knowledge and skills in modern media platforms. Students should consult the catalog of the college or university to which they plan to transfer and carefully select courses that will meet requirements for both the baccalaureate and associate degree programs. For more information contact the Business and Technology Department at (918) 540-6294 or e-mail business@neo.edu.

GENERAL EDUCATION REQUIREMENTS

37-38 HOURS

(Check catalog listings for prerequisites)

Area	Hours	To be selected from:
Communication	6	ENGL 1113 Freshman Composition I ENGL 1213 Freshman Composition II
History	3	HIST 1483 American History to 1865 OR HIST 1493 American History since 1865
Political Science	3	POLS 1113 American Government
Humanities	6	Select from the Humanities listing in the Academic Program Section
Science	7-8	Any Science courses listed in the Academic Programs section
College Math	3	Any college-level MATH course as listed in the Academic Programs section
Required Elective	3	PSYC 1113 General Psychology OR SOCI 1113 Intro to Sociology
General Ed Elective	6	SPCH 2713 Intro to Speech Communication and additional Liberal Arts and Science course(s)
Computer Proficiency	3	See page 63 for Requirements

PROGRAM REQUIREMENTS

23 HOURS

(Check catalog course listings for prerequisites)

Core Requirements	40 16	MGMT 2213 Principles of Management MGMT 2313 Sports and Entertainment Management ADD MGMT 2123 Social Media and Communications Management ADD to required MKTG 2123 Marketing ADD MKTG 2333 Digital Design for Marketing FYE 1011 Freshman Year Experience
Directed By Advisor	12-13 6-7	ACCT 2103 Financial Accounting ACCT 2203 Managerial Accounting BADM 2113 Business Communications BADM 2123 World of Business BADM 2133 Business Ethics BADM 2223 Business Law CS 1103 Computers in Society ECON 2013 Intro to Macroeconomics ECON 2023 Intro to Microeconomics HHP 2602 Community First Aid HHP 2603 Total Wellness MATH 2103 Elementary Calculus MGMT 2303 Sports Management Internship Move to Elective Sports Communication MGMT 2323 NUTR 1113 Nutrition STAT 2023 Elementary Statistics and Economics Approved Business Electives *Consult with an academic advisor for options

Total Degree Program Hours: 60



M – OTHER INFORMATIONAL MATTERS NOT REQUIRING ACTION OF THE BOARD

1. Out-of-state travel summary for October 2025.

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

Oct-25

Column (1): Travel This Month
Column (3): Amount Expended Current FY

Column (2): Corresponding Month Last FY
Column (4): Amount Expended Prior FY

Fund Source	No. Trips (6)	Amount Expended-Curr	No. Trips (2)	Amount Expended	No. Trips (17)	Amount Expended-Curr	No. Trips (7)	Amt. Exp Current FY
Revolving	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Approp. (290)	4	\$822.00	1	\$469.50	5	\$860.36	3	\$769.50
Federal (430)	2	\$339.20	1	\$365.46	10	\$7,338.69	3	\$767.34
Private	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Auxiliary (701)	0	\$0.00	0	\$0.00	2	\$740.44	1	\$913.87
Other	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Total	6	\$1,161.20	2	\$834.96	17	\$8,939.49	7	\$2,450.71



ACADEMIC CALENDAR 2026-2027

SUMMER SESSIONS 2026

Enrollment	November 2025 – May 2026
Classes Begin 8:00 a.m.....	June 1, 2026
Last Day to Enroll in 1st 4-week classes	June 2
Last Day to Drop 1 st 4-week classes with a refund.....	June 2
Last Day to Enroll in 8-week classes.....	June 4
Last Day to Drop 8-week classes with a refund	June 8
Juneteenth Holiday No Classes\Offices Closed.....	June 18
Last Day to Drop 1 st 4-week with an automatic “W”	June 22
First 4-week classes end	June 25
July 4 th Holiday No Classes\Offices Closed	July 2
Second 4-week classes begin.....	July 6
Last Day to Enroll in 2nd 4-week classes.....	July 7
Last Day to Drop 2nd 4-week classes with a refund	July 7
Last Day to Drop 8-week classes with an automatic “W”	July 9
Last Day to Drop 2nd 4-week classes with an automatic “W”	July 23
Semester Ends	July 30
Final Grade Reports Due 10:00 a.m.	August 3

FALL SEMESTER 2026

Faculty Return	August 10, 2026
Classes Begin 8:00 a.m. (Monday).....	August 17
Last Day to Enroll in 1st 8-week classes	August 18
Last Day to Enroll in 16-week classes.....	August 21
Last Day to Drop 1 st 8-week classes with a refund.....	August 21
Last Day to Add 16-week Classes (currently enrolled students)	August 28
Last Day to Drop 16-week classes with a refund	August 28
Labor Day Holiday No Classes\Offices Closed	September 7
Last Day to Drop 1st 8-week with an automatic “W”	September 25
Mid-Semester Grade 16-week classes Reports Due 4:00 p.m.	October 6
First 8-week classes end	October 9
Second 8-week classes begin.....	October 12
Last Day to Enroll in 2 nd 8-week classes	October 13
Fall Break No Classes\Offices Closed.....	October 15-16
Last Day to Drop 2 nd 8-week classes with a refund.....	October 20
Last Day to Drop 16-week with an automatic “W”	November 6
Last Day to Drop 2 nd 8-week with an automatic “W”	November 20
Thanksgiving Holiday	November 25-27
Classes Resume 8:00 a.m.	November 30
Classes End & Last Day to Drop a Class	December 4
Semester Examinations	December 5-10
Final Grade Reports Due 2:00 p.m.....	December 11
Semester Ends	December 11

SPRING SEMESTER 2027

Faculty Return	January 6, 2027
Classes Begin 8:00 a.m.	January 11
Last Day to Enroll in 1 st 8-week classes	January 12
Last Day to Enroll in 16-week classes.....	January 15
Last Day to Drop 1 st 8-week classes with a refund.....	January 15
MLK Holiday – No Classes\Offices Closed.....	January 18
Last Day to Add 16-week classes (currently enrolled students).....	January 25
Last Day to Drop 16-week classes with a refund	January 25

Last Day to Drop 1st 8-week with an automatic “W”	February 19
Mid-Semester Grade Reports 16-week classes Due 4:00 p.m.	March 2
First 8-week classes end	March 5
Second 8-week classes begin.....	March 8
Last Day to Enroll in 2 nd 8-week classes	March 9
Last Day to Drop 2 nd 8-week classes with a refund.....	March 12
Spring Break No Classes\Offices Closed	March 15-19
Classes Resume 8:00 a.m.	March 22
Last Day to Drop 16-week classes with an automatic “W”	April 9
Last Day to Drop 2 nd 8-week classes with an automatic “W”	April 23
Classes End & Last Day to drop classes.....	April 30
Semester Examinations	May 1-6
Commencement Exercises.....	May 6
Final Grade Reports Due 2:00 p.m.	May 7
Semester Ends	May 7

Select four and/or eight-week courses are offered for students with six different starting times during the academic year. These starting and closing dates are as follows:

	<u># weeks</u>	<u>Operational Dates</u>
Summer Session	8	June 1 to July 23, 2026
	4	June 1 to June 25, 2026
	4	July 6 to July 30, 2026
Fall Semester	8	Aug 17 to Oct 9, 2026
	8	Oct 12 to Dec 11, 2026
Winter Intersession	3	Dec 14, 2026 to Jan 8, 2027
Spring Semester	8	Jan 11 to March 5, 2027
	8	March 8 to May 7, 2027



Connors State College

Warner, Oklahoma

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

December 5, 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 – RESOLUTIONS- None

C - POLICY AND OPERATIONAL PROCEDURES-

1. Board approval is requested for the revised Service Animals, Emotional Support Animals (ESAs), and Visiting Therapy Animals on campus policy. The proposed changes are being reviewed 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. (Reference Document D-1)
 - a. No change in appointments
 - b. Two items for informational purposes only.

E - INSTRUCTIONAL PROGRAM

1. Board approval is requested for off-campus delivery of courses for the Spring 2025 semester. (Reference Document E-1)
2. Board approval is requested for developing an Early College Program in partnership with Sequoyah High School. This item has been reviewed and approved by the Office of Legal Counsel. (Reference Document E-2)

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

1. Board approval is requested to utilize \$2,137,066 of deferred maintenance funding provided by the legislature to perform the following projects: (Reference Document I-1)
 - a. Boiler replacement for McClaren Hall and CLB Science Building.
 - b. CLB drywall repairs and bathroom renovation; finish work and repaint interior/re-tile bathrooms.
 - c. CLB HVAC upgrade individual classroom fan units and a few fan coil units.
 - d. Warner Campus- Old water line replacement on the west side.
 - e. Four marginal rooftop A/C external units for Melvin Self Fieldhouse.
 - f. Install new/tankless water heaters at Millers Crossing Apartments
 - g. Replace aging, rusted, and unserviceable wash rack.
 - h. Replace aging bull chute
 - i. Repair and replace the bridge on the Rock Building sidewalk.
 - j. Replace Fence Cabling along College Road.
 - k. Paint Gatlin Hall- remove stains and mildew
 - l. Replace cracked and broken sidewalks at Warner campus.
 - m. Replace/repair broken and pothole-ridden parking lots at Warner campus.

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 October 2025 (Reference Document M-1)
2. Academic Calendar (Reference Document M-2)

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'RR' followed by a large, sweeping horizontal stroke.

Dr. Ronald S. Ramming
President

A Publication of Connors State College

December 2025

CONNECTION

A man wearing a black cowboy hat, a grey suit, a white shirt, and a patterned tie is speaking into a microphone. His right hand is raised in a gesture. The background is blurred, showing orange and black shapes.

Inaugural Cowboys & Caviar Gala
a Huge Success

CONNORS STATE COLLEGE

WARNER CAMPUS
700 COLLEGE ROAD
WARNER, OK 74469

**THREE RIVERS PORT
CAMPUS**
2501 N 41st St. E
MUSKOGEE, OK 74403

ADMINISTRATION

PRESIDENT
Dr. Ronald S. Ramming

**VICE PRESIDENT FOR
ACADEMIC AFFAIRS**
Dr. Chris McBeath

**VICE PRESIDENT FOR
FISCAL SERVICES**
Mike Lewis

**VICE PRESIDENT FOR
STUDENT AFFAIRS**
Jake Lawson

CONNECTION CONTRIBUTORS

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- *Koulter Drake Competes at the NJCAA National XC Meet*
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**CSC
SOCIAL
MEDIA**

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Inaugural Cowboys & Caviar Gala a Huge Success

by Matthew Harmon, CSC Communications & Marketing

Connors State College raised over \$25,000 for student scholarships at the inaugural Cowboys & Caviar fall gala held November 8 at Cedar Creek Ranch in Eufaula. The event drew over 200 supporters, marking a successful launch of what organizers hope will become an annual tradition.

The evening featured both live and silent auctions, with auctioneer Dylan Hall leading spirited bidding throughout the night. Guests enjoyed dinner, live music from Boone Mendenhall & War Horse, and dancing that continued until 10 p.m. The western elegance theme brought together friends and supporters of the college for an evening that balanced sophistication with Oklahoma charm.

"Tonight exceeded all our expectations for this first-ever fall gala," said Gala Committee Chair and VPSA Jake Lawson. "The energy in the room was incredible, and the generosity of our supporters will make a real difference

in our students' lives."

A highlight of the evening was the Alumni Hall of Fame induction ceremony, which honored Lawrence McCullah and Chappell Chiles for their outstanding achievements and continued support of the college. Both inductees reflected on their time at Connors State and the foundation it provided for their successful careers.

"Every dollar raised tonight goes directly toward removing financial barriers for our students," said CSC President Dr. Ron Ramming. "Whether it's helping a first-generation college student afford textbooks or enabling a single parent to pursue their degree, these funds change lives."

The live auction proved particularly successful, with several items sparking competitive bidding wars. The silent auction closed at 8:30 p.m., allowing guests to enjoy



the rest of the evening on the dance floor.

The Development Foundation thanked the event's incredible sponsors: Sodexo, Armstrong Bank, BancFirst, Cedar Creek Ranch, Cherokee Nation, Cross, C&W Services, American Bank of Oklahoma, Local Bank, Direct Traffic Control, P&K Equipment McAlester, Pricebook Tax & Accounting Services, Stockman's Trading Company, T-Bird Electric, Williams Cattle Company, Wanger Cattle Co., KAH Cattle Company, Muskogee Civic Center, the McPeak Be A Champ Camp,

Kipper & Dr. Anne Karn, Ben Robinson, Perry Keith, Dr. Ron Ramming, and Warner Hardware. The Foundation also recognized the numerous volunteers and committee members who made the inaugural Cowboys & Caviar gala possible.

Plans are already underway for next year's event, with organizers hoping to build on this year's success. For information about supporting CSC student scholarships or next year's gala, contact the CSC Development Foundation.



Oklahoma A&M Regents Host Biennial Meeting in Warner

by Matthew Harmon, CSC Communications & Marketing

Connors State College hosted the Oklahoma A&M Board of Regents biennial meeting October 22-23, bringing together leadership from all OSU A&M institutions to the Warner campus.

The two-day event began October 22 with a dinner reception at President Ron Ramming's residence. Attendees included OSU President Jim Hess and presidents from Northeastern Oklahoma A&M College, Langston University, and Oklahoma Panhandle State University, along with regents and administrative staff from across the system.

The formal board meeting took place October 23 on campus. Regents and institutional leaders visited CSC facilities, including recent campus improvements, student services,

areas, and the agriculture program facilities. The visit helped to showcase the college's growth and development to statewide higher education leaders.

Hosting the biennial meeting allowed CSC to highlight its role within the A&M system and demonstrate campus resources available to students in eastern Oklahoma. The event brought approximately 40 higher education officials to Warner, providing visibility for both the college and the community.

The biennial meeting rotates among A&M institutions, with CSC last hosting the regents in 2023. The next meeting in Warner will be in 2027, while regular monthly Board meetings primarily continue at OSU's Stillwater campus.



CSC Serves the Community with Annual Thanksgiving Dinner

by Matthew Harmon, CSC Communications & Marketing

Connors State College hosted its annual Thanksgiving dinner November 18 at the Warner campus, serving over 600 students, employees, and community members in the A.D. Stone Student Union cafeteria.

The free traditional Thanksgiving meal was open to the community at-large, continuing a long-standing CSC tradition of sharing the holiday with students staying on campus and area residents. The menu featured turkey, dressing, mashed potatoes, gravy, green beans, cranberry sauce, rolls, and assorted pies.

Campus organizations and volunteers helped serve the meal throughout the day, with lines forming before the cafeteria opened at 5 p.m. The event provided an opportunity for

students unable to travel home for the holiday to enjoy a traditional Thanksgiving meal with their campus community.

Sodexo food services prepared the feast, with staff arriving early to ensure everything was ready for the large crowd. The dinner brought together people from across Muskogee County, reinforcing CSC's role as a community gathering place during the holiday season.

The annual Thanksgiving dinner has been a CSC tradition for over two decades, typically serving between 500-700 people each year. The event takes place the Tuesday before Thanksgiving break, allowing the campus community to celebrate together before students depart for the holiday.



Dr. Lori Palmer, Communications & Fine Arts Professor, Recognized as CSC Faculty of the Year

by Matthew Harmon, CSC Communications & Marketing

Dr. Lori Palmer, Chair for the Division of Communications & Fine Arts, has been named Connors State College's 2024 Faculty of the Year through peer nomination and selection. Palmer will hold the title through spring 2026 and led faculty into May Commencement, a tradition she'll continue at December graduation.

"I am extremely honored and humbled to receive the Faculty of the Year award," Palmer said. "I work with such amazing colleagues who are just as deserving. I'm grateful for the opportunity to play a small part in the impact we make on our students and community."

Palmer was also honored at the Oklahoma Association of Community Colleges Conference and the Muskogee District Teacher of the Year Recognition Luncheon

hosted by Indian Capital Technology Center, where state representatives and regional educators gathered.

"This year was special for me because the winner is such a dear friend of mine," said Vice President of Academic Affairs, Dr. Chris McBeath. "Watching someone I respect so deeply be recognized by their peers for the incredible work they do made this moment even more meaningful."

The award requires nominees to be full-time faculty with at least two years of service, with the peer-selection process making the honor particularly meaningful. Palmer joins a distinguished list of CSC educators who have received this honor, having previously been named Faculty of the Year in 2017.



Ag Students Receive their American Degrees at the FFA National Convention

by Matthew Harmon, CSC Communications & Marketing

Thirteen Connors State College agriculture students received the prestigious American FFA Degree at the National FFA Convention in Indianapolis this October, marking one of the largest groups from CSC to earn the honor in a single year.

The American FFA Degree is the highest honor awarded by the National FFA Organization, with less than one percent of FFA members nationwide achieving this distinction. Recipients must demonstrate exceptional agricultural skills, leadership, and community service throughout their FFA career, including earning their State FFA Degree, completing at least 540 hours of agricultural education, and maintaining detailed records of their supervised agricultural experience programs.

CSC students receiving the American Degree were Luke Spradlin, Cole Hamlin, Kensi Witt, Wyatt Sterling, Avery Wisdom, Chloe Silka,

Anna Drinkard, Grace Groseta, Mya Phillips, Ty Culley, Katlyn Wilson, Baylee Smith, and Karoline Davis.

The students attended the national convention alongside CSC agriculture faculty, joining more than 70,000 FFA members from across the country for the annual event. During the ceremony, they received their American Degree pins and certificates, officially joining an elite group of agricultural leaders.

Connors State College has a strong tradition of American Degree recipients, with the agriculture program's emphasis on hands-on learning and leadership development preparing students for this national recognition. The achievement reflects the quality of CSC's agriculture program and the dedication of its students to excellence in agricultural education.



Student Spotlight: Adaline Holt (Freshman - New Boston, Texas)

by Matthew Harmon, CSC Communications & Marketing

Freshman Adaline Holt came to Connors State College from New Boston, Texas with specific goals in mind – joining the beef cattle show team and earning her Associate of Science in Agriculture.

Now in her first year, Holt is actively involved in the cattle show team, Aggie Club, and Cattlewomen's Club. She appreciates the connections she's made with students from different areas and backgrounds, noting that it creates a welcoming environment on campus.

After completing her degree at Connors, Holt plans to transfer to Oklahoma State University to pursue Animal Science, with the long-term goal of earning her doctorate in veterinary medicine.

For students considering Connors' agriculture programs, Holt points to the quality of classes, understanding professors, and variety of student activities and organizations available. "You'll never get bored," she notes.

Holt hopes to help change perceptions about agricultural careers among her peers. "There are so many different paths you can take in this field, and it's honestly pretty impressive," she says, encouraging students to look beyond traditional assumptions about agriculture.

Her advice for prospective students? If you're interested in agriculture and want an active campus experience, Connors offers both the academic foundation and extracurricular opportunities to keep you engaged.



Alumni Spotlight: Mark Calvert ('78)

by Matthew Harmon, CSC Communications & Marketing

Mark Calvert's path from Connors State College to the Major Leagues demonstrates the caliber of athletes who have worn the Cowboys uniform.

After a stellar high school career at Coweta, Calvert excelled as a starting pitcher for the Cowboys, earning All-Conference and All-American honors. His CSC success led to a baseball scholarship at the University of Tulsa before being drafted by the San Francisco Giants in 1978.

Calvert achieved his dream of reaching the Major Leagues, playing with the Giants in 1983 and 1984. Despite recurring shoulder injuries, he persevered through professional

baseball, concluding his career with the Cleveland Indians' triple-A affiliate in 1985.

Following baseball, Calvert built a successful career as an independent IT consultant. Now residing in Broken Arrow with his wife Cherri, he credits his time at Connors for providing the foundation to compete at baseball's highest levels and the work ethic that served him throughout his professional life.

Calvert comes from a baseball family, with three older brothers who also played college ball. His journey from CSC to the Major Leagues remains an inspiration for current Cowboys pursuing their own professional dreams.



Cowboys Soccer Bows Out of Region 2 Tournament in Extra Time

by Matthew Harmon, CSC Communications & Marketing

The Connors State men's soccer team demonstrated significant offensive improvement during the 2025 season, showcasing the program's continued development in one of the nation's most competitive junior college soccer regions.

The Cowboys finished 4-9-2 overall and 2-8-2 in conference play, but the numbers tell a story of growth. Connors State averaged 2.13 goals per game—a substantial jump from 1.67 the previous year—while increasing their shots per game from 11.9 to 15.1. The offensive firepower was on display throughout the season as the Cowboys generated more scoring opportunities and capitalized on their chances.

The season concluded with a hard-fought 2-1 overtime battle against Northeastern Oklahoma A&M College on October 30 in Enid. After NEO took an early lead when

Austin Bastings scored 2:44 into the match, the Cowboys responded with resilience. Defender Luis Pilon brought Connors State level in the 65th minute with an unassisted goal, sending the match to overtime knotted at 1-1.

The Cowboys competed toe-to-toe with NEO through regulation and into the extra period before Alfie Irving scored the golden goal at 91:53 off an assist from Simeon Adair. Goalkeeper Jesus Marin de Pascual had an outstanding performance with eight saves, keeping the Cowboys in the fight throughout the contest.

The competitive nature of the match—which featured physical play and three yellow cards—exemplified the Cowboys' ability to battle against quality opponents throughout the season as the program continues building for future success.



Longtime CSC Basketball Coach Bill Muse Sr. Earns 800th Career Win

by Matthew Harmon, CSC Communications & Marketing

Connors State College basketball reached a historic milestone this season as Head Coach Bill Muse Sr. earned his 800th career victory, cementing his legacy as one of the most successful coaches in junior college basketball history.

The Cowboys celebrated Coach Muse's remarkable achievement before their season home opener, recognizing over three decades of excellence on the sidelines. By the time the final buzzer sounded that evening, Muse had added win No. 804 to his impressive résumé with an 85-81 victory.

Since taking the helm of the Cowboys program in 1992, Coach Muse has built Connors State into a perennial national powerhouse. His 33-year tenure has produced countless conference championships, All-Americans, and players

who have gone on to compete at four-year programs across the country.

The 800-win milestone places Muse among an elite group of coaches in NJCAA history. His sustained success over more than three decades speaks to his ability to adapt, recruit, and develop talent year after year. The recent string of Final Four appearances and last season's national runner-up finish demonstrate that Muse continues to compete at the highest level.

Beyond the wins and championships, Coach Muse's impact extends to the hundreds of young men he has mentored throughout his career. His dedication to developing not just basketball players, but well-rounded individuals, has left an indelible mark on the Connors State community.



Warner Native Koulter Drake Competes at the NJCAA National XC Meet

by Matthew Harmon, CSC Communications & Marketing

Connors State freshman Koulter Drake represented the Cowboys at the NJCAA Division I Cross Country National Championships in Fort Dodge, Iowa, this fall, capping off an impressive first season of collegiate running.

The Warner native earned his trip to nationals with a fourth-place finish at the Region II Meet in Bentonville, Arkansas, where he completed the 8k course in 27:32—maintaining a blistering 5:45-per-mile pace among a field of 50 runners.

At the national championship meet on November 8, Drake competed against the nation's best junior college runners, finishing 101st in a field of 400 athletes. The experience marked a significant milestone for the freshman, who made the transition from small-town high school running to competing on one of the sport's biggest stages in less than a year.

"Coming to Connors was a pretty easy choice for me," Drake said earlier in the season. "It's different from running at Warner High School, but it's been a lot of fun. The competition at the college level is a lot tougher, but I think pursuing my business degree here while running has been a great choice."

Head coach Korey Keith praised Drake's dedication throughout the season. "Koulter is a super talented kid and an incredibly hard worker," Keith said. "He spends a lot of time on his own running—you'd see him running around town all the time. He's earned this opportunity."

Drake, who ran for coaches John Hart and Tyson Hume at Warner High School, has established himself as a key member of the Cowboys cross country program and a promising talent for the future.

Cowgirls Soccer Takes Step Forward in Year 3

by Matthew Harmon, CSC Communications & Marketing

The Connors State women's soccer program continued building its foundation during the 2024-25 season, showing improvement as the team gains experience competing in one of junior college soccer's more competitive regions.

The Cowgirls showed offensive development throughout the season while also making strides defensively. The team continued establishing their identity on the pitch, with

each match providing valuable experience for the developing roster. As a young program entering its third season, the Cowgirls are focused on continued growth and building toward sustained competitiveness. The progress made this year provides a solid foundation as the program looks ahead to future seasons.

Cowboys & Cowgirls Tip-off 2025-2026 Basketball Seasons

by Matthew Harmon, CSC Communications & Marketing

Basketball season is in full swing at Connors State College, and the Cowboys are making a statement early in the year. The team enters the 2025-2026 season ranked No. 5 in the NJCAA preseason polls following back-to-back Final Four appearances and last year's run to the national championship game.

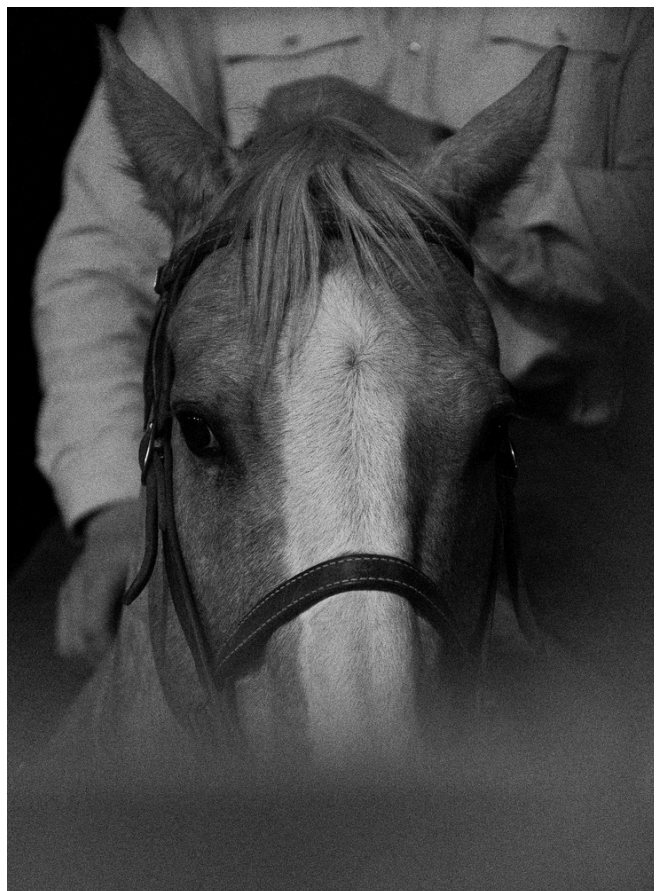
Head Coach Bill Muse Sr. has guided the Cowboys to an undefeated start through their first few games. The team has picked up right where they left off, displaying the championship-caliber basketball that has become the program's hallmark. With a roster blending several experienced returners and some talented newcomers, the Cowboys are once again legitimate contenders for a national title. The Cowgirls have also begun their season, working to establish their

identity through the early portion of their schedule.

The Cowboys' home schedule kicks into high gear with conference play beginning in January. Key matchups include games against Murray State on January 15th, Western Oklahoma State on January 22nd, and Eastern Oklahoma State on February 12th. The regular season concludes March 2nd against Seminole State before the Region 2 Tournament at Muskogee High School. With championship aspirations driving both programs forward, Connors State basketball promises another exciting season. Fans can follow the teams on social media or visit the CSC Athletics website for complete schedules and updates throughout the season.

KEEP UP WITH EVERYTHING CSC ATHLETICS AT....

GUNNORSATHLETICS.COM



Photos by Jordan Berry (Freshman - Colcord, OK)



CONNORS STATE COLLEGE
700 COLLEGE ROAD
WARNER, OK 74469

CONNORS STATE COLLEGE
Building Futures One At A Time Since



On November 14th, CSC Rodeo hosted their annual Alumni & Friends Rodeo in the Williams Indoor Arena.

Cover Photo by Jordan Berry (Freshman - Colcord, OK)

Executive Summary

Connors State Service Animal/ESA Policy Changes 11/21/ 2025

Connors State College is requesting for Board approval to update the current policy on Service and Emotional Support Animals (Attached). The existing policy has been attached for reference. The updated Service and Emotional Support Animal Policy has been sent to OSU Legal and is currently awaiting their approval. Connors State College is requesting to use the approved policy in the student handbook, residential life handbook, faculty handbook, and staff handbook.

Existing Policy last update 9-10-2021

Service Animals and Emotional Support Animals

- a. Service animals are welcome on college grounds. All necessary paperwork, evaluation, and authorization from the College's ADA Coordinator, Jody Butler, should be completed two weeks prior to the animal's arrival in the residence halls. All emotional support animals must be at least six months old.
- b. Cleanliness with service animals is mandatory in a community living situation such as the Connors State College residence facilities. Daily grooming, in combination with occasional baths, should keep odor to a minimum. The use of bathroom facilities is to be done in a considerate manner of the other residents who use the bathroom.
- c. All shots must be kept current, and any dog must wear its current rabies vaccination tag at all times. Current and up-to-date medical care for the animal should be provided as requested.
- d. Flea/tick control is essential and adequate preventative measures need to be taken. If a flea/tick problem develops, notify the staff immediately, and take immediate and appropriate steps to deal with the problem.
- e. The animal must be housebroken before entering Residential Life property.
- f. When dogs are walked, waste must be immediately picked up and disposed of in an exterior trash can or dumpster.
- g. Disturbing or disruptive noise by the service animal will be kept to an absolute minimum.
- h. Emotional Support Animals: To qualify, a person must meet the federal definition of disability and must have a note from a physician or other medical professional stating that a person has a disability, and that the reasonable accommodation (here, the emotional support animal) provides benefit for the individual with the disability. The emotional support animal alleviates or mitigates some of the symptoms of the disability. No specific training of the animal is required. All paperwork must be completed and approved before the animal is allowed on campus.
- i. Unlike a service animal, an emotional support animal is not granted access to places of public accommodation. Under the federal Fair Housing Act (FHA), an emotional support animal is viewed as a "reasonable accommodation" in a housing unit that has a "no pets" rule for its residents.

j. Service/assistance animals may not be left overnight in college housing to be cared for by any individual other than the Owner. If the Owner is to be absent from his/her residence overnight or longer, the service/assistance Animal must accompany the Owner. The Owner is responsible for ensuring that the service/assistance animal is contained, as appropriate, when the Owner is not present during the day while attending classes or other activities.



Connors State College

Service Animals and Emotional Support Animals

Animal Policy

Draft, 11-3-25

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Policy Statement Connors State College (CSC) is committed to providing equal access to programs, services, and physical facilities to those members of the community with disabilities. The College acknowledges that some members of the community with disabilities may require the use of service or assistance animals while at CSC. Guidelines concerning the appropriate use of, and protocols associated with, service or assistance animals are outlined below.

Policy Details CSC reserves the right to amend these guidelines as needed, with or without prior notice. Members of the CSC community who are students and require the use of a service or assistance animal should contact the CSC ADA Coordinator, Audri Mannon at Audri.Mannon@Connorsstate.edu. Members of the CSC community who are faculty and staff and require the use of a service or assistance animal should contact the CSC Human Resources Director.

Students may have only one ESA and one Service Animal.

All requests for a Service or an ESA animal must be made by August 1 for the Fall semester and January 1 for the Spring semester. The request, with all completed paperwork, must be turned in to the ADA coordinator for student services.

All students requesting an ESA or Service animal will be assigned to the designated ESA/Service animal rooms, which have been prepared for assistance animals.

Service Animals are allowed to accompany their handlers in residences and any public spaces where their handlers are permitted. Visiting therapy animals may be allowed in specified areas of the College with advanced approval.

a. All animals are the responsibility of their handlers and should be under their control (in proximity to the handler and responsive to commands, in harness, leashed, or in a carrier. An animal's behavior is considered the handler's behavior; the animal will be held to the same basic standard of conduct as their handlers. If animals are disruptive to college business or community behavioral expectations for educational, medical, and residential environments, handlers will be asked to correct the animal's behavior or remove it from the environment.

b. Service animals are allowed to accompany their handlers anywhere their handlers are permitted on campus (exceptions may exist in areas requiring protective equipment or clothing for access).

~~c. a. Service animals are welcome on college grounds. All necessary paperwork, evaluation, and authorization from the College's ADA Coordinator, Jody Butler, should be completed two weeks prior to the animal's arrival in the residence halls. All emotional support animals must be at least six months old. Individuals living in a campus residence and utilizing a service or assistance animal are asked to work with:~~

~~b. Cleanliness with service animals is mandatory in a community living situation such as the Connors State College residence facilities. Daily grooming, in combination with occasional baths, should keep odor life administrators to a minimum. The use of bathroom facilities is to be done in a considerate manner of the other residents who use the bathroom. arrange~~

~~c. All shots must be kept current, and any dog must wear its current rabies vaccination tag at all times. Current and up-to-date medical care for the animal should be provided as requested.~~

~~d. Flea/tick control is essential and adequate preventative measures need to be taken. If a flea/tick problem develops, notify the staff immediately, and take immediate and appropriate steps to deal with the problem.~~

~~e. The animal must be housebroken before entering Residential Life property.~~

~~f. When dogs are walked, waste must be immediately picked up and disposed of in an exterior trash can or dumpster.~~

~~g. Disturbing or disruptive noise by the service animal will be kept to an absolute minimum.~~

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~~h. Emotional Support Animals: To qualify, a person must meet the federal definition of disability and must have a note from a physician or other medical professional stating that a person has a disability, and that the reasonable accommodation (here, the emotional support animal) provides benefit for the individual with the disability. The emotional support animal alleviates or mitigates some of the symptoms of the disability. No specific training of the animal is required. All paperwork must be completed and approved before the animal is allowed on campus.~~

~~i. Unlike a service animal, an emotional support animal is not granted access to places of public accommodation. Under the federal Fair Housing Act (FHA), an emotional support animal is viewed as a "reasonable accommodation" in a housing unit that has a "no pets" rule for its residents. A brief statement indicating including the following, must be submitted to: The appropriate ADA Coordinator, (918)-463-6245.~~

~~i. That you are a person with a disability and will be using a service or assistance animal.~~

~~ii. The primary service tasks the animal performs.~~

~~iii. The documentation to prove that the service or assistance animal has had an appropriate medical exam and vaccinations. Documentation must include a vaccination certificate or letter identifying your animal and indicating a clean bill of health and up-to-date vaccinations from your veterinary health provider.~~

~~iv. All service or assistance animals must be pre-approved by the ADA Coordinator at 918-463-6245.~~

~~v. If an employee plans to bring a service animal to work, please contact Human Resources.~~

~~vi. For assistance planning for a service or assistance animal on campus, or if you have a concern about your treatment and access when accompanied by our service or assistance animal, contact the appropriate ADA coordinator.~~

Service Animals in Training are not recognized by federal law (ADA, Rehabilitation Act, and Fair Housing Act).

Emotional Support Animals can be reasonable accommodation to No Pet Policies. In the residential setting, an approved emotional support animal is allowed, when under the control of its handler, in the handler's room or common spaces within the residence. Emotional support animals approved for the residential setting are not permitted in other buildings.

a. Requesting Approval - To request approval for an emotional support animal as an accommodation, the student must provide a letter from an appropriate medical provider or mental health professional. The letter must be sent directly from the provider to the ADA Coordinator.

i. Appropriate medical provider or mental health professional is someone who:

1. Is a licensed medical or mental healthcare professional in the State of Oklahoma, the individual's home state, or those immediate surrounding areas, who has an established clinical relationship with and personal knowledge of the individual's mental health disability and their related treatment needs.

2. The individual must have a record of an established therapeutic relationship with the requested animal. I

ii. Letters from a medical or mental health provider must include the following:

1. Identify the medical or mental healthcare provider, including name and qualifications.

2. Identification of the student and stating that the student has a disability;

3. Identifies the animal (i.e., a Standard Poodle);

4. Affirms that having the animal described alleviates identified impacts of your disability or serves a defined role in treatment.

5. Affirms having the animal in residence is necessary to effectively benefit from CSC's residential program.

iii. Letters must be accompanied by documentation to prove that the service or assistance animal has had an appropriate medical exam and vaccinations. Documentation must include a vaccination certificate or letter identifying your animal and indicating a clean bill of health and up-to-date vaccinations from your veterinary health provider.

iv. Students must schedule an appointment directly with ADA Coordinator, (918) 463-6245, to establish reasonable accommodation.

v. Employees can schedule an appointment directly with Human Resources.

b. Denial of a request for an Emotional Support Animal may be based on insufficient documentation of disability or the need for an emotional support animal as an accommodation; concerns about diagnosis; or demonstrated behavioral concerns. Letters purchased from the Internet for a set price rarely provide the information necessary to

support an ESA request. Certificates, identification cards, vests, and/or tags do not lawfully designate an animal as an ESA and will not be accepted as appropriate documentation.

c. Approved Requests will be communicated by the ADA Coordinator, who will inform the Director of Residence Life of each request and other information for establishing Emotional Support Animal accommodation.

d. Removal of an Approved Assistance Animal i. The Office of Residence Life, in consultation with ADA Coordinator, may remove an assistance animal if:

1. The animal poses a direct threat to the health or safety of others;
2. The animal causes substantial damage to the property of others (including college property);
3. The animal's presence requires or results in a fundamental alteration of a program.
4. The handler consistently fails to comply with this policy; or
5. The animal or its presence creates an unmanageable disturbance or interference with the college community.

ii. Any removal of an assistance animal may be appealed through the student conduct appeal procedure.

4. Visiting Therapy Animals: Visiting Therapy Animals may be allowed access to specific facilities with permission from the program/office occupying the facilities. You can arrange assistance with this process by contacting the Assistant Dean of Students. If you have questions or concerns related to these policies, please contact ADA Coordinator at 918-463-6245.

5. Definitions:

a. **Service Animal:** As defined by the ADA (http://www.ada.gov/service_animals_2010.htm) a service animal is a dog that has been trained to perform an active task that mitigates or partially mitigates the impact of the handler's disability.

b. **Assistance Animals:** Under Housing and Urban Development's Rules (Fair Housing Act - http://portal.hud.gov/hudportal/documents/huddoc?id=servanimals_ntcfheo2013-01.pdf) and Section 504 of the Rehabilitation Act)

Assistance animals include animals, other than dogs, that provide active support like a Service Animal as well as animals that provide passive support that alleviates or at least partially mitigates an impact of a person's disability allowing them to benefit from CSC's programs and services. Animals providing these passive services are referred to as Emotional Support Animals (ESAs).

c. Emotional Support Animals: Assistance animals that provide passive support that partially ameliorates the impact of a disability are referred to as Emotional Support Animals (ESAs). Use of an ESA on campus is a potentially reasonable accommodation. Like all accommodations, the college may ask that you document the need for the accommodation by an appropriate professional as providing passive support that alleviates one or more impacts of a person's disability, serves a defined role in the person's treatment, and is necessary for participation in particular programs.

d. Visiting Therapy Animals: Animals in the company of their handlers that have been trained to make wellness, stress reduction or therapeutic short-term visits and are made available to members of the college community on a transient basis in specific locations.

e. Pets: All other privately owned animals.

f. j. Service/assistance animals may not be left overnight in college housing to be cared for by any individual other than the Owner. If the Owner is to be absent from his/her residence overnight or longer, the service/assistance Animal must accompany the Owner. The Owner is responsible for ensuring that the service/assistance animal is contained, as appropriate, when the Owner is not present during the day while attending classes or other activities. **Handler:** An individual with a disability who utilizes a service or assistance animal or the owner of a Visiting Therapy Animal.

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Personnel Actions

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

No Changes

Personnel actions not requiring action by the Board including resignations, terminations, suspensions, retirements, etc.

Name	Title	Effective Date	Service Time
Crakaal, Denise	Nursing Instructor	11/11/2025	2 Years
Tucker, Shannon	Nursing Instructor	11/30/2025	1.5 Years



Spring 2026 Off-Campus Courses

Jess Dunn Correctional Center

General Biology
Personal Finance
Macroeconomics
Business Law
Internship in Business Administration
Sports Marketing
Fundamentals of Computer Usage
Spreadsheet Analysis
Strategies for Success
Fundamentals of English Lab
English Comp I
English Comp II
General Physical Science
American History Survey Since 1877
General Humanities II
Applied Mathematics Co-Req
Precalculus Algebra Co-Reg
Applied Mathematics
Precalculus Algebra
American Federal Government
Comparative Religions
Intro to Social Services
Intro to Communications (Perform)

Eddie Warrior Correctional Center

Business Law
Macroeconomics
General Biology
Personal Finance
Intro to Entrepreneurship
Internship in Business Administration
Fundamentals of Computer Usage
Strategies for Success
Sports Marketing
English Comp I
English Comp II
Fundamentals of English Lab
General Physical Science
Oklahoma History
American History Survey Since 1877
General Humanities II
Applied Mathematics
Applied Mathematics Co-req
Precalculus Algebra
Precalculus Algebra Co-req
American Federal Government
Intro to Comparative Politics
Intro to Personality Theories
Comparative Religions
Principles of Sociology
Intro to Social Services
Intro to Oral Communication

Muskogee High School- Early College Program

English Comp II

American Federal Government

Introduction to Psychology

PTA

Intro to Physical Therapy

Kinesiology for PT Assistants

Physical Agents

Therapeutic Exercise

Basic Patient Care Skills

Orthopedic Mgmt. for PTA

Nursing Clinicals

Northeastern Health System

Clinical Practicum

Nurse Practicum I

Nurse Practicum II

Wagoner Community Hospital

Clinical Practicum

Nurse Practicum I

Nurse Practicum II

Saint Francis Medical Center

Clinical Practicum

Nurse Practicum I

Nurse Practicum II

Veterans Hospital and Medical Center

Nurse Practicum I

Nurse Practicum II

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (this "MOU") is entered into by and between Connors State College and Northeastern State University ("CSC & NSU"), public institutions of higher education in the State of Oklahoma, and Sequoyah High School ("SHS") of the Cherokee Nation in Tahlequah, Oklahoma, to memorialize the agreements and understandings of the parties with reference to providing Early College enrollment opportunities for tribal students from across the state attending SHS.

- 1) CSC & NSU agree to offer educational courses to students from SHS for the purpose of allowing qualified students to enroll and take higher education classes through the Early College Program.
- 2) SHS agrees to provide classrooms for Early College students to CSC & NSU. If and only to the extent allowed by applicable law, SHS and CSC & NSU each, respectively, agree to be responsible for the negligent and intentional acts of their employees, agents, representatives, divisions, and affiliates that arise out of or are related to the performance of their respective obligations under this MOU.
- 3) Cherokee Nation understands that classes offered on-site at SHS must have enrollment of at least 22 students. If enrollment is less than 22 students, the Cherokee Nation will pay the cost of the guaranteed class size. Virtual options will be available if needed as determined by the SHS.
- 4) CSC & NSU agrees to employ qualified faculty members that may include on a limited basis, members of the teaching staff of SHS to teach Early College courses where appropriate. Such faculty members will be employed as temporary, part-time adjunct faculty of CSC & NSU, will be paid directly by CSC & NSU, and will be paid the standard rate of compensation that CSC & NSU pays to adjunct faculty. During their time as temporary, part-time adjunct faculty of CSC & NSU, such faculty must comply with all applicable CSC & NSU rules, standards, policies, and procedures.
- 5) SHS understands and agrees that its teachers who provide such temporary, part-time faculty services pursuant to this MOU cannot provide teaching services for SHS contemporaneously with the times of the day when they are teaching classes as adjunct faculty for CSC & NSU.
- 6) SHS understands and agrees that CSC & NSU will collaborate to provide qualified faculty members to teach Early College courses where appropriate.
- 7) SHS understands and agrees that all such Early College students must meet all admission requirements to be students at CSC and NSU.
- 8) SHS agrees that it will pay for the tuition and fees of Early College students through SHS funding, the Cherokee Nation, its Foundation as well as any other legally available funds. CSC & NSU will provide tuition waivers for concurrent students as outlined by the policies of the Oklahoma State Regents for Higher Education.

The parties agree that this MOU is effective for the 2026 - 27 academic year and will automatically renew each succeeding academic year unless one party notifies the other no later than ninety (90) days prior to the start of an upcoming academic year that it is terminating this MOU to the other party. Any nonrenewal notice will be transmitted in writing to the Superintendent of SHS or to the President of CSC & NSU, respectively.

Chuck Hoskin, Jr.
Principal Chief of the Cherokee Nation

Date

President, Connors State College

Date

President, Northeastern State University

Date



Oklahoma State Regents for Higher Education
PROGRAM REQUEST FORM FOR NEW EARLY COLLEGE PROGRAM

Institution Information

Connors State College – Northeastern State University
Institution Submitting Proposal

Sequoyah High School
Partner K-12 School District

Chris McBeath, VPAA, 918-463-6219, chris.mcbeath@connorsstate.edu

Submitter Information
(Name, title, phone, email)

Name of Program Director	Trent Todd @ CSC
Title and contact information for Program Director	Click or tap here to enter text.
Campus and/or city program will be operated from	Click or tap here to enter text.
Individual K-12 school(s) involved	Sequoyah
Date of School Board Approval	Click or tap here to enter text.
Individual Career Technology Centers involved (if applicable)	Click or tap here to enter text.
Intended date of implementation	Click or tap here to enter text.
Intended date of program expiration/renewal (All approved programs must renew after 5 years or less)	Click or tap here to enter text.

Signature of President, CSC

Click or tap here to enter text.
Date

Signature of President, NSU

Click or tap here to enter text.
Date

Signature of K-12 Superintendent

Click or tap here to enter text.
Date

Signature of K-12 Superintendent (if applicable)

Click or tap here to enter text.
Date

Signature of Technology Center Superintendent (if applicable)
Evaluation Criteria

Click or tap here to enter text.
Date

State Regents' approval of new programs for public institutions are subject to stipulations regarding the program's ability to attain specified goals that have been established by the institution and approved by the State Regents. At the conclusion of the specified period of time, the program's performance shall be reviewed on the basis of the specified goals in a manner mutually satisfactory to the sponsoring institution and the State Regents. Final endorsement of the program will depend on demonstrated viability.

A. Targeted Admissions Design

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

In the space provided below, please describe the targeted student population for the proposed program:

- The target student population for the proposed program includes underrepresented groups of students enrolled at Sequoyah High School. Examples of the underrepresented groups are first generation college students, English language learners, students with disabilities, and students from low income families. We intend for each cohort to be reflective of the district's makeup of free or reduced lunch, gender, and ethnic demographics.
- The Early College program between Connors State College, Northeastern State University, and Sequoyah High School will have admission criteria and a selection process. All eighth graders at Sequoyah Schools will be invited to apply to the Early College program. Starting with sixth and seventh graders, Sequoyah Schools will provide experiences and exposure opportunities to prepare eighth graders to begin thinking about college.
- To be eligible for the Early College program, students must complete an Early College application, including an essay and two recommendations. An Early College committee will review all applications to determine which students are accepted into the program. Students will participate in an interview process. SHS will have a cohort that is derived from an ascending scale as follows. Fall 2026 – 15, Fall 2027 – 18, Fall 2028 – 22, Fall 2029 – 25 and Fall 2030 – 30.
- The program will admit students at the end of their eighth grade year, and there will be a required bridge program during the summer before ninth grade. The Early College program will begin college courses with Connors State College in the 9th grade and continuing with Northeastern State University through the 12th grade. To be eligible to start college courses in 9th grade, students must meet Connors State College's admission criteria and placement measures for concurrent enrollment, including an unweighted 3.0 GPA or a 19 composite ACT score or a 990 total SAT score for admission, in addition to placement measures for specific courses. Students will be expected to maintain an unweighted 3.0 high school GPA, as well as 90% attendance rate. Students must maintain a 2.0 GPA in college classes to remain eligible for the program.

- To be eligible to start university courses in 12th grade, students must meet Northeastern State University's admission criteria and placement measures for concurrent enrollment, including a 3.0 GPA & top 50% rank OR a 20 composite ACT/Pre-ACT OR a 1030 total SAT/PSAT. Students will be expected to maintain an unweighted 3.0 high school GPA, as well as 90% attendance rate. Students must maintain a 2.0 GPA in college classes to remain eligible for the program.

B. Program Design and Benefit to Students

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

In the space provided below, please describe the discrete benefits students will have gained after completing the proposed program:

- Students in the Early College program will receive their high school diploma and an associate degree without paying for tuition, fees, or books.
- Students in the Early College program will graduate with a two-year degree that can transfer to a four-year university and reduce the time to beginning a career and entering the workforce.
- Students with financial challenges will be afforded the opportunity to complete an associate degree.
- Students will save time in their academic journey, completing a high school diploma and an associate degree.
- Students will be exposed to rigorous coursework early in high school, teaching them skills such as self-discipline, time management, and organizational skills needed to be successful in college.

C. Student Support

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

In the space provided below, please describe the partnership between the institution and participating high school(s) and technology centers, if applicable:

- Connors State College, Northeastern State University, and Sequoyah High School support the development of the Early College program and are having regular meetings to ensure communication and organization from each campus.

- Classes for the Early College program would be offered at the Sequoyah High School or the Muskogee campus of Connors State College. Virtual options will be available if needed as determined by the district or the higher educational institutions.
- Sequoyah High School would transport students to Connors State College and Northeastern State University via high school buses, and Connors State College and Northeastern State University would provide classes and instruction for students in the program.
- Sequoyah High School, Connors State College, and Northeastern State University will devote personnel from each institution for the work of the Early College program.
- Sequoyah High School, Connors State College, and Northeastern State University will provide information for students and parents, educating the community about the benefits and opportunities of the Early College program.
- Sequoyah High School, Connors State College, and Northeastern State University will share data and measure students' success and program in the Early College program. Sequoyah High School will offer any additional support the students may need in completing their coursework.
- Sequoyah High School will provide financial incentives for their teachers to complete more education for qualification to teach as adjuncts for Connors State College.

In the space provided below, please describe the designated support services and readiness tools established for participating students (please include resources both academic and non-academic in nature at both the high school and at the institution):

Connors State College:

- Connors State College provides a liaison to oversee the college components of the Early College program, providing guidance in the advisement, enrollment, and registration processes.
- Connors State College provides tutoring resources, including the Writing Center, Tutor.com, TRiO tutors, Math Center, and Title III tutors.
- Connors State College provides financial aid advising, academic advising, recruitment, graduation, and admission services.
- Connors State College provides library resources, including libraries at the Muskogee campus, as well as electronic resources, such as films, articles, and online content.
- Connors State College supports co-curricular and extra-curricular activities for students to support student engagement and connection.
- Connors State College utilizes software and learning platforms to enhance and support student learning, including Canvas (learning management system), Respondus, Zoom, Dropout Detective, and Coursera.

- Connors State College supports workforce development and skills for careers and resumes through issuing digital badges for micro-credentials. Students in the Early College program would receive digital badges for skills and learning demonstrated in the program.
- Connors State College supports the financial needs of students, providing a food pantry for students, tuition waivers for nine hours for juniors.

Northeastern State University:

- Northeastern State University provides a liaison to oversee the college components of the Early College program, providing guidance in the advisement, enrollment, and registration processes.
- Northeastern State University offers a variety of tutoring resources, giving students access to both online and in-person tutoring services.
- Northeastern State University provides financial aid advising, academic advising, recruitment, graduation, and admission services.
- Northeastern State University supports co-curricular and extra-curricular activities for students to support student engagement and connection.
- Northeastern State University utilizes software and learning platforms to enhance and support student learning, including Blackboard (learning management system), Respondus, Zoom, Dropout Detective, and Coursera.
- Northeastern State University supports workforce development and skills for careers and resumes through issuing digital badges for micro-credentials. Students in the Early College program would receive digital badges for skills and learning demonstrated in the program.
- Northeastern State University supports the financial needs of students, providing a food pantry for students, tuition waivers for eighteen hours for seniors.

Sequoyah High School:

- Sequoyah High School provides academic advisement through academic and Indian Education counselors.
- Sequoyah High School provides academic tutoring and will offer study sessions for the Early College students.
- Sequoyah High School provides library resources on campus.
- Sequoyah High School provides a chromebook to each student, as well as on-campus tech support for any problems or issues that arise.
- Sequoyah High School supports Early College students being involved in extracurricular activities to increase connections with their peers.

- Sequoyah High School supports the needs of students through a cooperative with local mental health agencies, in-school social workers, clothing closets, or food when necessary.

In the space provided below, please summarize the institutional policies and practices to mitigate future negative consequences for early college students academically or otherwise:

- In following the policy for concurrent enrollment, Connors would utilize the same retention standards for students in the Early College program. High school students concurrently enrolled in courses at Connors State College and Northeastern State University may only continue concurrent enrollment in subsequent semesters if they achieve a semester GPA of 2.0 or above on a 4.0 scale.
- Students in the Early College program would follow processes for completing paperwork and obtaining approval from the high school for the number of courses taken in the Early College program. Forms requiring student signatures, parent/guardian/sponsor signatures, and high school administration signatures would continue to be used to ensure that all parties are aware of classes the students are taking.
- Institutional practices and processes, including add/drop deadlines, withdrawal deadlines, overload, etc., would continue to apply to students in the Early College program.
- The college's and university's Course Catalogs would outline additional policies and procedures for students, including academic probation, grade point average, student conduct, academic integrity, etc.

D. Cost of Participation

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

In the space provided below, please summarize the plan to eliminate cost for students and attach the comprehensive plan detailing the long-term financing of the program with the submission of this form:

- Classes for the Early College program would be offered at the SHS. The Cherokee Nation understands that classes offered on-site at SHS must have enrollment of at least 22 students. If enrollment is less than 22 students, the Cherokee Nation will pay the cost of the guaranteed class size. Virtual options will be available if needed as determined by the SHS
- Connors State College will continue providing tuition waivers for nine hours for juniors.
- Northeastern State University will continue providing tuition waivers for eighteen hours for seniors.

- Connors State College will look at open educational resources (OERs) that could be used to help offset book costs for students in some courses where appropriate.

E. Student Success Measures

What is the intended student success goals of this early college program? (e.g. support a workforce demand, equity initiative, etc. Please be specific.)

- Student success goals include preparing students for in-demand occupations in Oklahoma. Connors State College offers degree and certificate programs that meet in-demand occupations in Oklahoma's five ecosystems.
- Other goals include successful completion of the high school diploma and associate degree during the student's participation in the Early College program.
- Students who are not exposed to rigorous academics before entering college tend to struggle the first few semesters and may not complete their degrees. One goal of this program is to engage students in a rigorous high school experience, while providing high school level support. The intent is to increase the percentage of students who complete a degree program.

What metrics will be used to determine student success and/or completion of the early college program? (e.g. Associate's degree, certification, number of credit hours earned, measurable equity efforts, etc.)

- Metrics will include the following:
 - Students' GPA and retention during the Early College program
 - Number of hours completed
 - Number of associate degrees awarded
 - Number of students admitted to the program and number of students who complete the program
 - Number of students who attain employment after the Early College program
 - Number of students who transfer to four-year institutions
 - Number of students who complete a four-year degree
 - Attendance rate

Reporting and Reviewal Process

All requests will be reviewed for approval for up to five years and are subject to additional review at any time prior to their five-year expiration. Annual reports will be required as specified in 3.10.8 *Reporting* and additional reports may be required upon request. In the year prior to the end of the approval period, institutions may request to renew an existing program.

Submission

Please submit this form via email to academicaffairsrequests@osrhe.edu with the following attachments:

1. This form finalized and signed
2. The detailed financial plan for this program (this may include award letters from grants, signed memorandums of understanding, letters of support from outside organizations, etc.)

Use this form if request is for new early college programs or changes to existing early college programs

If you have any questions, contact Dr. Kyle Foster (kfoster@osrhe.edu) or Ms. Colbi Beam (cbeam@osrhe.edu).

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3. Any other documentation you may want to provide to provide insight into your proposed program

Student Name: _____

Score Received: _____

Early College High School Interview Questions

This interview is scheduled for 15 minutes. If you see me hold up my pen, that will indicate that you need to wrap up your answer quickly so we can proceed to the next question.

1. Tell us about yourself.
2. Why is academic achievement important to you? (Dedication to academic achievement)
3. Why did you want to apply for the Early College High School? (Reason for applying)
4. What are your plans after high school graduation? (Reason for applying)
 - a. What do you see yourself accomplishing beyond that (job/occupation field)
5. What three adjectives describe you best? What made you pick those three?
6. What extracurricular activities are you involved in currently or what do you like to do in your free time?
7. Do you have any questions for us? (Be brief)

Interview Points should be scored using the following guidelines: **Interview 15 points**

- On-time – 3 points
- Well spoken (correct use of grammar, higher level vocabulary) – 4 points
- Dedication to academic achievement - 3 points
- Reason for applying to program is congruent to the goals and objectives of the program – 5 points

9 th Grade	
Fall Semester	Spring Semester
No College Classes	CSC-EDUC 1113 Strategies for Success - OER Book

10 th Grade	
Fall Semester	Spring Semester
CSC-SPCH 1113 – Intro to Oral Communication - OER Book	CSC-HUMN 1113 – Art Appreciation - OER Book
CSC-HUMN 2113 - General Humanities I - \$49.86	CSC-POLS 1113 – American Federal Government - OER Book

11 th Grade	
Fall Semester	Spring Semester
CSC-ENGL 1113 English Composition I - OER Book	CSC-ENGL 1213 English Composition II - OER Book
CSC-HIST 1493 History Since 1865 - OER Book	CSC-COMS 1133 Fundamental of Computer Usage - \$174.99
	CSC-MATH 1513 Precalculus Algebra - \$94.99

12 th Grade	
Fall Semester	Spring Semester
NSU (N) Science with/without Lab	NSU (N) Science with/without Lab
NSU-General Ed Elective	NSU-Elective (11 hrs min)
NSU-Elective (9 Hours)	



CONNORS
— STATE COLLEGE —
Building a Better Future for All

Early College Agreement

Each semester of Early College, you will need submit this completed form and an official high school transcript to the Office of Admissions prior to registering for Connors State College courses.

Student Name: _____
(Last) (First) (Middle)

High School: _____ **Date of Birth:** _____

Indicate which semester and year you'd like to register at Connors State College:

(Indicate One) ☐ Fall ☐ Spring ☐ Summer

This section is to be completed by a high school official.
Student's Classification: ☐ Freshman ☐ Sophomore **Date of Expected Graduation:** _____
☐ Junior ☐ Senior

Please provide a list of high school classes that the student will be enrolled in for the semester specified above:

Maximum number of hours at Connors State College: _____

I certify that the above student is enrolled in the courses listed above and meets the requirements of Early College. **I have verified that the combined enrollment at Connors State and high school will not exceed 19 semester hours based upon the guidelines provided by the Oklahoma State Regents for Higher Education.**

Please list courses the student will be enrolling in at Connors State College:

☐ Cohort courses only

Alternative options:

Principal or Counselor Signature

Date

CONNORS STATE COLLEGE EARLY COLLEGE RETENTION STANDARDS:

High school students enrolled in college courses at Connors State College must make a 2.0 college GPA each term. Failure to do so may result in being dismissed from the Early College program.

I grant my permission for my child/dependent to enroll in the Early College program at Connors State College. I understand that he/she must abide by the guidelines set forth by Connors State College and the Oklahoma State Regents for Higher Education.

Parent or Legal Guardian Signature

Date

As an Early College participant, I read and understand the conditions of my enrollment. I also authorize the release of my enrollment schedule (enrollment verification) and my official transcript to my high school principal/counselor upon request while I am enrolled as an Early College student. By signing below, I acknowledge that I understand the guidelines set forth by Connors State College and the Oklahoma State Regents for Higher Education.

Student Signature

Date

Please return this completed form and your transcript to Trent Todd at cscconcurrent@connorsstate.edu.

FY26 Fee Schedule - Effective with Fall 2025 Semester
Concurrent and Early College Information

Hours Enrolled	Resident	Activity	Tech	Assessment	Student	Combined	Non-Res	Combined
	Tuition	Fee	Services Fee	Fee	Records Fee	Tuition & Fees	Tuition	Tuition & Fees
	T100	T222	T205	T206	T207	Resident	T120/T130	Non-Res.
1	109.00	35.00	11.00	3.00	1.00	159.00	160.76	319.76
2	218.00	70.00	22.00	6.00	2.00	318.00	321.52	639.52
3	327.00	105.00	33.00	9.00	3.00	477.00	482.28	959.28
4	436.00	140.00	44.00	12.00	4.00	636.00	643.04	1279.04
5	545.00	175.00	55.00	15.00	5.00	795.00	803.80	1598.80
6	654.00	210.00	66.00	18.00	6.00	954.00	964.56	1918.56
7	763.00	245.00	77.00	21.00	7.00	1113.00	1125.32	2238.32
8	872.00	280.00	88.00	24.00	8.00	1272.00	1286.08	2558.08
9	981.00	315.00	99.00	27.00	9.00	1431.00	1446.84	2877.84
10	1090.00	350.00	110.00	30.00	10.00	1590.00	1607.60	3197.60
11	1199.00	385.00	121.00	33.00	11.00	1749.00	1768.36	3517.36
12	1308.00	420.00	132.00	36.00	12.00	1908.00	1929.12	3837.12
13	1417.00	455.00	143.00	39.00	13.00	2067.00	2089.88	4156.88
14	1526.00	490.00	154.00	42.00	14.00	2226.00	2250.64	4476.64
15	1635.00	525.00	165.00	45.00	15.00	2385.00	2411.40	4796.40
16	1744.00	560.00	176.00	48.00	16.00	2544.00	2572.16	5116.16
17	1853.00	595.00	187.00	51.00	17.00	2703.00	2732.92	5435.92
18	1962.00	630.00	198.00	54.00	18.00	2862.00	2893.68	5755.68
19	2071.00	665.00	209.00	57.00	19.00	3021.00	3054.44	6075.44
20	2180.00	700.00	220.00	60.00	20.00	3180.00	3215.20	6395.20

Courses offered on campus are assessed a Classroom Facility Maintenance Fee of \$35.00 per course and a Student Success Incentive Fee of \$3.00 per credit hour. Courses that are online are assessed an online course fee of \$45.00 per credit hour.

Academic year is defined as Summer, Fall, and Spring.

Senior & Junior Concurrent Tuition Waiver Information

Seniors are eligible to receive a tuition waiver for up to 18 credit hours for the academic year.
Juniors are eligible to receive a tuition waiver for up to 9 credit hours for the academic year.

Payment Plan Information

CSC offers a monthly payment plan so balance does not have to be paid in full upfront, but the student does need to be enrolled in the payment plan. The plan (POP) is free to utilize, protects the student against late fees, and does not charge interest.

*** Prices are subject to change every academic year as approved by the Oklahoma State Board of Regents**

UNDERGRADUATE AND GRADUATE

Undergraduate and Graduate - Oklahoma Residents	Tuition	Fees¹	Total per Credit Hour
Undergraduate Courses (0000, 1000, 2000, 3000, 4000 level)	\$235.25	\$32.75	\$268.00
Graduate Division Courses (5000 Level)	\$297.50	\$32.75	\$330.25
Graduate Online Only (contact Graduate College for more information)	\$297.50	\$32.75	\$330.25
Guaranteed Rate 2022-2023 (first-time, full-time freshmen)	\$229.70	\$29.65	\$259.40
Guaranteed Rate 2023-2024 (first-time, full-time freshmen)	\$229.75	\$29.65	\$259.40
Guaranteed Rate 2024-2025 (first-time, full-time freshmen)	\$253.75	\$29.65	\$283.40
Guaranteed Rate 2025-2026 (first-time, full-time freshmen)	\$265.00	\$32.75	\$297.75

INDIVIDUAL FEES**College of Liberal Arts****Fee**

Liberal Arts Enhancement Fee, per credit hour (Undergraduate and Graduate)	\$10.55
Music Enhancement Fee, per credit hour (Undergraduate)	\$25.00
Private Music Instruction Fee, per credit hour (Undergraduate)	\$120.00
Semi-Private Music Fee, per credit hour (Undergraduate)	\$60.00

College of Business and Technology**Fee**

CBT Fee, per credit hour (Undergraduate and Graduate)	\$15.30
Business Strategy Policy Testing Fee, per enrollment	\$40.00
Investment Strategies Fee, per credit hour	\$49.00

College of Education**Fee**

COE Fee, per credit hour (Undergraduate and Graduate)	\$10.00
Ropes Course Fee, per enrollment	\$25.00

College of Science and Health Professions	Fee
Science Enhancement Fee, per credit hour (Undergraduate and Graduate)	\$26.50
Medical Lab Science Enhancement Fee, per credit hour (Undergraduate)	\$25.00
Nursing Enhancement Fee, per credit hour (Undergraduate)	\$25.00
Nursing Enhancement Fee, per credit hour (Graduate)	\$30.00
Speech Language and Pathology Enhancement Fee, per credit hour (Undergraduate)	\$25.00
Speech Language and Pathology Enhancement Fee, per credit hour (Graduate)	\$30.00
Nutritional Sciences Fee, per credit hour	\$25.00
Graduate Physician Assistant Clinical Fee, per semester	\$343.00
College of Extended Learning	Fee
College of Extended Learning Enhancement Fee, per credit hour (Undergraduate and Graduate)	\$40.00
<i>*All classes taught with this schedule type will have the associated fee listed above.</i>	
Prior Learning Portfolio Fee, upon assessment	\$100.00
College of Optometry	Fee
College of Optometry Enhancement Fee, per credit hour	\$7.50
College of Optometry Special Instruction Fee, per credit hour	\$12.50
International Student	Fee
International Student Application, per application	\$25.00
International Orientation Fee, upon first semester of enrollment	\$50.00
International Student Fee, per semester	\$150.00
International Enhancement Fee, per credit hour	\$7.50

Other Charges	Fee
Application Fee, per application (Undergraduate and Graduate)	\$25.00
Application Fee, per application (Optometry)	\$75.00
Application Fee, per application (Physician Assistant)	\$50.00
Application Fee, per application (Occupational Therapy)	\$50.00
Automobile Registration (per car, per year)	\$40.00
Electronic Transcript, per assessment	\$5.00
Print and Mail Transcript, per assessment	\$6.00
Graduate Education Enhancement Fee, per credit hour	\$6.50
Late Charge for Past Due Balance	1.5%
Mandatory Fees, per credit hour	\$32.75
Prior Learning Credit Fee (i.e., CLEP, Advanced Placement, etc.), per credit hour	\$15.00
Respiratory Care Therapy Clinic Fee, per semester	\$250.00
Academic Enhancement Fee, per credit hour	\$40.00
Returned Check Charge	\$25.00
University Strategies Fee, per course	\$130.00

Deferred Maintenance Priority Listing

as of Oct 31 2025

Institution: Connors State College

Contact Name and Email Address: Mike Lewis; mike.lewis@connorsstate.edu

Priority Listing of Projects

<u>Priority Number</u>	<u>Project Name</u>	<u>Description</u>	<u>Cost Estimate</u>	<u>Time to Completion</u>	<u>Campus Location</u>	<u>Special Characteristics/Notes</u>	<u>Type of repair/maintenance major categorial emphasis</u>
3	Boiler Replacement	boiler replacement for McClarren Hall and CLB Science building?? Still need to replace ??	\$280,000	6 mos	Warner and Muskogee	Not sure we need these?	HVAC
11	Classroom Bldg interior renovation	CLB drywall repairs and bathroom renovation; finish work and repaint interior/retile of bathrooms	\$450,000	9 mos	Warner	Emeritus - quote in process	Interior Finish
5	CLB fan coil units replace	CLB HVAC upgrade individual classroom fan units and a few fan coil units	\$175,000	6 mos	Warner	Omni - quotes in process	HVAC
1	Complete water line replacement	remainder of Warner campus need higher pressue 6 inch water lines	\$84,453	3 mos	Warner	Solhan Wells quote received	Structural & Plumbing
4	Replace rooftop A/C units Gymn	4 A/C units on fieldhouse	\$80,000	6 mos	Warner	Need quote from Williams	HVAC
12	warner campus parking lots	The parking lots on main Warner campus are cracked, potholes, and deteriorating; are being patched with grounds labor (\$206,640	6 mos	Warner	BB, Millers, McClarren quoted; will donate milings	Structural
9	Campus sidewalk fix/repair	The sidewalks on the Warner campus are cracked, breaking into pieces, uneven	\$150,000	6 mos	Warner	on hold - awaiting other project cost	Structural
10	Washrack at Arena	current washrack is at end of service life, need for livestock shows	\$100,000	6 mos	Warner	Ramming /McPeak fund	Structural & Plumbing
6	Bull Test - Scalehouse	included new concrete stucture and squeeze chute structure	\$50,000	3 mos	Warner	quoted ??who	
2	Tankless water heaters - Millers	Replace all water heaters at Millers to prevent future flooding and major room repairs	\$200,000	6 mos	Warner	quoted by Tulsa tankless @\$29,300 per quad	
9	Gatlin Hall paint superstructure	Paint stucco and remove all stains and mildew	\$43,000	3 mos	Warner	Chambers Construction - quote received	
7	Cable Fence @ rodeo arena/college road replace	Replace worn and broken / rusted fence cables	\$5,900	3 mos	Warner	Chambers Construction - quote received	
8	Rock building bridge	Repair and replace worn supports / truss; minor dirt work	\$2,500	3 mos	Warner	Chambers Construction - quote received	
Total			\$1,827,493				

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2025

AGENDA ITEM #13:**E&G Budget.**

SUBJECT: Possible action on allocation of state appropriated funds to institutions and programs for FY26 and acceptance of FY26 Budget Principles and Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of state appropriated operating funds for FY26 appropriations in an amount that totals \$1,118.4 million, as presented in the following schedules. It is also recommended that the State Regents approve \$101.3 million for capital deferred maintenance projects for FY26.

ANALYSIS:**State Appropriated Funds**

The 2025 Oklahoma Legislature, in House Bill 2766, appropriated and authorized funds totaling \$1,118,405,926 to higher education for FY26 educational operations. Funding for the Oklahoma Higher Learning Access Program, also known as Oklahoma's Promise, in the amount of \$70,740,031 million is included in the total for the first time as legislation enacted in 2024 (HB 4157) directed the Legislature to include authorization for transfer to the program to be included in appropriations legislation, a change from a direct apportionment as determined by the State Board of Equalization to the trust fund. FY26 total state appropriations represent an increase in state operational support for higher education of \$23,919,395, or 2.34 percent. Continued capital deferred maintenance funding totaling \$101,250,000 million is provided for FY26, representing an increase of \$45,000,000 from FY25. The Legislature accelerated the funding, originally intended to be allocated over a three-year period from the Oklahoma Capital Assets Management and Protection (OCAMP) fund to now be fully allocated to address projects in FY26.

The emphases of FY26 allocations continue to address priorities outlined in the strategic plan *Blueprint 2030: Innovating and Elevating Oklahoma Higher Education for Tomorrow's Workforce* adopted by the State Regents in February 2023. Priorities include producing workforce ready graduates; stimulating growth in the student pipeline; focusing on student success; and improving system efficiency and effectiveness. Initiatives as presented in the item were also submitted to the Governor and Legislature in the State Regents' budget needs request for additional state funding as approved on November 7, 2024.

Critical workforce development initiatives funded by FY26 allocations will target science, technology, engineering and mathematics (STEM), nursing and other critical occupations. Additional increases are targeted toward specific programs as detailed below and in supplemental schedules.

Strategic Goal: Initiatives to Produce Workforce-Ready Graduates:**Oklahoma's Critical Workforce Development Initiative (\$11.5 million):**

FY26 allocations include continued funding of \$11,500,000 targeted to workforce development. Funds are distributed to our institutions based upon a methodology that provided minimum allocations of \$125,000,

combined with additional funding based upon a three-year average (academic years 2022-2024) computing equal weights of credit hour production and number of graduates produced in STEM-related programs and healthcare fields. Institutions have discretion to budget their allocation to their most crucial needs in STEM fields of study, including but not limited to, engineering, computer sciences, data analytics and nursing. The funds are considered “at-risk” based upon future degree production over the next three academic years.

At the close of fiscal year 2028, the Regents may assess the efficacy of the program and compare alternative methods of allocation available, including a revised performance funding formula. This approach follows steps taken in FY23, when the State Regents allocated \$11.5 million to Oklahoma’s public colleges and universities from funds designated to incentivize increased production of STEM and healthcare graduates. This funding was awarded with the understanding that at the end of a three-year period, funds could be reallocated based upon credit hour production and degrees conferred in those critical occupations. After a review of performance metrics, those funds have been redistributed among the institutions for FY26.

Strategic Goal: Initiatives to Grow the Student Pipeline

Concurrent Enrollment Waiver Program:

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

Oklahoma’s Promise Scholarship Program (\$70.7 million):

Oklahoma’s Promise allows eighth, ninth, tenth and eleventh grade students from qualifying families to earn a college or technology center tuition scholarship. Students must also meet academic and conduct requirements in high school. As previously noted, the Legislature included state support for the scholarship program in the FY26 appropriation. An increase in funding of \$740,310 was added to the \$70 million base funding to offset anticipated first year costs of provisions included in HB 1725, which extends OKPromise eligibility to children of common education (K-12) teachers meeting certain eligibility requirements.

Strategic Goal: Improve System Efficiency and Effectiveness

Property and Casualty Insurance (\$12.5 million):

Funding in the amount of \$12,500,000, originally provided in FY25, has been continued as a means of relief from rapidly increasing property and casualty insurance premiums. Once again, the legislature acknowledged our institutions’ efforts to address significant, recurring increases in insurance premiums by continuing funding to assist institutional operations. The state system will continue to work with state officials to explore comprehensive and lasting solutions to rising premium costs experienced by all governmental entities.

Deferred Maintenance:

The 59th Legislature previously appropriated funds in SB 1185 (2024) to the State System to address deferred maintenance projects at the regional universities and two-year colleges throughout the state system. By agreement with legislative leadership, the two research universities will not be included in the

FY26 allocations as they received capital funding from the state's legacy capital fund for specific projects. Within the provisions included in SB 1169, the State Regents' FY26 allocation of funding includes specific funding for the Carnegie classification of "Research Activity Designation" for colleges and universities, a minimum floor for each remaining four-year and two-year tier institution, including OSU-OKC and OSU-IT, and additional incremental funding based upon the full-time equivalent enrollment for each institution within their respective tiers. Under guidance of the State Regents, staff will work with institutions to identify and prioritize deferred maintenance projects to be funded in the coming year.

Legislative Initiatives:

Intensive Mathematics Tutoring Program – University of Oklahoma – HB 1287 (\$3 million) – The College of Education at the University of Oklahoma will establish a pilot program in mathematics tutoring for the lowest performing students on the eighth-grade mathematics assessment that have entered the ninth-grade. The program will support public and public charter high schools in districts with a minimum of 30,000 enrolled students.

Rising Scholars Award Program – HB 1282 (\$2 million) – Legislation authorizes the expansion and renaming of the Oklahoma Academic Scholars Program to the Oklahoma Rising Scholars Award. Funding is provided to offset a portion of the projected costs of expanding the scholarship award to cover the full cost of attendance for up to five years of undergraduate and/or graduate study in public or private institutions of higher education in Oklahoma. Recipients of this scholarship represent students meeting at least one of the following criteria: (1) the top 0.5% of those taking the ACT with an exceptional GPA and/or class rank; (2) a Presidential Scholar; (3) a National Merit Scholar; (4) a National Merit Finalist, or (5) an institutional nominee meeting certain exceptional academic achievements.

One-time Targeted Initiatives:

STEM Education Facility and Institutional Cybersecurity – Cameron University (\$10 million)

Forensic Science Institute – University of Central Oklahoma (\$10 million)

The full allocation can be found in the attached schedules. These recommendations are pending enactment of House Bill 2766 and Senate Bill 1169.

BUDGET PRINCIPLES AND GUIDELINES:

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

Oklahoma State Regents for Higher Education BUDGET PRINCIPLES AND GUIDELINES Fiscal Year 2026

I. STATE REGENTS' BUDGET ALLOCATION PRINCIPLES

State Support. The Oklahoma State System of Higher Education received an increase in state base

appropriations in the amount of \$23.9 million for FY26 for targeted initiatives. Institutions are facing increases in costs for healthcare, retirement contributions, fuel, utilities, and other general operating expenses. The State Regents encourage institutions to operate as cost-effectively as possible and to invest in processes to enhance revenue from grants, contracts, gifts, donations, auxiliaries, and other earned income.

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

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

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

II. INSTITUTIONS' BUDGET ALLOCATION PRICIPLES AND GUIDELINES

Principles. Establishment of priorities in programs and services, and allocation of resources to these priorities, is necessary for the higher education system to serve Oklahoma effectively. As State Regents, governing boards, and presidents undertake to focus resources for optimal use of state funding, the FY26 budgets should reflect the following principles:

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

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

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

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

Guidelines. Within the context of the above principles, FY26 institutional budgets should evidence these

specific guidelines:

Mandatory Cost Increases – The first priority on the campuses will be funding mandatory cost increases. Estimates for mandatory costs are approximately \$57.7 million. These costs include health and dental insurance, retirement contributions, fuel, utilities, and other operating expenses.

Administrative Cost Budget Caps – For FY26, the following caps are approved for expenditures budgeted under the functional category of *Institutional Support*:

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

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

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

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

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

Attachments.

ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION

Fiscal Year 2026

	A FY-25 Total State Alloc. Funds	B FY-26 Funding Formula %	C FY-26 Funding Form. Allocation	D FY-26 Formula Base Adjustment	E FY-26 Subtotal FY-24 Base and Formula Funding	F FY-26 Program Adjustments	G FY-26 Total State Alloc. Funds	H FY-26 \$ Chg From FY'22 Alloc. Allocation	I FY-26 % Chg. From FY'22 Alloc. Allocation
University of Oklahoma:									
OU, Norman	134,862,520	14.40%			134,862,520	3,000,000	137,862,520	3,000,000	2.22%
OUHSC	81,360,511	11.84%			81,360,511		81,360,511	0	0.00%
OU Tulsa	6,500,999				6,500,999		6,500,999	0	0.00%
OU Law Center	5,160,921	0.68%			5,160,921		5,160,921	0	0.00%
TOTAL, OU:	227,884,951	26.92%			227,884,951	3,000,000	230,884,951	3,000,000	1.32%
Oklahoma State University:									
OSU, Stillwater	120,749,943	12.89%			120,749,943		120,749,943	0	0.00%
OSU Agriculture Experiment Station	22,162,361	2.69%			22,162,361		22,162,361	0	0.00%
Cooperative Extension Division	23,525,406	2.51%			23,525,406		23,525,406	0	0.00%
OSU Center for Health Sciences	13,427,106	1.75%			13,427,106		13,427,106	0	0.00%
School of Veterinary Medicine	9,289,695	1.07%			9,289,695		9,289,695	0	0.00%
OSU, Oklahoma City	13,035,609	2.73%			13,035,609		13,035,609	0	0.00%
OSU Institute of Tech, Okmulgee	12,987,728	1.97%			12,987,728		12,987,728	0	0.00%
OSU-Tulsa	9,403,458				9,403,458		9,403,458	0	0.00%
TOTAL, OSU:	224,581,307	25.62%			224,581,307		224,581,307	0	0.00%
University of Central Oklahoma	51,363,515	6.12%			51,363,515	10,000,000	61,363,515	10,000,000	19.47%
East Central University	15,801,815	1.81%			15,801,815		15,801,815	0	0.00%
Northeastern State University	32,919,906	3.43%			32,919,906		32,919,906	0	0.00%
Southeastern Oklahoma State University	18,119,807	1.59%			18,119,807		18,119,807	0	0.00%
Southwestern Oklahoma State University	21,582,762	2.34%			21,582,762		21,582,762	0	0.00%
Cameron University	18,635,555	1.89%			18,635,555	10,000,000	28,635,555	10,000,000	53.66%
Langston University	11,457,061	1.79%			11,457,061		11,457,061		0.00%
Statewide Plan	911,060				911,060		911,060		0.00%
Federal Research Match	4,972,862				4,972,862		4,972,862		0.00%
LU-Tulsa	1,811,944				1,811,944		1,811,944		0.00%

ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION

Fiscal Year 2026

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Agricultural Exper Station Funds	248,871				248,871		248,871		0.00%
Langston Honors Scholarship Program	175,290				175,290		175,290		0.00%
Langston Honors Program Admin	89,507				89,507		89,507		0.00%
TOTAL, Langston University:	19,666,596				19,666,596		19,666,596	0	0.00%
NW Okla State University	9,573,536	1.30%			9,573,536		9,573,536	0	0.00%
Oklahoma Panhandle State University	6,639,132	0.78%			6,639,132		6,639,132	0	0.00%
Rogers State University	14,592,601	1.96%			14,592,601		14,592,601	0	0.00%
University of Science & Arts of Okla	6,724,616	0.78%			6,724,616		6,724,616	0	0.00%
Carl Albert State College	6,026,565	1.01%			6,026,565		6,026,565	0	0.00%
Connors State College	6,553,934	1.01%			6,553,934		6,553,934	0	0.00%
Eastern Oklahoma State College	6,018,744	0.76%			6,018,744		6,018,744	0	0.00%
Murray State College	6,216,763	1.07%			6,216,763		6,216,763	0	0.00%
Northeastern Oklahoma A&M College	7,857,001	0.92%			7,857,001		7,857,001	0	0.00%
Northern Oklahoma College	10,113,988	2.13%			10,113,988		10,113,988	0	0.00%
Redlands Community College	5,829,599	0.83%			5,829,599		5,829,599	0	0.00%
Seminole State College	5,574,702	0.85%			5,574,702		5,574,702	0	0.00%
Western Oklahoma State College	5,325,466	0.82%			5,325,466		5,325,466	0	0.00%
Oklahoma City Community College	26,256,879	4.88%			26,256,879		26,256,879	0	0.00%
Rose State College	18,598,980	2.67%			18,598,980		18,598,980	0	0.00%
Tulsa Community College	37,088,222	6.71%			37,088,222		37,088,222	0	0.00%
Critical Workforce Development Initiatives (see attached)	11,500,000				11,500,000		11,500,000	0	0.00%
Section 13 Offset Funds (see attached schedule)	19,948,766				19,948,766		19,948,766	0	0.00%
Higher Ed User Fees	2,368,955				2,368,955		2,368,955	0	0.00%
Microcredentialial -Workforce Development	1,800,000				1,800,000		1,800,000	0	0.00%
Ponca City Learning Site	520,722				520,722		520,722	0	0.00%
Innovation and Efficiency Matching Fund	2,034,863				2,034,863		2,034,863	0	0.00%

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Fiscal Year 2026

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Institutions, Constituent Agencies, Centers & Learning Sites Subtotal	847,720,249	100.00%	0	0	847,720,249	23,000,000	870,720,249	23,000,000	2.71%
Governance & Operations Support:									
State Regents' Core Operations/Comp Reserve	6,366,842				6,366,842		6,366,842	0	0.00%
Regents' IT	2,212,428				2,212,428		2,212,428	0	0.00%
Oklahoma Teacher Connection	852,282				852,282	(450,000)	402,282	0	-52.80%
Scholarship Administration	634,524				634,524		634,524	0	0.00%
Governance & Operations Support Subtotal	10,066,076				10,066,076	0	10,066,076	0	0.00%
Financial Aid Programs:									
Academic Scholars/Rising Scholars Program	7,155,862				7,155,862	2,000,000	9,155,862	2,000,000	27.95%
Chiropractic Scholarships	28,318				28,318		28,318	0	0.00%
Concurrent Enrollment Tuition Waiver for HS Seniors	20,492,168				20,492,168		20,492,168	0	0.00%
George & Donna Nigh Scholarships	49,555				49,555		49,555	0	0.00%
Oklahoma National Guard Educational Assistance Scholarship	12,000,000				12,000,000		12,000,000	0	0.00%
Oklahoma Tuition Aid Grant Program	17,010,329				17,010,329		17,010,329	0	0.00%
Oklahoma Tuition Equalization Program (Private Schools)	2,926,186				2,926,186		2,926,186	0	0.00%
Prospective Teacher Scholarships	70,793				70,793		70,793	0	0.00%
Regional University Scholarships	1,021,517				1,021,517		1,021,517	0	0.00%
International Scholarship Program	90,847				90,847		90,847	0	0.00%
Wm. P. Willis Scholarships	59,997				59,997		59,997	0	0.00%
Adult Degree Completion and Workforce Re-entry Scholarships	1,150,000				1,150,000		1,150,000	0	0.00%
Inspired to Teach	41,586,893				41,586,893		41,136,893	(450,000)	-1.08%
Inspired to Teach Administration	0				0	450,000	450,000	450,000	NA
Sub-Total Financial Aid Programs	103,642,467	0	0	0	103,642,467	2,000,000	105,642,467	2,000,000	1.93%
Other Special Programs:									
Adult Degree Completion Program	635,747				635,747		635,747	0	0.00%

ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION

Fiscal Year 2026

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Strong Readers Act (SB 362 - 2024)	0				0		0	0	NA
Online Educational Resources	300,000				300,000		300,000	0	0.00%
Endowed Chairs Program	21,529,849				21,529,849		21,529,849	0	0.00%
EPSCoR/Research	1,850,423				1,850,423		1,850,423	0	0.00%
Grant Programs/Economic Dev/OEIS	296,834				296,834		296,834	0	0.00%
Jane Brooks School - USAO	18,156				18,156		18,156	0	0.00%
Debt Service/Endowed Chairs	27,635,633				27,635,633	(1,080,605)	26,555,028	(1,080,605)	-3.91%
Scholar-Leadership Program	205,398				205,398		205,398	0	0.00%
Statewide Literacy Program	49,173				49,173		49,173	0	0.00%
Student Preparation Program	788,811				788,811		788,811	0	0.00%
Summer Academies Program	426,286				426,286		426,286	0	0.00%
System Shared Resources:									
Academic Library Databases	275,313				275,313		275,313	0	0.00%
System Legal Services	35,361				35,361		35,361	0	0.00%
System Safety, Health & Environmental Resource Center	45,574				45,574		45,574	0	0.00%
Internet 2	1,026,883				1,026,883		1,026,883	0	0.00%
Financial/Data Analytics	1,401,700				1,401,700		1,401,700	0	0.00%
Student Health Services Grant Program	4,000,000				4,000,000		4,000,000	0	0.00%
Hunger Pantry Project (\$40,000 administration?)	200,000				200,000		200,000	0	0.00%
Teacher Shortage Incentive Program (Math/Science Program)	270,405				270,405		270,405	0	0.00%
Sub-Total Other Special Programs	60,991,546				60,991,546	(1,080,605)	59,910,941	(1,080,605)	-1.77%
Capital and Master Lease	1,325,883				1,325,883		1,325,883	0	0.00%
TOTAL FY-26 Operating Allocation	1,023,746,221				1,023,746,221	23,919,395	1,047,665,616	23,919,395	2.34%
Oklahoma's Promise - Authorization	0				0	70,740,310	70,740,310	70,740,310	NA
SUBTOTAL FY-26 Legislative Allocation	1,023,746,221				1,023,746,221	94,659,705	1,118,405,926	94,659,705	9.25%
Capital Asset Management Deferred Maintenance	56,250,000				56,250,000	45,000,000	101,250,000	45,000,000	NA

ALLOCATION OF STATE APPROPRIATED FUNDS BY ALLOCATION
Fiscal Year 2026

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TOTAL FY-26 Total Appropriation/Authorization	1,079,996,221				1,094,154,673	68,919,395	1,219,655,926	139,659,705	12.93%

Critical Workforce Development Initiatives	
FY2026 Allocations	
Cameron University	\$ 264,822
Carl Albert State College	\$ 125,000
Connors State College	\$ 289,418
East Central University	\$ 276,385
Eastern Oklahoma State College	\$ 125,000
Langston University	\$ 228,974
Murray State College	\$ 232,525
Northeastern Oklahoma A&M College	\$ 125,000
Northeastern State University	\$ 450,285
Northern Oklahoma College	\$ 249,575
Northwestern Oklahoma State University	\$ 125,000
Oklahoma City Community College	\$ 574,370
Oklahoma Panhandle State University	\$ 228,909
Oklahoma State University	\$ 1,657,287
OSU – Oklahoma City	\$ 354,376
OSU Center of Health Sciences	\$ 396,488
OSU Institute of Technology – Okmulgee	\$ 308,481
OSU Vet Med	\$ 125,000
Redlands Community College	\$ 125,000
Rogers State University	\$ 271,435
Rose State College	\$ 345,500
Seminole State College	\$ 125,000
Southeastern Oklahoma State University	\$ 283,743
Southwestern Oklahoma State University	\$ 457,470
Tulsa Community College	\$ 718,420
University of Central Oklahoma	\$ 654,317
University of Oklahoma	\$ 1,314,057
University of Oklahoma Health Sciences Center	\$ 818,163
University of Science and Arts	\$ 125,000
Western Oklahoma State College	\$ 125,000
	\$ 11,500,000

Section 13 Offset Allocation FY2026 Allocation

	FY'25 Allocation	FY'26 Allocation	\$ Change from FY'25	% Change from FY'25
Cameron University	\$313,371	\$313,371	\$0	0.00%
Carl Albert State College	\$1,000,000	\$1,000,000	\$0	0.00%
Connors State College	\$1,000,000	\$1,000,000	\$0	0.00%
East Central University	\$313,371	\$313,371	\$0	0.00%
Eastern Oklahoma State College	\$1,000,000	\$1,000,000	\$0	0.00%
Murray State College	\$1,000,000	\$1,000,000	\$0	0.00%
Northeastern A&M College	\$1,000,000	\$1,000,000	\$0	0.00%
Northeastern State University	\$373,671	\$373,671	\$0	0.00%
Northwestern OK State University	\$313,371	\$313,371	\$0	0.00%
OK City Comm. College	\$1,267,350	\$1,267,350	\$0	0.00%
OSU-Oklahoma City	\$1,000,000	\$1,000,000	\$0	0.00%
OSU IT, OKM	\$1,000,000	\$1,000,000	\$0	0.00%
OSU-Tulsa	\$1,000,000	\$1,000,000	\$0	0.00%
OK Panhandle State University	\$313,371	\$313,371	\$0	0.00%
Redlands Comm. College	\$1,000,000	\$1,000,000	\$0	0.00%
Rogers State University	\$1,000,000	\$1,000,000	\$0	0.00%
Rose State College	\$1,000,000	\$1,000,000	\$0	0.00%
Seminole State College	\$1,000,000	\$1,000,000	\$0	0.00%
Southeastern OK State University	\$313,371	\$313,371	\$0	0.00%
Southwestern OK State University	\$313,371	\$313,371	\$0	0.00%
Tulsa Community College	\$1,716,400	\$1,716,400	\$0	0.00%
University of Central Oklahoma	\$1,397,421	\$1,397,421	\$0	0.00%
University of Science & Arts	\$313,371	\$313,371	\$0	0.00%
Western OK State College	\$1,000,000	\$1,000,000	\$0	0.00%
TOTALS	\$19,948,439	\$19,948,439	\$0	0.00%

Oklahoma State Regents for Higher Education
Concurrently Enrolled High School Senior Waivers
2024-2025 Year-End Report
High School Seniors

Institution	Total Dollars Waived Summer 2023, Fall 2024 and Spring 2025	% of Total	Total to be received as reimbursement	Total Number of Seniors	Total Hours Waived	Average Amount Per Hour
Cameron University	\$ 928,937	5.28%	\$ 928,937	943	5,155	180.20
Carl Albert State College	419,355	2.38%	419,355	706	4,009	104.60
Connors State College	309,165	1.76%	309,165	490	2,952	104.73
East Central University	137,130	0.78%	137,130	134	653	210.00
Eastern Oklahoma State College	251,637	1.43%	251,637	430	2,179	115.48
Langston University	-	0.00%	-	-	-	-
Murray State College	1,134,245	6.44%	1,134,245	1,170	6,585	172.25
Northeastern Oklahoma A&M College	189,847	1.08%	189,847	315	1,747	108.67
Northeastern State University	381,488	2.17%	381,488	292	1,655	230.51
Northern Oklahoma College	549,262	3.12%	549,262	805	4,451	123.40
Northwestern Oklahoma State	458,313	2.60%	458,313	381	2,019	227.00
Oklahoma City Community College	1,567,860	8.91%	1,567,860	2,670	15,548	100.84
Oklahoma Panhandle State University	111,971	0.64%	111,971	108	656	170.69
Oklahoma State University	810,204	4.60%	810,204	881	4,488	180.55
Oklahoma State University - OKC	490,171	2.78%	490,171	682	3,772	129.95
Oklahoma State University IT - Okm	384,936	2.19%	384,936	443	2,525	152.45
Redlands Community College	1,269,223	7.21%	1,269,223	7,566	8,197	154.84
Rogers State University	722,945	4.11%	722,945	901	4,197	172.25
Rose State College	862,632	4.90%	862,632	1,307	6,849	125.95
Seminole State College	280,126	1.59%	280,126	484	2,618	107.00
Southeastern Oklahoma State	361,728	2.05%	361,728	273	1,588	227.79
Southwestern Oklahoma State University	854,460	4.85%	854,460	672	3,594	237.75
Southwestern Oklahoma State University (outside service area)	407,539	2.31%	407,539	482	2,632	154.84
Tulsa Community College	2,768,878	15.73%	2,768,878	4,134	23,757	116.55
University of Central Oklahoma	1,040,338	5.91%	1,040,338	844	4,285	242.79
University of Oklahoma	608,799	3.46%	608,799	706	3,511	173.40
University of Science and Arts of Oklahoma	56,355	0.32%	56,355	66	255	221.00
Western Oklahoma State College	247,338	1.40%	247,338	398	2,219	111.46
TOTAL	\$ 17,604,883	100.00%	\$17,604,883	28,283	122,096	\$144.19

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

Oklahoma State Regents for Higher Education
Concurrently Enrolled High School Senior Waivers
 2024-2025 Year-End Report
High School Juniors

Institution						
	<i>Total Dollars Waived Summer 2024, Fall 2024 and Spring 2025</i>	<i>% of Total</i>	<i>Total to be received as reimbursement</i>	<i>Total Number of Juniors</i>	<i>Total Hours Waived</i>	<i>Average Amount Per Hour</i>
Cameron University	\$ 382,560	5.26%	\$ 382,560	591	2,122	180.28
Carl Albert State College	179,665	2.47%	179,665	443	1,720	104.46
Connors State College	172,203	2.37%	172,203	354	1,641	104.94
East Central University	42,420	0.58%	42,420	57	202	210.00
Eastern Oklahoma State College	76,299	1.05%	76,299	179	661	115.43
Langston University	-	0.00%	-			
Murray State College	509,180	7.00%	509,180	832	3,061	166.34
Northeastern Oklahoma A&M College	71,232	0.98%	71,232	168	654	108.92
Northeastern State University	146,255	2.01%	146,255	170	635	230.32
Northern Oklahoma College	171,861	2.36%	171,861	387	1,395	123.20
Northwestern Oklahoma State	201,576	2.77%	201,576	242	888	227.00
Oklahoma City Community College	719,594	9.89%	719,594	1,693	7,136	100.84
Oklahoma Panhandle State University	51,084	0.70%	51,084	79	297	172.00
Oklahoma State University	129,088	1.77%	129,088	192	715	180.54
Oklahoma State University - OKC	122,803	1.69%	122,803	256	945	129.95
Oklahoma State University IT - Okm	206,417	2.84%	206,417	329	1,354	152.45
Redlands Community College	635,928	8.74%	635,928	1,158	4,107	154.84
Rogers State University	230,492	3.17%	230,492	321	1,340	172.01
Rose State College	415,257	5.70%	415,257	895	3,297	125.95
Seminole State College	126,902	1.74%	126,902	324	1,186	107.00
Southeastern Oklahoma State	81,612	1.12%	81,612	99	359	227.33
Southwestern Oklahoma State University	231,259	3.18%	231,259	240	972	237.92
Southwestern Oklahoma State University (outside service area)	235,048	3.23%	235,047	368	1,518	154.84
Tulsa Community College	1,623,891	22.31%	1,623,891	2,947	13,933	116.55
University of Central Oklahoma	267,561	3.68%	267,561	315	1,102	242.80
University of Oklahoma	69,786	0.96%	69,786	105	404	172.74
University of Science and Arts	50,388	0.69%	50,388	65	228	221.00
Western Oklahoma State	128,819	1.77%	128,819	297	1,157	111.34
TOTAL	\$ 7,279,179	100.00%	\$ 7,279,178	13,106	53,029	\$137.27

*Note: OSU-Tulsa is reported with the OSU Main Campus. NOC reported juniors attending courses with approved higher tuition rates.

Deferred Maintenance Funding Allocations by Tier and Institution - FY-26

<u>Institution</u>	<u>Total</u>	<u>Pct.</u>
UCO	\$10,125,000	50.00%
Langston	\$10,125,000	50.00%

<u>Four-Year Tier</u>		
NSU	\$7,288,469	16.00%
SEOSU	6,710,875	14.73%
SWOSU	6,205,032	13.62%
ECU	5,074,060	11.14%
Cameron	4,817,551	10.57%
RSU	4,760,150	10.45%
NWOSU	3,930,532	8.63%
USAO	3,431,863	7.53%
OPSU	<u>3,343,969</u>	<u>7.34%</u>
	\$45,562,500	100.00%

<u>Two-Year Tier</u>		
TCC	\$5,090,591	14.4%
OCCC	4,079,438	11.5%
Rose State	3,043,906	8.6%
OSU-OKC	2,714,582	7.7%
OSU-IT	2,412,835	6.8%
NOC	2,256,966	6.4%
Murray St	2,181,029	6.2%
Connors	2,137,066	6.0%
NEO	2,051,538	5.8%
Carl Albert	1,989,989	5.6%
Redlands	1,916,051	5.4%
Seminole	1,912,854	5.4%
Eastern	1,848,108	5.2%
Western	1,802,546	<u>5.1%</u>
	\$35,437,500	100.00%

Totals	101,250,000	
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Oklahoma State Regents for Higher Education**FY-26 Allocation of Capital and Master Lease Funds
Proposed for FY26****May 30, 2025****Master Lease**

Professional Services - Annual Allotment

\$100,000

Sub-Total

100,000**Total** \$100,000

GENERAL INFORMATION

Academic Calendar

Summer 2026
(6/1/2026 – 7/23/2026)

Enrollment	March – June
Classes Begin	June 1
Last Day to Add / Drop	June 4
Juneteenth (No Classes, Campus Closed)	June 19
Independence Day (No Classes, Campus Closed)	July 4
Last Day to Withdrawal	July 9
Total Withdrawal Deadline	July 16 (4 PM)
Term Ends	July 23
Final Grades Deadline	July 28 (12 PM)

Fall 2026
(8/17/2026 – 12/11/2026)

Enrollment	March – August
Faculty Return	August 12
Classes Begin	August 17
Last Day to Add / Drop 1 st 8-Week Course	August 21
Last Day to Add / Drop 16-Week Course	August 28
Labor Day (No Classes, Campus Closed)	September 7
Last Day to Withdrawal 1 st 8-Week Course	September 25
Midterm Grades Available	October 2
Fall Break (No Classes)	October 15-16
Last Day to Add/ Drop 2 nd 8-Week Course	October 16
Last Day to Withdrawal 16-Week Course	November 6
Last Day to Submit Application for Degree Candidacy (https://connorsstate-3267.app451.sites.451.io/)	November 18
Last Day to Withdrawal 2 nd 8-Week Course	November 20
Last Day to Request or Appeal for Financial Aid for Fall 2026	November 20
Thanksgiving Break (No Classes, Campus Closed)	November 23-27
Total Withdrawal Deadline (https://forms.office.com/r/gUKV85J3bi)	December 4 (4 PM)
Finals Week (The Vice President for Academic Affairs must approve any departure from the published Finals Schedule.)	December 7-11
Fall 2026 Commencement Ceremony	December 11
Final Grades Deadline	December 15 (12PM)
Winter Intercession Begins	January 4
Last Day to Add / Drop Winter Intercession	January 5
Winter Intercession Ends	January 8

Spring 2027
(1/11/2027-5/7/2027)

Enrollment	October – January
Faculty Return	January 5
Classes Begin	January 11
Last Day to Add / Drop 1 st 8-Week Course	January 15
Martin Luther King, Jr. Day (No Classes, Campus Closed)	January 18
Last Day to Add / Drop 16-Week Course	January 22
Last Day to Withdrawal 1 st 8-Week Course	February 19
Midterm Grades Available	February 22
Last Day to Order Cap & Gown at Bookstore	March 12
Spring Break (No Classes, Campus Closed)	March 15-20
2 nd 8-Week Courses Begin	March 8
Last Day to Add/ Drop 2 nd 8-Week Course	March 12
Last Day to Withdrawal 16-Week Course	April 9
Last Day to Submit Application for Degree Candidacy (https://connorsstate-3267.app451.sites.451.io/)	April 9
Last Day to Withdrawal 2 nd 8-Week Course	April 16
Last Day to Request or Appeal for Financial Aid for Spring 2027	April 30
Total Withdrawal Deadline (https://forms.office.com/r/gUKV85J3bi)	April 30 (4 PM)
Finals Week (The Vice President for Academic Affairs must approve any departure from the published Finals Schedule.)	May 1-7
Commencement Ceremony	May 7
Final Grades Deadline	May 11 (12 PM)
Spring Intercession Begins	May 12
Last Day to Add / Drop Spring Intercession	May 13
Spring Intercession Ends	May 19



LANGSTON UNIVERSITY

Langston, Oklahoma

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

December 5, 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. Seven personnel actions
 - b. One item for informational purposes only
2. Request approval for ratification of Interim Request to continue engagement with WittKieffer for the purposes of conducting executive search services for five positions. (*Reference Document D-2*)

E - INSTRUCTIONAL PROGRAMS

None

F - BUDGETARY ACTIONS

None

G - OTHER BUSINESS AND FINANCIAL MATTERS

1. Request approval of one peace officer action. *(Reference Document G-1)*
2. Request approval to transfer the Board's ownership interest, if any, in an approximately 152.76 acre tract of land in Wagoner County, Oklahoma. *(Reference Document G-2)*

H - CONTRACTUAL AGREEMENTS (other than construction and renovation)

None

I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES

1. Request approval via Special Request to continue engagement with On-Call Partners to assist the university with the design and construction of the Horticulture Education and Resource Center (HERC) Annex Project *(Reference Document I-1)*

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

None

All items listed above are respectfully submitted for your approval.

Sincerely,

A handwritten signature in black ink that reads "Ruth Ray Jackson". The signature is written in a cursive, flowing style.

Ruth Ray Jackson, Ph.D.
Interim President

FLAVOR



LEGENDARY
LANGSTON UNIVERSITY HOMECOMING 2023





INSIDE

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REFLECTING ON PROGRESS:

OZETTA PARKER REMEMBERS LANGSTON UNIVERSITY IN 1946

BY ELLIE MELERO



Music, laughter and conversation filled Langston University–Tulsa’s front lobby on the Tuesday of Homecoming Week as students, faculty, staff, alumni, community members and their families flocked to the campus for its annual Homecoming Block Party on Oct. 7. Sitting at a table in the middle of the lobby, happily chatting with anyone who wanted to stop by, sat 98-year-old Ozetta Parker (née Walker).

As Parker looked around at all the activity, it amazed her how much things had changed at Langston University since she was a student in 1946.

Parker grew up on a farm near Tulsa in the 1930s as one of nine kids. She enjoyed farm life, especially the big homemade meals her mother would prepare, but education was always a major focus in her community. So when her older sister Pauline moved to the city, Parker began staying with her during the school year so she could attend Booker T. Washington High School.

In the city, Parker and her siblings walked everywhere they needed to go, and they didn’t go out at night. They lived in a tight-knit community where everyone looked out for one another. Her teachers were strict, but Parker could tell they cared. When Parker graduated from high school in 1946, Pauline encouraged her to attend college and study home economics.

“She liked my cooking,” Parker laughed.

Langston University didn’t have a campus in Tulsa back then, so Parker made her way out to Logan County. She lived in Sanford Hall—which was a women’s dorm at the time—and studied home economics.

Life at LU was different than what Parker was used to. The rural campus felt almost isolated from normal society, and Parker thought her dorm room didn’t have much space. She especially missed her mother’s cooking. But there was a lot about life at Dear Langston that she loved, too.

The university offered plenty to do as far as providing students with social activities. Students went to sporting events and church regularly, and when there were dances, they were well attended. Parker met a lot of people and made a lot of friends.

“They had entertainment for us,” Parker said. “They had a little place where you could go dance. I don’t know what they called it ... but you go there and socialize when you had the time.”

Although Parker spent a lot of time studying in her room or in the library, she said she enjoyed her classes. Her home economics courses taught her about a variety of things, including cooking, proper housekeeping and sewing. She learned she really enjoyed sewing. She loved drawing her own designs and then using them to create items like aprons and dresses.

Parker loved her time at LU, but she had to leave after two years. She moved to Oklahoma City, found work, got married, started a family and moved back to Tulsa, but she never forgot about her time at Dear Langston.

For years, Parker would return to LU with her family for every Homecoming. She loved connecting with old friends and seeing how much the campus and university continued to grow. But as she got older, the trip out to Langston became harder to make, and she stopped going.

This year, her son saw an advertisement for the Homecoming Block Party at LU–Tulsa, and they were both excited to attend their first Langston University Homecoming celebration in several years.

This provided her the opportunity to remember not just what Langston University meant to her, but what it can mean to everyone.

“Education is what’s going to help us make this world a better place,” Parker said. “(Langston University) is a good place to go to learn and socialize and entertain and leave a legacy for the children behind us to go as high as they can.

“Learn as much as you can and help each other.”



TAKING CARE OF BUSINESS:

LANGSTON UNIVERSITY SIGNS MOU WITH OKLAHOMA STATE UNIVERSITY TO CREATE 4+1 PATHWAY FOR BUSINESS STUDENTS

Langston University's School of Business and Oklahoma State University's Spears School of Business have entered into a Memorandum of Understanding (MOU) establishing a new 4+1 Business Degree Pathway.

This agreement provides Langston University students majoring in Business the opportunity to complete both their bachelor's and master's degrees in just five years, streamlining their path toward advanced business leadership and analytics careers.

Through this partnership, qualified Langston University students can seamlessly transition into OSU's Master of Business Administration (MBA), Master of Science in Business Analytics and Data Science (MS BAnDS), Master of Management Information Systems (MS MIS), Master of Quantitative Finance (MSQF), and Master of Hospitality and Tourism Management (MS HTM) programs. Students will have access to graduate-level coursework during their senior year, allowing them to accelerate their graduate degree completion while saving time and money.

"This partnership reflects our shared commitment to creating academic pathways that strengthen Oklahoma's business and innovation ecosystem," said Dr. Daryl Green, dean of the School of Business at Langston University. "It gives our students a competitive advantage in pursuing high-demand careers in business, analytics and leadership."

The collaboration further aligns with Langston University's mission to provide transformative educational opportunities and expand graduate pathways for underrepresented students in business and technology disciplines.

"We're excited to partner with Langston University to create this 4+1 pathway for their business students," said Dr. Jim Payne, dean of Spears Business. "Our campuses are just 20 miles apart, and this kind of collaboration strengthens Oklahoma's workforce by providing more students with access to advanced business education. We look forward to welcoming Langston students into our graduate programs and helping them build successful careers in business."

LU students wishing to take advantage of these new pathways must be juniors with at least 90 undergraduate hours completed at the time of applying. All students must take the GMAT exam and complete OSU's standard graduate school application found at grad.okstate.edu/apply.

Interested participants will meet with their LU advisor to complete a general eligibility screening and discuss next steps. After meeting with their LU advisor, they will need to set up an appointment with a Spears advisor for their program of interest. Their advisors will help them navigate the process of applying to the master's program early at OSU, and they will be equipped with timelines for the next available semester.

BY ELLIE MELERO

LU SCHOOL OF BUSINESS STUDENTS' THOUGHTS ON NEW 4+1 PATHWAY:

5



DAE'ANA LONG

SOPHOMORE COMPUTER SCIENCE MAJOR

"I would definitely be interested in this opportunity because it allows me to get a headstart on my graduate studies while still pursuing my undergraduate degree. It's honestly a great way to save time and stay motivated toward achieving my long-term career goals."

"I believe that this partnership strengthens Langston's reputation and gives students a reason to continue their education here. It's encouraging to see the university actively making an effort to create real opportunities for their students that helps their futures beyond graduation."



RACHEL FRANCIS

FRESHMAN FINANCE MAJOR

"I think this partnership is a great idea. Finishing both degrees in just five years makes things so much more convenient and efficient for students who already know they want to continue their education. It's a great way to save time and money while gaining experience early on. And our school does a great job preparing students for graduate studies. The instructors push us to think critically and apply what we learn in the real world."

"I'm really glad that LU is creating opportunities like this. It shows how much the School of Business cares about helping students move forward."



KATELYN SCOTT

JUNIOR BUSINESS MANAGEMENT AND FINANCE MAJOR

"I believe the 4+1 Pathways program is a wonderful opportunity for LUSB students, offering an accessible and accelerated route to earning a master's degree while gaining a competitive edge in today's job market."

BOLD BREAKTHROUGH:

LANGSTON UNIVERSITY RECEIVES \$3.125 MILLION IN GRANTS TO SUPPORT REHABILITATION PROGRAMS, STUDENT SCHOLARSHIPS

Langston University's Department of Rehabilitation and Disability Studies earned \$3.125 million in grants from the U.S. Department of Education to support the university's rehabilitation programs, including funding 96 full-tuition scholarships over the next five years.

The department has been awarded three grants; one is from the Office of Special Education and Rehabilitation Services (OSERS), and two are from the Rehabilitation Services Administration (RSA).

The first grant, funded through the RSA and totaling \$1 million over five years, will establish a specialized Pre-Employment Transition Services to Youth with Mental Disabilities track within the department's master's program for Rehabilitation Counseling. This will include funding the tuition, fees and a living stipend for 30 graduate students over five years.

The second grant, worth \$1.25 million and funded by OSERS, will establish a new track within the undergraduate Rehabilitation Services bachelor's degree program. The new track will be School-to-Work: Preparing Personnel to Serve School-Age Children with Intellectual and Developmental Disabilities, and the grant will fund the tuition, fees and a living stipend for 36 undergraduate students over the next five years.

The last grant is from the RSA and will pay out \$875,000 over five years. This grant will establish another new track within the Rehabilitation Services program: Pre-Employment Transition Services to Youth with Intellectual and Developmental Disabilities (including Autism). It will fund 30 undergraduate scholarships over the next five years, which will include tuition, fees and a living stipend.

"Langston University is honored to receive this transformative investment from the U.S. Department of Education," said President Ruth Ray Jackson. "These three grants reflect our unwavering commitment to preparing highly qualified professionals who will serve youth with mental, intellectual, and developmental disabilities.

"I commend Dr. Corey Moore and the Department of Rehabilitation and Disability Studies for their leadership in advancing inclusive education and workforce development. This funding strengthens our mission as a land-grant institution and expands access to high-impact academic programs that meet urgent national needs."

Undergraduate students interested in the Rehabilitation Services program who wish to apply for the scholarships within either track must have completed at least 41 hours of general education courses prior to



applying. Interested individuals should contact Professor Emanuel Lewis, the Rehabilitation Services Program Coordinator at LU-Tulsa, via phone at 918-902-3184 or via email at emanuel.lewis@langston.edu.

Graduate students interested in the new track within the Rehabilitation Counseling program should contact Dr. Andre Washington, the Rehabilitation Counseling Program Coordinator at LU-OKC, via phone at 405-530-7525 or via email at andre.washington@langston.edu to apply for scholarships.

“The awarding of these grants, especially three at the same time, speaks to the relevance and value of the work being done here at Langston University in the Department of Rehabilitation and Disability Studies,” said Dr. Elizabeth Albright, interim Dean of the School of Education and Behavioral Sciences. “These scholarships enhance what Langston University already does to support students through degree completion. By providing financial support, not only are students able to graduate without adding debt, but they will be stronger in their field because their primary focus can be school.”

LU’s Rehabilitation Counseling graduate program is celebrating its 25th anniversary, and it was recently ranked by U.S. News and World Report as a Top 20 rehabilitation graduate program in the nation. Accredited through CACREP, the graduate program has also birthed two Rehabilitation Research and Training Centers (RRTC) that are both funded by the National Institute on Disability, Independent Living and Rehabilitation Research.

These new grant projects present an exceptional approach to student development through LU’s partnership with the Oklahoma Department of Rehabilitation Services, Tulsa Public Schools and other local education agencies. Significant attention will be devoted to cross-fertilizing these academic initiatives and ongoing RRTC trainings to increase students’ knowledge of the delivery and transition of mental health and developmental disability support services to school-age children and youth.

The goal is to improve the supply of fully credentialed rehabilitation, mental health and disability professionals for employment in local educational and/or rehabilitation agencies.

“These innovative federally funded educational initiatives are critical for training and preparing our undergraduate and graduate students within the department to help meet the demands of human service systems addressing the current national youth mental health crisis as well as the pre-employment service support needs of school-age children and youth with intellectual and developmental disabilities,” said Dr. Moore, the Founding Chair of the Department of Rehabilitation and Disability Studies and project director for all three grants.

The OSERS priority focuses on personnel preparation for special education, early intervention and related services personnel at Historically Black Colleges and Universities, Tribally controlled colleges and universities, and other minority-serving institutions. The RSA priorities are consistent with the purpose of the Rehabilitation Long-Term Training program, which is to provide financial assistance for academic training areas of personnel shortages in vocational rehabilitation.

These funded initiatives at Langston University are in direct response to identified needs in personnel development, as well as to improve services and outcomes for school-age children and youth with mental, intellectual and developmental disabilities.



BY ELLIE MELERO



WE CREATE CHANGE:

OKLAHOMA CITY MEMORIALIZES CLARA LUPER'S ENDURING IMPACT

BY JET TURNER

Civil rights activist and Langston University alumna Clara Luper, along with her NAACP Youth Council students, called restaurants in the Oklahoma City area for 18 months with a request to integrate.

When the requests were denied, the group walked into Katz Drug Store on Aug. 19, 1958, sat at a table meant for “Whites Only,” and ordered 13 cokes. They were denied service repeatedly, but after two days Katz Drug Store integrated all 38 outlets across four states.

Luper and the NAACP Youth Council’s sit-in movement lasted nearly 6 years and inspired a national campaign for equality. Decades later, the sit-in at Katz has been memorialized in bronze at the site of the original drug store in downtown Oklahoma City.

A dedication ceremony was held Saturday, Nov. 1, at the new Clara Luper National Sit-In Plaza. Members of the Langston University community, including many students, faculty, staff and alumni were in attendance, and the Langston University Choir performed during the ceremony. The four-ton statue replicates the counter of Katz Drug Store with a life-sized statue of Luper and her students. An empty seat for visitors allows guests to interact with the artwork.

“You could truly feel the weight of her legacy in the air,” said Jasilyn Spivey, Langston University’s Student Government Association Vice President and attendee of the ceremony. “Seeing her honored in this way reinforces why advocacy, education and community still matter today. It’s motivation to keep using my voice the way she used hers.

“Her impact shows that Langston students don’t just dream about change, we create it. Her legacy proves that this university produces leaders who are fearless, compassionate, and ready to stand for justice.”



Gala





LEGENDARY

LANGSTON UNIVERSITY HOMECOMING 2025





PHOTOS PROVIDED BY LU PUBLIC RELATIONS AND J. WIGG OF CONCEPTS PRODUCTIONS

The poster features a blue-tinted background. The top half shows a close-up of a person in a marching band uniform, including a tall hat with a plume and a microphone. The bottom half shows a group of cheerleaders in white uniforms performing a routine on a field. The text is overlaid on the right side of the image.

LANGSTON UNIVERSITY
HOMECOMING 2026

SAVE THE DATE

OCTOBER 11-17, 2026

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



THERESA POWELL
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HELEEN SHEETS
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Editor-in-Chief



ELLIE MELERO
Media Relations Specialist
Contributing Editor



BRANDON CLEMONS
Senior Graphic Designer/Photographer
Design and Layout

TRUMP

MAGAZINE



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
Alvarado, Carlos	Change in title from Dairy Product Specialist to Director of Value Added Product Development Center	10/01/2025	\$6,000 annual stipend (12-month basis)
De Silva, Nirodha	Change of salary and change of title from Assist Professor of Agribusiness & Applied Economics/Data Analytics and Financial Resource to Assistant Professor of Agribusiness and Applied Economics and Director of the Agribusiness Data Analytics and Financial Resource Center	10/01/2025	\$6,000 annual stipend (12-month basis)
Davis, Lindsay	Change of title from Assistant Professor to Assistant Professor, Chair of Chemistry Department	09/22/2025	\$7,800 annual stipend (12-month basis)
Tejeji-Yirga, Hirut	Change of title from Research Scientist & Extension Specialist to Director of Dairy Herd	09/22/2025	\$6,000 annual stipend (12-month basis)
Shields, Timothy	Change of Salary with no Change in Title	09/01/2025	\$67,500 annually (12-month basis)
Chandler, Jenna	Change of Salary with no Change in Title	09/01/2025	\$67,500 annually

			(12-month basis)
Blalock, Melvin	Change of Salary with no Change in Title	09/01/2025	\$68,700 annually (12-month basis)

The following personnel items are listed for informational purposes only:

Name	Title	Type	Effective Date	Service Time
Morgan, Quinton	Head Coach, Football	Non-Renewal	12/31/2025	08/20/2007 - 12/31/2025

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

Approval is requested, via Special Request, to engage WittKieffer to conduct five (5) executive searches on behalf of Langston University. Positions included are as follows:

- Vice President for Fiscal and Administrative Affairs
- Vice President for Institutional Advancement
- Vice President for Strategic Enrollment Management
- Dean of the School of Arts & Sciences
- Dean of the School of Education and Behavioral Sciences

Following a thorough review of proposals from multiple search firms, WittKieffer was found to be the most responsive and best aligned with the needs of the institution in facilitating the searches for these key positions. Given their extensive work with Historically Black Colleges and Universities, WittKieffer brings the level of expertise and credibility to these searches required to identify talented candidates. The approved Request for Interim Approval is enclosed for review and reference.

Each search is estimated at \$70,000. The total investment of \$350,000 for all five searches will cover costs related to administrative support, advertising, and candidate travel. Expenses will be paid through legally available funds (116202-L).

OFFICIAL INTERIM APPROVAL REQUEST TO THE OFFICE
OF THE CHIEF EXECUTIVE OFFICER OF THE OSU/A&M BOARD OF REGENTS

NOTE: Both pages of this form must be completed before interim approval is considered official.

Langston University

College/University from which Request for Interim Approval Originated

1. The basis upon which interim approval is requested is indicated below (check one or more and explain).

☐

- (a) The matter is related to the peace, health and safety of the institution and/or its inhabitants. (Explain how the matter of business for which interim approval is requested is related to the immediately foregoing statement.)

☒

- (b) The matter quite possibly could pose a deterrent to the accomplishment of important institutional objectives without authorization to act immediately or reasonably soon; and/or it is believed imprudent to delay action until the next meeting of the Board of Regents. (Explain how the matter of business for which interim approval is requested is related to the immediately foregoing statement.)

Langston University requests approval to continue its engagement with Witt/Kieffer in the facilitation of five (5) executive searches. Following a thorough review of proposals from multiple search firms, Witt/Kieffer was found to be the most responsive and best aligned with the needs of the institution in facilitating the searches for these key positions. Given their extensive work with Historically Black Colleges and Universities, Witt/Kieffer brings the level of expertise and credibility to these searches required to identify talented candidates.

☐

- (c) The matter has significant economic implications for institutional resources and/or properties without authorization to act immediately or reasonably soon; and/or it is believed imprudent to delay action until the next meeting of the Board of Regents. (Explain how the matter of business for which interim approval is requested is related to the immediately foregoing statement.)

☐

- (d) The matter is related to an emergency requiring action by the administration prior to the next meeting of the Board of Regents because of extenuating circumstances not referenced above. (Describe the specific extenuating circumstances.)

2. The administrative action for which interim approval is hereby requested is as follows (describe fully what action is proposed and, if necessary, use an attached sheet):

Approval is requested, via Special Request, to engage with Witt/Kieffer to conduct five (5) executive searches on behalf of Langston University including the Vice President for Fiscal and Administrative Affairs, Vice President for Institutional Advancement, Vice President for Strategic Enrollment Management, Dean of the School of Arts & Sciences, and Dean of the School of Education and Behavioral Sciences. Each search is estimated at \$70,000. The total investment of \$350,000 for all five searches will cover costs related to administrative support, advertising, and candidate travel. Expenses will be paid through legally available funds (116202-L).

3. State the actual cost or best estimated cost required to complete the action for which interim approval is requested. \$ 350,000
4. Identify the fund or funds to be used in covering the cost stated above. 116020-L
5. If verbal approval was previously granted, indicate to whom approval was given, the date, and whether by telephone or in person. _____
6. _____

(Optional) Signature of Requesting Administrator


(Required) Signature of President

Date

11/11/2025

Date

=====

DO NOT COMPLETE FIELDS BELOW.

FOR USE BY THE OFFICE OF THE CHIEF EXECUTIVE OFFICER ONLY.

- ☒ Interim approval is granted by the office of the Chief Executive Officer for the business matter described above.

REMARKS:

- ☐ Interim approval is not granted for the business matter described above.

REMARKS:



Jason Ramsey
2025-11-13 22:24 UTC

Signature of the Chief Executive Officer or
his designated representative

Date

G - OTHER BUSINESS AND FINANCIAL MATTERS

a. Peace officer commissions:

NAME	CAMPUS
Quiroz, Reyes	LU
Hendrix, Layden	LU
Alcon, Dustin	LU

b. Revocation of peace officer commissions: **None**

G - OTHER BUSINESS AND FINANCIAL MATTERS

Approval is requested to transfer the Board's ownership interest, if any, in an approximately 152.76 acre tract of land in Wagoner County, Oklahoma, more particularly described below, in support of a sale of property owned by the Langston University Foundation.

Lots 3 & 4 and the East Half (E/2) of the Southwest Quarter (SW/4) of Section Eighteen (18) Township 16 North Range 17 East, Wagoner County, Oklahoma.

Approval is also requested to authorize the President of Langston University, or their designee, to execute the necessary documents to effectuate the transfer of the Board's ownership interest, if any.

A 5/176^{ths} interest in the tract was deeded to the Langston University Foundation by The Scipio E. Russell Living Trust on January 21, 2014. The title records are unclear, and the ownership of the tract has been greatly fractionalized through the years. The owner of an adjacent property has offered to purchase all interest in the property owned by the Langston University Foundation via quit claim deed for the sum of \$50,000, but is also requesting a quit claim deed from the Board of Regents on behalf of Langston University. The quit claim deeds would convey surface rights only.

Proceeds from the sale would be placed in the Langston University Foundation.

Board approval is requested subject to review and approval of transaction documents by Board Legal Counsel.

I - NEW CONSTRUCTION OR RENOVATION OF FACILITIES

Special Request to Continue Engagement with On-Call Partners to Assist the University with the Design and Construction of the Horticulture Education and Resource Center (HERC) Annex Project

DESCRIPTION

By special request, we are seeking approval to continue engagement with On-Call Partners, Lippert Brothers as Construction Manager (CM), and Design Ethos (formerly KKT) as Architect, beyond the pre-approved limit of \$1 million. This exception is being sought due to the availability of additional funding allowing the Sherman Lewis School of Agriculture & Applied Sciences to expand the original project design. By granting this exception, the project can continue with continuity in design and planning.

The project will allow the Langston University Sherman Lewis School of Agriculture & Applied Sciences to expand the existing HERC facility with additional space for instruction, cooperative outreach activities, storage, and a small conference room.

FUNDING

The project is not expected to exceed \$1.7 million and will be from legally available funds:

- 2008 USDA Facilities grant – NCE through July 2026 -**\$1,000,000**
- Oklahoma Department of Agriculture, Food and Forestry (ODAFF) discretionary fund: State allocated funds through June 30, 2026 - **\$700,000**

JUSTIFICATION

Due to the limited scope, budget, and time for completion of this project, consistent design efforts with the Architect and coordination of trades through a Construction Manager will be critical to a successful outcome. This project is coordinated by Dr. Wesley Whittaker, Dean, Sherman Lewis School of Agriculture & Applied Sciences, and Theresa Powell, Vice President for Operations, in coordination with Long Range Facilities Planning.



Oklahoma State University

Stillwater, Oklahoma

Agenda for the Regular Meeting of the Board of Regents for OSU and the A&M Colleges
December 5, 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 Michael Hoban Branson and James Kenneth St. Clair – (*Ref. Doc. B-1*).

C-POLICY AND OPERATIONAL PROCEDURES

1. Request approval of annual institutional report – OSU-CHS (*Ref. Doc. C-1*).
2. Request approval to adopt a resolution excluding Board of Regents from Access to Classified Department of Defense Information – OSU-STW (*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. 11 new appointments
 - b. 3 changes in appointments
 - c. 2 sabbaticals
 - d. 9 retirements or separations, for informational purposes only

E-INSTRUCTIONAL PROGRAMS

1. Request approval of Academic Program Review Report – OSUIT (*Ref. Doc. E-1*).
2. Request approval of curricular changes – OSU-SYSTEM (*Ref. Doc. E-2*).
 - a. OSU-STW
 - i. 1 new program
 - ii. 19 program modifications

- b. OSU-OKC
 - i. 3 program modifications

F-BUDGETARY ACTIONS -- *None*

G-OTHER BUSINESS AND FINANCIAL MATTERS

1. Request approval of a Peace Officer action – OSUIT (*Ref. Doc. G-1*).
2. Request approval to grant a utility easement to Southwestern Bell Telephone Company, LLC., dba AT&T Oklahoma – OSU-STW (*Ref. Doc. G-2*).
3. Request approval to rename the Fire Technology Outdoor Laboratory - Fire Tech Area to Engineering Extension Learning Laboratory – OSU-STW (*Ref. Doc. G-3*).
4. Request authorization to terminate lease with Oklahoma Department of Mental Health and Substance Abuse Services and refund unutilized lease payments – OSU-OKC (*Ref. Doc. G-4*).

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

I-NEW CONSTRUCTION OR RENOVATION OF FACILITIES

1. Request approval to construct a wrestling training center and enter into a Gift In Kind for same – OSU-STW (*Ref. Doc. I-1*).

J-PURCHASE REQUESTS

1. Request approval of three purchasing items – OSU-SYSTEM (*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

1. Recognition agreements for interior spaces – OSU-STW (*Ref. Doc. M-1*).
2. Demolition of swine barns on the OSU Stillwater Campus in Stillwater, Oklahoma - OSU-STW (*Ref. Doc. M-2*).

MICHAEL H. BRANSON

Michael Hoban Branson was born on January 24, 1942, in Chicago, Illinois. He earned his B.S. in Mathematics from St. Procopius College in 1963, followed by an M.A. in Mathematics from Arizona State University in 1965 and a Ph.D. in Industrial Engineering in 1969.

Dr. Branson began his academic career in the Department of Industrial Engineering at the University of Rhode Island (1969-1977), where he earned tenure and promotion to Associate Professor. In 1977, he joined the Department of Community Health Science in the Colleges of Human and Osteopathic Medicine at Michigan State University as an Associate Professor and was promoted to Professor in 1981.

In 1982, Dr. Branson and his family relocated to Stillwater, Oklahoma. He joined Conoco Oil Company as a Systems Planner, while his wife, Dr. Donna Branson, began her career at OSU in the Department of Clothing, Textiles, and Merchandising within the College of Home Economics. In 1985, Dr. Branson joined the OSU School of Industrial Engineering & Management as an Associate Professor, marking the beginning of his long and impactful tenure at the university.

At OSU, Dr. Branson made significant contributions to improving the efficiency of healthcare agencies across Oklahoma through computer-based information systems research. Among his notable projects was the development of a computerized reporting system linking local and state health departments, which enhanced data transfer and accuracy for public health agencies. His innovations were later adopted by other state agencies, including Environmental Health and Finance, and he also helped modernize the WIC program's data processing system.

In 1995, Dr. Branson was appointed Program Director for the OSU Health Care Administration (HCA) Interdisciplinary M.S. program, a role he held until his retirement in 2007. Through his leadership, he helped prepare generations of healthcare administrators to design, implement, and evaluate healthcare information systems using applied operations research, simulation, and statistical analysis. Many of his students went on to distinguished careers in healthcare administration across Oklahoma and beyond.

Students and colleagues alike remembered Dr. Branson for his dedication to OSU, his commitment to advancing healthcare in the state, and his deep devotion to his family and faith.

Dr. Michael Hoban Branson passed away on August 29, 2025, at the age of 83.

JAMES KENNETH ST. CLAIR

James Kenneth St. Clair was born on October 3, 1926. Before entering higher education, he spent 10 years as a public-school teacher and administrator. This experience deeply informed his later teaching and scholarship, allowing him to connect theory and practice with clarity, relevance, and insight.

In 1964, Dr. St. Clair joined Oklahoma State University as an Associate Professor in the College of Education. A gifted scholar, teacher, and mentor, he exemplified the highest standards of professionalism and service throughout his distinguished career. His commitment to excellence in teaching and leadership profoundly influenced generations of students preparing to serve as educators and administrators.

Within the university community, Dr. St. Clair was widely respected for his integrity, intellectual rigor, and calm, thoughtful demeanor. His colleagues and students valued his keen wit, sense of humor, and practical wisdom, qualities that made him an admired educator and trusted advisor.

Dr. St. Clair's influence extended well beyond OSU. He was deeply engaged in improving education across the state, serving as a consultant to the Oklahoma Elementary Principals' Association and the Commission on the Future of Educational Leadership in Oklahoma. He also contributed to more than a dozen state and national commissions and committees dedicated to advancing teaching and educational administration. An accomplished author and lecturer, he co-authored numerous journal articles and shared his expertise widely with educators throughout the region.

Dr. St. Clair retired from OSU in 1991 and was named Professor Emeritus in recognition of his exceptional service. His outstanding contributions to higher education and educational leadership were further honored when he was inducted into the Oklahoma Higher Education Hall of Fame in 2001.

Dr. St. Clair's legacy endures through the many students, colleagues, and educational leaders he inspired. His example of professionalism, wisdom, and humanity continues to guide those who had the privilege to learn from him. His life and work remain a lasting testament to the power of integrity, intellect, and compassion in education.

Dr. James Kenneth St. Clair passed away on September 9, 2025, at the age of 98.

OSU-CHS

2024-2025 ANNUAL INSTITUTIONAL REPORT



Table of Content

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Letter from the DIO

Colleagues,

It is my pleasure to provide this year's Graduate Medical Education (GME) Executive Summary. As the Designated Institutional Official (DIO) for Oklahoma State University Center for Health Sciences (OSU-CHS) residency and fellowship programs, I am pleased to report that we have had outstanding success in our ninth year for the Accreditation Council for Graduate Medical Education (ACGME) accreditation of our Institution and our 21 residency/fellowship programs. All our Programs under OSU-CHS Sponsorship have achieved Continued Accreditation.

During the 2024-2025 AY OSU-CHS has applied for accreditation for a Neurology Residency Program. The site visit occurred February 13, 2025, and we will have notification of accreditation status in February of 2026. There remain to be ongoing discussions about Pediatric Emergency Medicine, Pulmonary Critical Care, Ophthalmology and Physical Medicine and Rehabilitation as programs under OSU-CHS sponsorship.

We also continue the process of obtaining Osteopathic Recognition. Currently, ten of the programs have achieved Osteopathic Recognition. We continue to focus our efforts on assuring that all our primary care programs obtain Osteopathic Recognition and closely evaluate our fellowships and surgical specialties for the appropriateness and feasibility to obtain and maintain Osteopathic Recognition. We are still planning on submitting Recognition applications for Alliance Health, Family Medicine located in Durant and Orthopedic Surgery.

This Executive Summary reviews our year in brief. As a reflection of our OSU-CHS mission to educate and train osteopathic physicians for serving rural and underserved Oklahoma, our resident and fellowship programs directly impact the lives of thousands through patient care, but most importantly, our educational mission reaches beyond the hospitals to the entire community of Oklahoma. Graduate Medical Education at OSU-CHS produces exceptional physicians who are committed to providing outstanding care to the communities we serve.

Mo Som, D.O., M.S., FACOI
Designated Institutional Official
Oklahoma State University-Center for Health Sciences
Osteopathic Medical Educational Consortium of Oklahoma

Oklahoma State University Center for Health Sciences

Sponsored Programs

OSU Medical Center

Located in downtown Tulsa, OSU Medical Center is one of the nation's largest osteopathic teaching facilities. There are 15 residency and fellowship training programs training more than 150 residents in primary care and sub-specialties on an annual basis. Together, OSU Center for Health Sciences and the medical center have trained more than 2,400 physicians of which many actively practice in Oklahoma.

Stillwater Medical Center

Stillwater Medical Center is a regional healthcare center for Payne County and adjacent counties providing a fully coordinated range of services consistent with community needs, being distinguished by its quality, service, and patient satisfaction. Stillwater Medical Center is the sponsored program for the Internal Medicine Residency training program in Stillwater.

Norman Regional Health System

NRHS is a multi-campus system that provides for the health and wellness needs of our regional communities throughout south-central Oklahoma. NRHS is operated by Norman Regional Hospital Authority, a public trust, which serves the public interests and functions as a political subdivision of the State of Oklahoma. Norman Regional Health System is the sponsored program for the Norman Regional Emergency Medicine Residency training program.

Oklahoma State University Center for Health Sciences

Sponsored Programs

Comanche County Memorial Hospital

CCMH is located in the heart of Southwest Oklahoma. Comanche County Memorial Hospital has 265 licensed beds and employs close to 2,000 people on a full-time or part-time basis. CCMH also credentials 250 physicians and enjoys the benefit of approximately 100 volunteers. Comanche County Memorial Health System is the sponsored program for the Lawton Emergency Medicine and Family Residency training programs.

McAlester Regional Health Center

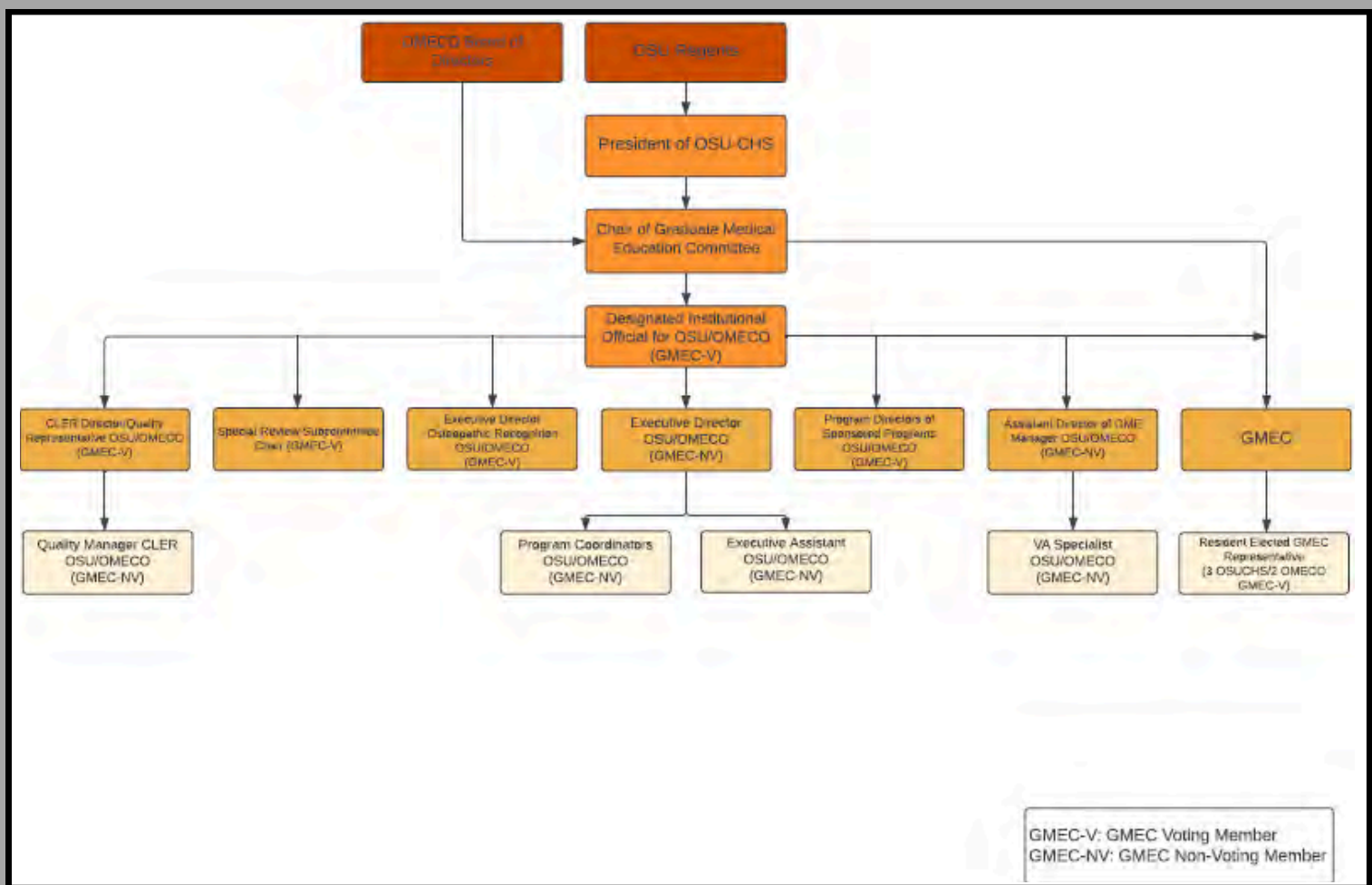
McAlester Regional Health Center is located just off Highway 69 on Clark Bass Boulevard and serves Southeastern Oklahoma as a referral center. McAlester Regional Medical Center is the sponsored program for the McAlester Family Medicine Residency training program. This 149-bed public trust health care center serves Pittsburg County and surrounding areas reaching into the counties of Atoka, Coal, Haskell, Hughes, Latimer, McIntosh, and Pushmataha.

AllianceHealth Durant

AllianceHealth Durant is a 138-bed facility serving Bryan, Choctaw, Atoka, Johnston, and Marshall Counties. AllianceHealth is home to the Durant Family Medicine Program, a 15 resident Family Medicine residency program. AllianceHealth Durant is extraordinarily proud to have served our communities since 1987.

ACGME Sponsor Oklahoma State University Center for Health Sciences

Organizational Chart



Institutional Accreditation Status and Citations

On January 23, 2025, we received notification from the ACGME Institutional Review Committee that we once again were given Continued Accreditation with no citations.

Accreditation Council for
Graduate Medical
Education

401 North Michigan Avenue
Suite 2000
Chicago, IL 60611

Phone 312.755.5000
Fax 312.755.7498
www.acgme.org

1/23/2025

Mousumi Som, DO
Designated Institutional Official
1111 West 17th Street
Tulsa, OK 74107

Dear Dr. Som,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Oklahoma State University Center for Health Sciences
Tulsa, OK

Institution: 8003901076

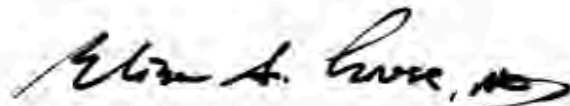
Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation
Effective Date: 01/13/2025

The Review Committee determined that the institution is in substantial compliance with the Institutional Requirements and did not issue any new citations.

The Review Committee must be notified of any major changes in the organization of the institution. When corresponding with this office, please identify the institution by number and name as indicated above.

Sincerely,



Elisa Crouse
Executive Director, Institutional Review
Institutional Review Committee

ecrouse@acgme.org



Accreditation Status of Sponsored Programs

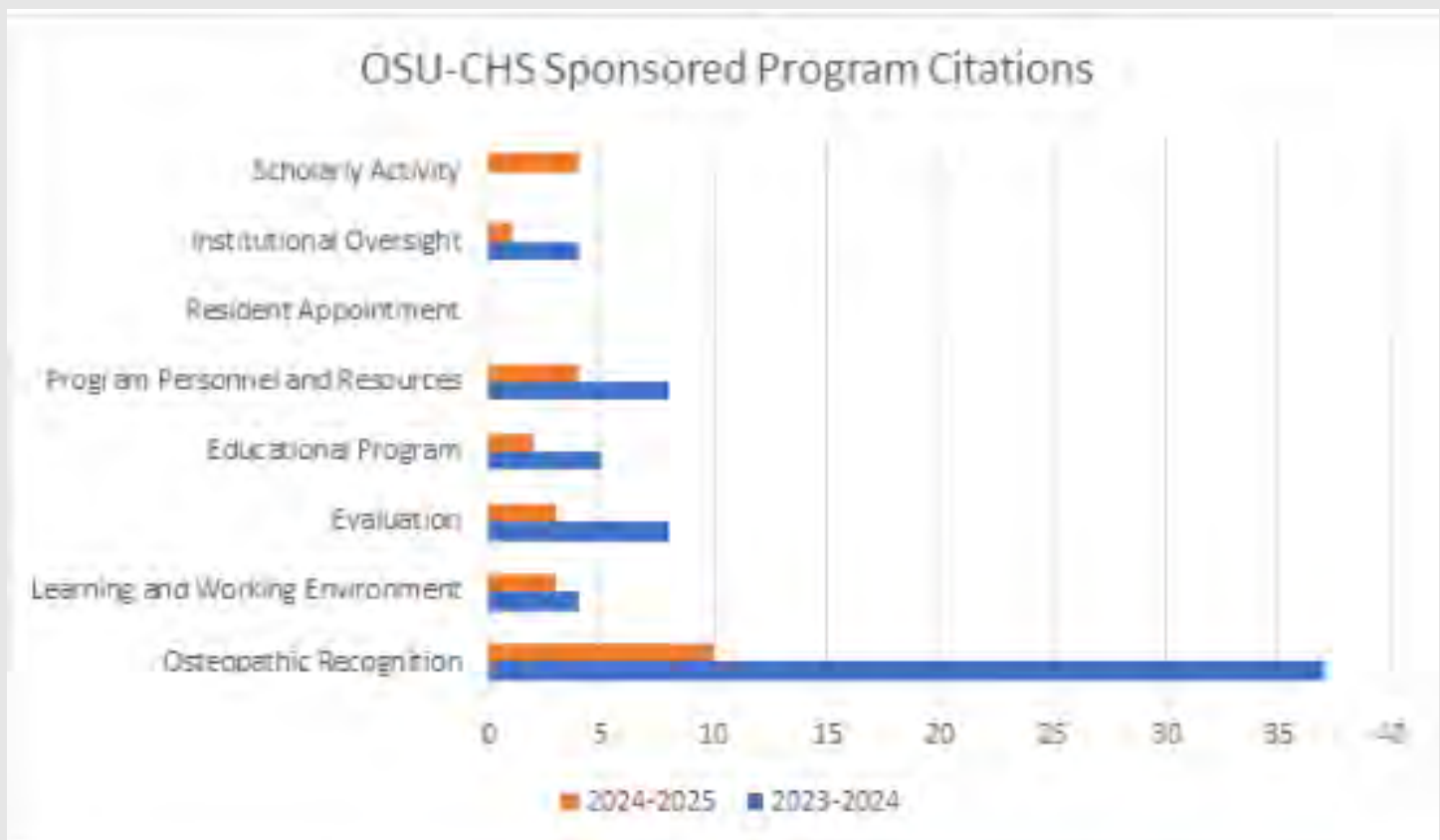
Program	Specialty	Initial Accreditation	Continued Accreditation	Osteopathic Recognition
Alliance Health Durant	Family Medicine	07/01/2018	01/22/2025	Not Yet Applied
Comanche County Memorial Hospital	Family Medicine	07/01/2017	04/17/2025	01/24/2025 (Continued)
	Emergency Medicine	05/03/2018	01/15/2025	04/25/2025 (Continued)
McAlester Regional Health Center	Family Medicine	07/01/2017	01/22/2025	01/24/2025 (Continued)
Norman Regional Health System	Emergency Medicine	03/15/2023 Initial with warning	01/15/2025	04/24/2025 (Continued)
OSU Medical Center	Addiction Medicine	09/30/2020	02/07/2025	N/A
	Anesthesiology	07/01/2016	12/16/2024	Withdrawn
	Cardiovascular Disease	07/01/2017	01/24/2025	01/24/2025 (Continued)
	Diagnostic Radiology	04/24/2017	02/05/2025	Withdrawn
	Emergency Medicine	01/12/2017	01/15/2025	01/24/2025 (Continued)
	Forensics Psychiatry	07/01/2022		N/A
	Gastroenterology	07/01/2018	01/24/2025	N/A
	General Surgery	01/01/2017	01/16/2025	04/25/2025 (Continued with Warning)
	Interventional Cardiology	07/01/2018	01/24/2025	Withdrawn
	Internal Medicine	07/01/2016	01/24/2025	01/24/2025 (Continued)
	Neuromusculoskeletal Medicine	07/01/2018	01/10/2025	N/A
	Orthopedic Surgery	07/01/2019	01/10/2025	Not Yet Applied
	Otolaryngology	01/10/2020	02/07/2025	01/24/2025 (Continued with warning)
	Psychiatry	07/01/2016	02/07/2025	01/24/2025 (Continued)
OSU Medical Center				
Stillwater Medical Center	Internal Medicine	09/10/2021	01/24/2025	N/A

Citation Overview for Sponsored Programs

ACGME program citations are tracked at the institutional level as part of effective oversight. We look for patterns to pursue common needs so that our interventions are the ideal use of our resources. Currently all our programs have achieved Continued Accreditation.

There are 27 total citations for accreditation and recognition for AY 2024-2025 which is an improvement from 65 total citations for AY 2023-2024. Of the 27 total citations, 17 (down from the previous 28 citations) belong to accreditation. Seven of those citations belong to Norman Regional Hospital, who has recently come off initial accreditation warning from the ACGME. The remaining 10 belong to Osteopathic Recognition and belong to two programs.

The table below shows the distribution of citations according to the six ACGME requirement categories, and the seventh competency that is specific to programs with osteopathic recognition.



Overall, we have had a significant reduction in the citations overall across the six main competencies.

Citation Overview for Sponsored Programs

Rationale for maintaining two separate accreditation statuses for programs at OSU-CHS:

The belief of the Sponsoring Institution and GMEC is that all accredited residency and fellowship programs should strive to acquire and maintain Osteopathic Recognition. In 1944 the OSU Medical Center was the first institution under current OSU-CHS sponsorship to be granted internship accreditation by the AOA. This was followed by accreditation of residency programs in 1951 beginning with general surgery. It has been the tradition to maintain osteopathic distinctiveness and integrate osteopathic principles and practice into all graduate medical education programs.

This tradition will be maintained under ACGME accreditation by maintaining Osteopathic Recognition for most of our sponsored programs. For the remainder of the programs, they will be required to continue to integrate osteopathic principles and practice into their programs and require all applicants to complete our eligibility requirements for entry into an osteopathic recognition program.

There are still two core programs that have not applied for osteopathic recognition, and those applications will be submitted this year.

Match Information

All our programs except for OMM/NMM and Forensic Psychiatry participated in the NRMP match during the 2024-2025 AY. The total number of PGY-1 positions funded for the 2024-2025 residency match was 89. Forensic Psychiatry is expected to participate in the Fellowship Match for the next AY (2026-2027).

The table below provides the total number of positions available in each program for the match.

After completing the National Resident Matching Program (NRMP) Match, Supplemental Offer and Acceptance Program (SOAP) and post-match, we were able to fill all 89 of the available PGY-I positions successfully.

It should be noted that we increased our General Surgery complement by 2 residents/AY which was approved by the ACGME and done to help support the highly anticipated Trauma Level I designation of Saint Francis Hospital, our pending designated academic partner in the community. This mirrors the recent expansion in both otolaryngology and orthopedics that were granted in the last two AY's by the ACGME. Diagnostic Radiology has also worked towards fulfilling their approved ACGME complement secondary to funding provided by the Cherokee Nation.

OMM/NMM did not participate in the NRMP and did fill one Fellow of the two open positions for AY 2025-2026.

Forensic Psychiatry did not participate in the NRMP and did not fill their available positions for 2025-2026 AY.

We continue to watch the following trends as indicators of the health of the program:

- Successful first-time match.
- DO Matriculants.
- Matriculants from OSU-CHS

Match Information

Program Name	Specialty	# of Positions	Filled in Match	Unfilled in MATCH	SOAP Filled	Unfilled after SOAP	OSU Ranked	OSU Matched	Match Numbers DO/MD/FMG
OSU Medical Center	Cardiology	2	2	0	0	0	1	1	2/0/0
OSU Medical Center	GI	3	3	0	0	0	3	2	3/0/0
OSU Medical Center	Addiction Medicine	1	1	0	0	0	1	0	1/1
OSU Medical Center	Anesthesiology	2	2	0	0	0	5	1	2/0
OSU Medical Center	Emergency Medicine	7	5	2	2	0	32	5	7/0/0
OSU Medical Center	General Surgery	5	5	0	0	0	5	0	5/0/0
OSU Medical Center	Internal Medicine	13	13	0	0	0	24	6	13/0/0
OSU Medical Center	Med-Prelim/ Radiology	4	4	0	0	0	5	3	4/0/0
OSU Medical Center	Orthopedics	3	3	0	0	0	4	1	2/1/0
OSU Medical Center	ENT	2	2	0	0	0	1	1	2/0/0
OSU Medical Center	Psychiatry	8	8	0	0	0	11	7	8/0/0
OSU Medical Center	Radiology-Diagnostic	4	4	0	0	0	3	3	4/0/0
OSU Medical Center	Radiology-Diagnostic PGY 2	1	1	0	0	0	0	0	1/0/0

Match Information

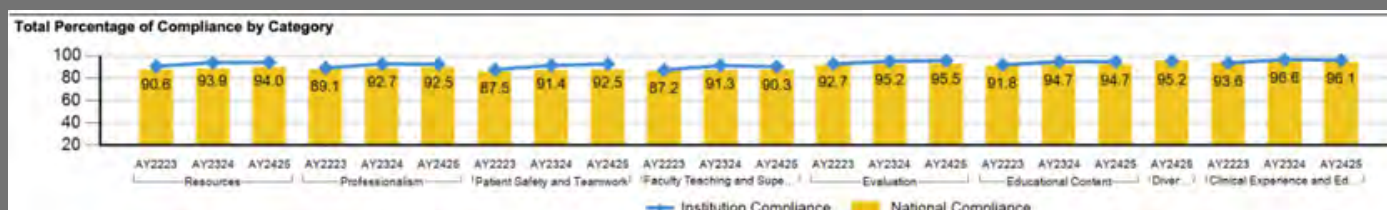
Alliance Health Durant	Family Medicine	5	4	1	1	0	15	3	4/1/0
Comanche County Memorial Hospital	Emergency Medicine	7	4	3	3	0	28	3	7/0/0
Comanche County Memorial Hospital	Family Medicine	5	3	2	1	1	10	2	5/0/0
McAlester Regional Health Center	Family Medicine	4	0	4	2	2	10	0	2/1/1
Norman Regional Health System	Emergency Medicine	8	8	0	0	0	39	5	7/0/1
Stillwater Medical Center	Internal Medicine	5	5	0	0	0	22	1	3/0/2

Peri-Residency Institutional Indicators of Quality Resident Survey Results

This is the eighth year that our residents and faculty have completed the online ACGME surveys to provide insight into components of their educational environment. We are pleased to report that 93% of our residents and 92% of our faculty participated.

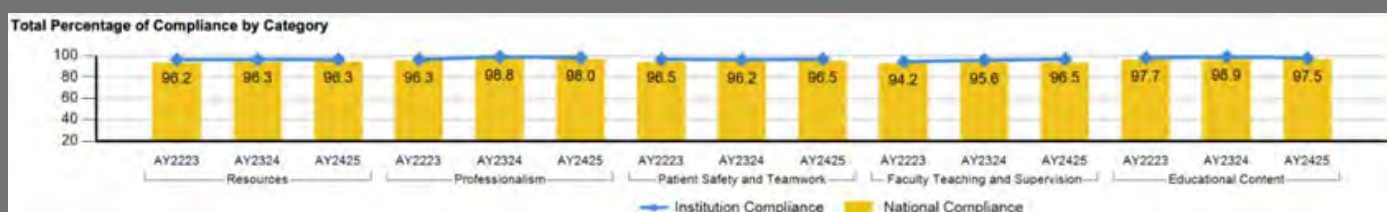
Aggregated summary results of the resident surveys from our institution show that compliance remained the same or improved compared to last year in all eight categories.

Resident Overall Compliance by Category from Aggregated Data of all OSU-CHS Sponsored Programs



Aggregated summary results of the faculty surveys from our institution show that compliance was at or near the national average in all categories. Also, the institutional averages for all categories showed either little change or improvement from the previous year.

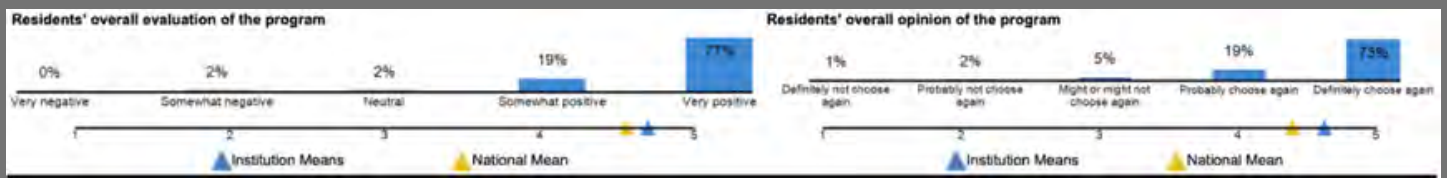
Faculty Overall compliance by Category from Aggregated Data of all OSU-CHS Sponsored Programs



Peri-Residency Institutional Indicators of Quality Resident Survey Results

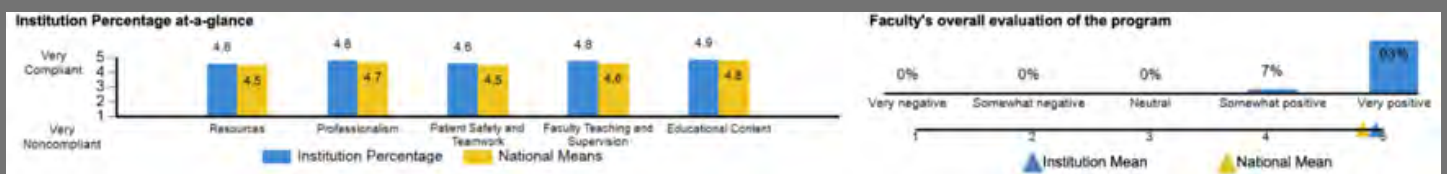
Aggregated overall opinions from the resident surveys from our institution show that most of the residents viewed the program positively (95%) and that most of the residents would have chosen the program again (96%).

Resident Overall Evaluation of the Program from Aggregated Data of all OSU-CHS Sponsored Programs



Aggregated overall opinions from the faculty surveys from our institution show that most of the faculty viewed the program positively (100%).

Faculty Overall Evaluation of the Program from Aggregated Data of all OSU-CHS Sponsored Programs



Action Plans

Monitoring of Action Plans are listed below for the Sponsoring Institution based on a broad compilation of data for the 2024-2025 AY with indicators if the outcome was Resolved, In Progress or Unresolved.

16

Identified Deficiency	Source	Action Plan	Outcomes	Status
Alliance Health, Durant was previously on Special Review	ACGME Survey	Based on significant improvement in the ACGME survey, which was the one benchmark that triggered a special Review, the Program will be moved to Internal Processes for monitoring. The Special Review Committee requests that close monitoring be paid to the 2024-2025 ACGME resident survey.	Improvement in ACGME Surveys for the 2024-2025 AY	Resolved
Norman Regional on Heightened Monitoring by the Sponsoring Institution	ACGME disciplinary action	Continue 1:1 every other month check ins with the Program Continue to work with the PD and APD's in building faculty education as it relates to accurate representation on the ADS and faculty development	Removal of warning and promotion to continued accreditation.	Resolved
Identified issues with potential Resident selection and candidacy pool for rural programs (concerns that the right students are not getting	DIO SWOT Analysis (direct feedback obtained from the Program Leadership)	UME:GME Listening Sessions for FM rural programs Reimagining Residency (expanded resident candidates pool based on data extracted from	By implementing the two action items listed, we are hoping to see an improvement in our first time MATCH rate of a total of 10% in the 2024-2025 AY	In Progress Although there was an improvement in recruitment, we did not meet our projected increase.
exposure to interested students)		historical students who MATCH within the OMECO programs) Encourage Programs to attend specialty recruitment events		

Action Plans

Lack of variety in career choices	DIO SWOT analysis (direct feedback obtained from residents)	Implement a pilot program for a medical education track to increase variety in addition to developing future faculty	Survey feedback after first pilot year	In Progress
Improved Scholarly Activity within Programs	Review of ACGME Citations	Enhance Patient Safety and Quality Symposium Increase mentorship in Programs to identify scholarly activity opportunities	Improved attendance by 10% at Patient Safety Quality Conference Identified improvement by RC's where this citation exists	Resolved
Faculty Development	ACGME Survey Data DIO SWOT analysis (direct feedback)	Develop Resource Document Develop increased attendance at a GME driven conference (AEC, Specialty conference)	Improvement in the number of citations for educational program, evaluation, Program Personnel and Resources as well as Institutional Oversight (from 30 to 15, 50% reduction).	Resolved

Action Plans

Monitoring of Action Plans are listed below for the Sponsoring Institution based on a broad compilation of data for the upcoming 2025-2026 AY with some data being pulled forward from the prior AY.

18

Identified Deficiency	Source	Action Plan	Outcomes
Identified issues with potential Resident selection and candidacy pool for rural programs (concerns that the right students are not getting exposure to interested students)	DIO/UME SWOT Analysis	Lunch and Learn Sessions with each Program Reimagining Residency Encourage Programs to attend specialty recruitment events Pilot Residency Roadshow	By implementing the two action items listed, we are hoping to see an improvement in our first time MATCH rate of a total of 10% in the 2024-2025 AY
Work with local strategic partners to improve case logs for surgical specialties and repatriate	Case Log Review	Implement service lines through Saint Francis (Otolaryngology, Orthopedics, Emergency Medicine General Surgery) with Trauma Teams	Case Log Improvements
Expand Residency Opportunities to place OSU as a destination Residency Program	Annual Institutional Review Community Needs Analysis	Work with Strategic Partners in developing residency and fellowship expansion GME Summit	Improved Recruitment Increased interest at the state level of GME at OSU-CHS
Ongoing improvements in Faculty Development	Annual DIO and SI feedback	Work with Program Directors to identify Faculty Development Needs	Maintain strong scores on Annual Feedback of > 4 in all areas of survey
Lack of variety in career choices	DIO SWOT analysis (direct feedback obtained from residents)	Implement a pilot program for a medical education track to increase variety in addition to developing future faculty	Survey feedback after first pilot year
Integration of CLER Standards into Accreditation Requirements	ACGME notification of winding down of CLER	Subcommittee to demonstrate integration in a meaningful manner of CLER requirements	Implementation will be in 2026-2027 but recommendations will be completed in 2025-
		into obtainable and measurable items	2026 AY. DIO SWOT analysis will integrate assessment of utility.

The DIO continues working with every sponsored program to address their issues through an annual SWOT analysis which includes the program director, program coordinator, faculty, resident, and administration.

This past AY, we refined our process to include representation from the UME arm of our sponsorship to provide a more comprehensive assessment.

In addition, for programs who are underperforming by structured data, some programs have check ins every other month with the DIO, and the others have a semi-annual check in scheduled.

Post-Residency Indicators of Institutional Quality Board Pass Rates

Board pass rates are a reliable indicator of physician readiness for independent practice. Most programs had an aggregated pass rate of 100%.

V.C.3.a) For specialties in which the ABMS member board and/or AOA certifying board offer(s) an annual written exam, in the preceding three years, the program's aggregate pass rate of those taking the examination for the first time must be higher than the bottom fifth percentile of programs in that specialty.

V.C.3.e) For each of the exams referenced in V.C.3.a)-d), any program whose graduates over the time period specified in the requirement have achieved an 80 percent pass rate will have met this requirement, no matter the percentile rank of the program for pass rate in that specialty.

<i>Program</i>	<i>Specialty</i>	<i>3-year % Pass Rate Written</i>	<i>ACGME % Pass Rate Requirement</i>
AllianceHealth Durant	Family Medicine	100	80
Comanche County Memorial Hospital	Family Medicine	93	80
Comanche County Memorial Hospital	Emergency Medicine	76	80
McAlester Regional Hospital	Family Medicine	100	80
Norman Regional Health System	Emergency Medicine	55	80
OSU Medical Center	Addiction Medicine	100	80
OSU Medical Center	Anesthesiology	89	80
OSU Medical Center	Cardiovascular Disease	60	80
OSU Medical Center	Emergency Medicine	92	80
OSU Medical Center	Family Medicine	100	80
OSU Medical Center	Gastroenterology	100	80
OSU Medical Center	Internal Medicine	92	80
OSU Medical Center	Interventional Cardiology	33	80
OSU Medical Center	OMM	100	80
OSU Medical Center	Orthopedic Surgery	83	80
OSU Medical Center	Otolaryngology	100	80
OSU Medical Center	Psychiatry	73	80
OSU Medical Center	Radiology	100	80
OSU Medical Center	General Surgery	70	80
Stillwater Medical Center	Internal Medicine	50	80

Resident Exit Survey Overview

A total of 69 residents and fellows completed their training in the 2024-2025 academic year under the sponsorship of OSU-CHS. 100% of the trainees completed the GME Resident Exit Survey. The GME Resident Exit Survey was designed to measure overall satisfaction, preparedness for board exams, student debt accrued, supportive learning environment, wellness education and support and career plans.

More than 90 percent of residents felt that they were adequately prepared for their board certification exams compared to the 4 percent that felt minimally or poorly prepared. This year we introduced questions based on core competencies in six areas: patient care, medical knowledge of specialty, practice-based learning and improvement, interpersonal and communication skills, systems-based practice, and professionalism. On average, 73% of residents were very satisfied with the training in these areas. One resident reported dissatisfaction with their training in systems-based practice.

Eighty-nine percent of residents reported participation in multi-disciplinary and interdisciplinary teams, safety projects, and quality improvement projects. Overall 94 percent of residents reported that they would choose the same residency program again showing significant satisfaction with the OSU-CHS Sponsored Programs.

The following link will provide an in-depth look at the aggregate survey results for all OSU-CHS Sponsored Programs:

<https://online.fliphtml5.com/etuyf/pomq/>

Approval to Adopt a Resolution Excluding Board of Regents From Access to Classified Department of Defense Information (OSU-STW)

Board approval is requested to adopt a resolution excluding the Board of Regents from access to classified Department of Defense Information

This resolution seeks to formally exclude the Oklahoma State University Board of Regents from the Department of Defense (DoD) security clearance requirements. Under current DoD regulations, certain senior officials, including the Chair of the Board, are required to maintain high-level security clearances for the institution to be eligible to accept classified research projects. DoD policy permits parent organizations and designated officials to be excluded from these requirements when they neither possess nor require access to classified information.

OSU previously requested and obtained Board approval for an exclusion resolution during the June 2020 Special Meeting; however, said resolution applied only to the then-current Regents and is now outdated. To avoid the need for recurring resolutions whenever new Regents are appointed, this proposal seeks to exclude the entire Board of Regents as a parent entity. The language for this resolution is drawn directly from the DoD Facility Clearance Orientation Handbook. Upon adoption, a copy of the resolution will be submitted to the DoD in accordance with federal requirements.

No funding is required.

Collin Boettcher, Office of the Vice President for Research, is coordinating this item.

Certificate of Resolution to Exclude the Board of Regents

I, James Hess, the President and KMP of Oklahoma State University, a public institution of higher education in the State of Oklahoma, do hereby certify that the following is a true and complete copy of a resolution passed at a meeting of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges ("Board of Regents"), at which a quorum was present, duly called, and held December 5, 2025.

WHEREAS, the Board of Regents is vested with the exclusive authority to oversee, manage, and govern the operations of Oklahoma State University pursuant to Article VI, Section 31a of the Oklahoma Constitution and Title 70, Sections 3411 and 3412 of the Oklahoma Statutes; and

WHEREAS, current Department of Defense Regulations contain a provision making it mandatory that the Chairman of the Board, Senior Management Official, and the Facility Security Officer meet the personnel clearance requirements established for a contractor facility security clearance; and

WHEREAS, said Department of Defense Regulations permit the exclusion of a parent organization from the personnel requirements for access to classified information provided that this action is recorded in the corporate minutes.

BE IT RESOLVED that officials and regents of the Board of Regents shall not require and shall not have access to classified information in the custody of Oklahoma State University, or any other facilities reporting to Oklahoma State University that require access to classified information.

BE IT FURTHER RESOLVED that Oklahoma State University hereby acknowledges the execution of a resolution by the Board of Regents whereby the Board of Regents and its officers and regents will not require and will not have access to classified information in the custody of Oklahoma State University, and further that this action will not affect adversely the policies of said institution involving the security and safeguarding of classified information or performance of classified contracts for the Department of Defense or the Government contracting activities (User Agencies) of the National Industrial Security Program.

BE IT FURTHER RESOLVED that these actions of the Regents are taken for the purpose of exempting the Board of Regents from the necessity of being processed for a Facility Security Clearance equivalent to that held by Oklahoma State University in conformity with the "National Industrial Security Program Operating Manual."

IN WITNESS WHEREOF I have here unto set my hand on this _____ day of December, 2025.

James Hess
President, Oklahoma State University

PERSONNEL ACTIONS
in compliance with
Board Policies 3.01, 3.02, and 3.03
December 5, 2025
OKLAHOMA STATE UNIVERSITY

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WITHIN COLLEGE/DIVISION

PERSONNEL ACTIONS

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Change

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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
Brosi, Matthew	Education and Human Sciences	23
Clark, Brent	Business	1
Datta, Arun	Business	2
Douglas, Saura	Health Sciences	11
Fowler, Steven	Engineering, Architecture and Technology	6
Gramling, Audrey	Business	22
Hosmer, Brian	Arts and Sciences	19
Jacob, Jamey	Engineering, Architecture and Technology	16
Kenney, Amanda	OSU - Oklahoma City	8
Knapp, James	Arts and Sciences	12
Knight, Hope	OSU - Oklahoma City	9
Leigh, Kimie	OSU - Oklahoma City	25
Matts, Robert	Agriculture	17
Meyer, Andrew	Business	3
Morris, Eric	Athletics	7
Nelson, Cheryl	Education and Human Sciences	4
Nuckolls, Ellis	Engineering, Architecture and Technology	24
Ortiz, Heather	Institute of Technology - Okmulgee	14
Potter, Howard	Arts and Sciences	21
Relic, Micah	Health Sciences	10
Rich, Karl	Agriculture	18
Russell, Bruce	Engineering, Architecture and Technology	15
Senat, Eugene	Arts and Sciences	20
Turner, Alyssa	Education and Human Sciences	5
Veenstra, John	Engineering, Architecture and Technology	13

ALPHABETIC INDEX OF INDIVIDUALS WITHIN COLLEGE/DIVISION

Name	Action
<hr style="border-top: 1px dashed black;"/>	
<u>AGRICULTURE</u>	
Matts, Robert	17
Rich, Karl	18
<u>ARTS AND SCIENCES</u>	
Hosmer, Brian	19
Knapp, James	12
Potter, Howard	21
Senat, Eugene	20
<u>BUSINESS</u>	
Clark, Brent	1
Datta, Arun	2
Gramling, Audrey	22
Meyer, Andrew	3
<u>EDUCATION AND HUMAN SCIENCES</u>	
Brosi, Matthew	23
Nelson, Cheryl	4
Turner, Alyssa	5
<u>ENGINEERING, ARCHITECTURE AND TECHNOLOGY</u>	
Fowler, Steven	6
Jacob, Jamey	16
Nuckolls, Ellis	24
Russell, Bruce	15
Veenstra, John	13
<u>ATHLETICS</u>	
Morris, Eric	7
<u>INSTITUTE OF TECHNOLOGY - OKMULGEE</u>	
Ortiz, Heather	14
<u>OSU - OKLAHOMA CITY</u>	
Kenney, Amanda	8
Knight, Hope	9
Leigh, Kimie	25
<u>HEALTH SCIENCES</u>	
Douglas, Saura	11
Relic, Micah	10

New Appointment

		<u>Effective Dates</u>		<u>Pay Rate</u>	<u>Action</u>
		<u>From</u>	<u>To</u>		
BUSINESS ENTREPRENEURSHIP					
Clark, Brent	7/1/2026			\$281,600	11 mths 1
Professor, Department Head, Chair					
Appoint to Professor with tenure, Department Head, and N. Malone Mitchell Jr Chair in Entrepreneurship.					
BUSINESS MANAGEMENT & LEGAL STUDIES					
Datta, Arun	8/1/2026	5/31/2030			9 mths 2
Assistant Professor					
BUSINESS MARKETING & INTERNATIONAL BUSINESS					
Meyer, Andrew	8/1/2026	5/31/2030			9 mths 3
Assistant Professor					
EDUCATION AND HUMAN SCIENCES COM HLTH SCI, COUN & COUNSELING PSYC					
Nelson, Cheryl	1/5/2026	5/31/2028			9 mths 4
Clinical Assistant Professor					
Turner, Alyssa	1/5/2026	5/31/2028			9 mths 5
Clinical Assistant Professor					
ENGINEERING, ARCHITECTURE AND TECHNOLOGY MATERIALS, MECHATRONICS & MANUF EN					
Fowler, Steven	12/31/2025	4/30/2030			9 mths 6
Associate Professor of Practice					
ATHLETICS ATHLETICS					
Morris, Eric	TBD	01/31/2031	\$3,800,000		7
Head Coach, Football					
This action includes the authority fo the President/AD to approve and execute any necessary contractual documents with approval of Board Legal Counsel. The term of Morris's contract will be five years to January 31, 2031. The compensation will increase \$100,000 each February 1 through the term o fthe contract. The agreement also includes a \$2,377,000 buyout payable to the University of North Texas.					
OSU - OKLAHOMA CITY HEALTH SCIENCES					
Kenney, Amanda	10/6/2025	6/30/2026			9 mths 8
Instructor					

New Appointment

	<u>Effective Dates</u>			<u>Action</u>
	From	To		
Knight, Hope Instructor	10/6/2025	6/30/2026	9 mths	9
HEALTH SCIENCES OB/GYN				
Relic, Micah Clinical Assistant Professor	12/31/2025		12 mths	10
HEALTH SCIENCES PHYSICIAN'S ASSISTANT PROGRAM				
Douglas, Saura Clinical Assistant Professor	12/31/2025		12 mths	11

	<u>Effective Date</u>	<u>Pay Rate</u>		
		From	To	Action
ARTS AND SCIENCES GEOLOGY				
Knapp, James	7/1/2025	6/30/2028		12
Professor, Distinguished Chair				
Reappointment to the T. Boone Pickens Distinguished Chair of Geoscience.				
ENGINEERING, ARCHITECTURE AND TECHNOLOGY ACADEMIC AFFAIRS				
Veenstra, John	12/8/2025	6/30/2027		13
Associate Dean, Professor, Chair				
Appointment to Van Weathers Chair.				
INSTITUTE OF TECHNOLOGY - OKMULGEE ACADEMIC AFFAIRS				
Ortiz, Heather	12/1/2025	\$125,000	\$145,000	14
Assistant Vice President of Academic Affairs, Executive Dean				
Change in position title.				

Sabbatical

	<u>Effective Dates</u>		<u>Action</u>
	<u>From</u>	<u>To</u>	
ENGINEERING, ARCHITECTURE AND TECHNOLOGY	CIVIL & ENVIRONMENTAL ENGINEERING		
Russell, Bruce Professor	1/1/2026	6/30/2026	15
ENGINEERING, ARCHITECTURE AND TECHNOLOGY	MECHANICAL & AEROSPACE ENGR		
Jacob, Jamey Regents Professor	1/1/2026	6/30/2026	16

Retirement or Separation - For Information Only

	<u>Effective Date</u>	<u>Action</u>
AGRICULTURE BIOCHEMISTRY & MOLECULAR BIOLOGY		
Matts, Robert	3/31/2026	17
Regents Professor		
Retirement with no annual leave due.		
AGRICULTURE DIV OF AGRICULTURAL SCI & NAT RSRCS		
Rich, Karl	1/2/2026	18
Professor and Director		
Separation with no annual leave due.		
ARTS AND SCIENCES HISTORY		
Hosmer, Brian	2/1/2026	19
Professor, Department Head		
Separation with no annual leave due.		
ARTS AND SCIENCES MEDIA & STRATEGIC COMMUNICATIONS		
Senat, Eugene	2/1/2026	20
Associate Professor		
Retirement with no annual leave due.		
ARTS AND SCIENCES MUSIC		
Potter, Howard	7/1/2026	21
Professor		
Retirement with no annual leave due.		
BUSINESS ACCOUNTING		
Gramling, Audrey	1/15/2026	22
Professor, Anadarko Petroleum Corporation Chair		
Separation with no annual leave due.		
EDUCATION AND HUMAN SCIENCES HUMAN DEVELOPMENT & FAMILY SCIENCE		
Brosi, Matthew	12/31/2025	23
Professor		
Separation with no annual leave due.		

Retirement or Separation - For Information Only

<u>Effective Date</u>		Action
ENGINEERING, ARCHITECTURE AND TECHNOLOGY MATERIALS, MECHATRONICS & MANUF EN		
Nuckolls, Ellis	1/5/2026	24
Assistant Professor		
Retirement with no annual leave due.		
OSU - OKLAHOMA CITY EARLY CARE AND CHILD DEVELOPMENT		
Leigh, Kimie	12/10/2025	25
Associate Director, Department Head		
Retirement with no annual leave due.		

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?*
Engineering Design Drafting Technologies	AAS	124	23.2	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	Jessie Patrick			
Department Head	Name only, not signature	N/A			
Dean	Name only, not signature	Jessie Patrick			
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.					
Continue the AAS in Engineering Design Drafting Technologies with targeted modifications to grow enrollment, improve retention, and tighten industry alignment. <ul style="list-style-type: none"> Recruitment: targeted outreach to high schools, tech centers, and CareerTech; add dual credit for ETDG intro courses. Timeline: start AY 2025 to 2026; review annually. Retention and course success: reduce DFW in ETDG 1143, 1192, 1253 via tutoring, CAD boot camps, and flexible prerequisite scheduling. Timeline: implement AY 2025 to 2026; review annually. Curriculum and faculty consistency: finalize sequencing and assessment updates; use shared rubrics and structured onboarding. Timeline: phase in AY 2025 to 2026 and AY 2026 to 2027. Industry engagement: expand advisory review of portfolios, capstone, and internships; collect employer surveys. Timeline: annual cycle begins AY 2025 to 2026; analyze surveys by AY 2026 to 2027. Pathways: pursue 2 plus 2 articulations and stackable certificates or micro credentials. Timeline: begin AY 2025 to 2026; pilot by AY 2026 to 2027. 					
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.					
Strengthen student success infrastructure and cross program support for ETDG and related technical programs to boost retention, completion, and employment. <ul style="list-style-type: none"> Student support: expand tutoring and open labs for CAD heavy courses; pilot peer mentoring. Timeline: tutoring in AY 2025 to 2026; mentoring by AY 2026 to 2027. Faculty development: training in active learning, digital pedagogy, and assessment; build onboarding for new faculty. Timeline: start AY 2025 to 2026; update annually. Employer integration: multi program advisory reviews; shared employer surveys for consistent feedback. Timeline: surveys standardized by AY 2025 to 2026; joint reviews in AY 2026 to 2027. Curriculum alignment: cross list CAD foundations; explore stackable micro credentials across drafting, construction, and design. Timeline: feasibility AY 2025 to 2026; pilot by AY 2027 to 2028. Scope: centered on ETDG, with benefits for other technical programs in the School of Engineering and Construction Technologies. 					
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)	N/A	Yes	Yes		
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 enrolled in the Engineering Design Drafting Technologies program learn and develop the technical, design, and communication skills required to support engineering and architectural teams in a wide range of industries. The program emphasizes proficiency in industry-standard software platforms, applied drafting techniques, and the integration of engineering concepts into real-world projects. Students gain experience in creating accurate design documentation, models, and portfolios that align with employer expectations and industry standards. Course-embedded benchmarks with clear targets are used to check learning each term, so results come from real class work rather than one-off tests. In recent cycles, 87% of students met the benchmark on the Foundations portfolio (SU2024), 80% met the benchmark on the CAD "Bearing Box" task (SP2025), 75% met the benchmark on the Applied Design "Guest Cottage" task (SP2025), and 100% met the benchmark on the capstone final project (FA2024). In plain terms, most students are meeting or exceeding expectations at each stage—early skills, mid-program application, and end-of-program readiness. Results are reviewed every term and used to adjust assignments and supports so students keep hitting the mark. Advisory and employers report strong CAD readiness in AutoCAD, SolidWorks, and Revit and provide direct feedback on portfolios and capstones. Faculty have aligned assignments with industry expectations and standardized evaluation across sections. Alumni report roles in design, engineering, and construction that apply drafting and modeling learned in the program. Capstone and internship emphasize project work, collaboration, and professional presentation. Systematic industry feedback in student work, consistent internship pathways, adaptive curriculum responsive to staffing and market needs, and breadth across architectural, structural, mechanical, piping, and product design all help to distinguish the program.					

Provide the number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

	Number of Classes 24-25	Size of Classes 24-25	Number of Classes 23-24	Size of Classes 23-24	Number of Classes 22-23	Size of Classes 22-23	Number of Classes 21-22	Size of Classes 21-22	Number of Classes 20-21	Size of Classes 20-21
Associate Level	9	100	9	100	9	65	9	58	9	46

Provide student credit hours by level generated in all major courses that make up the degree program for five years.

Student Credit Hours	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total
Credit Hours 1000-level courses	398	274	127	236	218	1253
Credit Hours 2000-level courses	241	436	234	197	265	1373
Total Credit Hours	639	710	361	433	483	2626

Provide the direct instructional cost for the program over the last five years.

FY	Instructional Cost
2024	\$93,790
2023	\$59,538
2022	\$83,854
2021	\$68,786
2020	\$105,843

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

- ETDG courses are major-specific; none fulfill general education. Students complete gen ed in other departments.
- ETDG courses are not required by other degrees or certificates; occasional elective interest isn't formally cross-listed.
- Five-year SCH: 2,626, with 100% tied to major-specific courses.

Curricular Analytics Activity

A new exercise is being asked of programs up for Academic Program Review. The below review exercise is intended to align with OSU's new Strategic Plan in support of Imperative #2 – Student Success and Imperative #4 – Ideal Graduate.

Utilize this exercise to consider a typical curricular path for an undergraduate student in your program and enter an academic degree plan for that student in curricularanalytics.org. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:

- long sequences of courses with strict prerequisites?
- prerequisite courses with high DFW rates?
- prerequisite courses that are not offered often?
- If any issues have been identified, what can be done to alleviate these challenges?
- What can be done to streamline the ease of time to graduation for the program and for the students?

The results of the curricular analysis based on these questions are meant to generate discussion among faculty/advisors and critical thinking to support continuous program improvement and student success in learning. (Ideally, faculty/advisors can use to modify/alleviate any steps of degree plan path that could hinder the student success.)

Reflect on what was found through this exercise in the below space and outline any action plans that have been created due to the exercise. Each program should address the recommendation or integrate the action plan into the recommendation sections on page 1 of this form.

High-DFW courses (intro level): ETDG 1143 Intro to Design Drafting; ETDG 1192 Applied AutoCAD; ETDG 1253 Technical Drawing. Advanced 2000-level courses show low DFWs.

Why DFWs spike early: steep CAD learning curve; prerequisite bottlenecks; once-per-year offerings delay repeats.

Actions taken: aligned sequencing across 1143→1192→1253; earlier CAD proficiency; embedded tutoring and open labs; portfolio-based, hands-on work; shared rubrics and mentoring for new instructors; exploring fall/spring offerings of high-DFW prerequisites.

Next steps: monitor DFWs annually, add short CAD boot camps/refresher modules, and consider stackable early-CAD credentials to give interim milestones.

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?*
Pre-Professional Studies	AS	127	98	37	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	Heather Ortiz			
Department Head	Name only, not signature	N/A			
Dean	Name only, not signature	Heather Ortiz			
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.					
<p>Recommendation 1: Enhance Transfer Pathways and Program Completion</p> <p>To better support graduates pursuing advanced study, the PRE-P program will enhance transfer advising, articulation agreements, and graduate follow-up systems. This work will include refining degree maps to ensure alignment with transfer requirements, expanding partnerships with regional universities, and implementing improved methods for tracking post-transfer outcomes.</p> <p>Implementation Timeline: Initial updates to transfer guides and advising materials will begin in AY 2025–26, with expanded articulation agreements and structured transfer advising sessions implemented by AY 2026–27. Progress will be assessed annually by monitoring reported transfer rates and post-transfer degree completion outcomes, with results used to inform continuous improvements through the next review cycle.</p>					
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.					
<p>Recommendation 2: Strengthen Online Teaching Quality and Accessibility</p> <p>To support student success across multiple delivery formats, the program will increase faculty training and proficiency with the learning management system (LMS) and build expertise in online pedagogy aligned with Cowboy Light standards. Additionally, faculty will explore open educational resources (OER) to reduce textbook costs and improve access for students.</p> <p>Implementation Timeline: Initial faculty training and resource evaluation will begin in AY 2025–26, with integration of OER materials in select high-enrollment courses by AY 2026–27. Progress will be assessed annually based on student satisfaction surveys and course performance data.</p>					
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)	N/A	Yes	Yes	*	
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.					
<p>The goal of the Associate in Science (AS) in Pre-Professional Studies program is two-fold: first, to provide students with a flexible pathway for seamless transfer into a wide range of pre-professional and baccalaureate degree programs such as pre-medicine, pre-pharmacy, pre-engineering, and pre-law, and second, to support students in completing the foundational general education and discipline-specific coursework needed for success in those advanced studies.</p> <p>The AS in Pre-Professional Studies (PRE-P) program has consistently monitored student achievement through direct course-embedded assessments across communication, problem-solving, civic engagement, technology use, and ethical decision-making outcomes. Quantitative data reveal that in key guided program coursework, particularly prerequisite courses for pre-nursing students such as BIOL, MATH, ENGL, and SPCH - student performance frequently meets or approaches established benchmarks (≥70% success rate). For example, science-based problem-solving activities in biology labs have repeatedly demonstrated mastery rates above 94%, while communication-focused assignments in speech and composition courses regularly meet or exceed 80% proficiency targets. Qualitatively, faculty feedback and student reflections highlight the value of scaffolded instruction, real-world application of skills, and cross-disciplinary collaboration in preparing students for professional pathways. These findings, drawn from course assignments, oral presentations, and reflective essays, indicate that students not only demonstrate competency but also perceive the curriculum as relevant to their long-term goals.</p>					

**Oklahoma State University, Academic Program Review
Program History and Analytics**

Provide the number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

	Number of Classes 24-25	Size of Classes 24-25	Number of Classes 23-24	Size of Classes 23-24	Number of Classes 22-23	Size of Classes 22-23	Number of Classes 21-22	Size of Classes 21-22	Number of Classes 20-21	Size of Classes 20-21
Associate Level	84	1,754	74	1,319	77	1,360	85	1,485	83	1,481

Provide student credit hours by level generated in all major courses that make up the degree program for five years.

Student Credit Hours	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total
Credit Hours 1000-level courses	2535	2404	2487	2488	2450	12364
Credit Hours 2000-level courses	2835	2178	2211	2728	2679	12631
Total Credit Hours	5370	4582	4698	5216	5129	24995

Provide the direct instructional cost for the program over the last five years.

Academic Year	Direct Instructional Costs
AY2023-24	\$102,613
AY2022-23	\$118,145
AY2021-22	\$145,848
AY2020-21	\$325,227
AY2019-20	\$699,642

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

The AS in Pre-Professional Studies provides a flexible, rigorous general education core in science, math, communication, and social sciences with guided electives tailored to pre medicine, pre pharmacy, pre engineering, pre law, and related pathways; no courses are exclusive to PRE P, as offerings are shared across OSUIT programs. From AY 2020 to 2021 through AY 2024 to 2025, PRE P students generated 24,995 billed credit hours—12,364 at the 1000 level and 12,631 at the 2000 level—highlighting both transfer preparation and broad general education support. Totals reflect actual billed credit hours from OSUIT Tableau for all PRE P enrollees, replacing the 2020 graduate based estimate.

Curricular Analytics Activity

A new exercise is being asked of programs up for Academic Program Review. The below review exercise is intended to align with OSU's new Strategic Plan in support of Imperative #2 – Student Success and Imperative #4 – Ideal Graduate.

Utilize this exercise to consider a typical curricular path for an undergraduate student in your program and enter an academic degree plan for that student in curricularanalytics.org. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:

- long sequences of courses with strict prerequisites?
- prerequisite courses with high DFW rates?
- prerequisite courses that are not offered often?
- If any issues have been identified, what can be done to alleviate these challenges?
- What can be done to streamline the ease of time to graduation for the program and for the students?

The results of the curricular analysis based on these questions are meant to generate discussion among faculty/advisors and critical thinking to support continuous program improvement and student success in learning. (Ideally, faculty/advisors can use to modify/alleviate any steps of degree plan path that could hinder the student success.)

Reflect on what was found through this exercise in the below space and outline any action plans that have been created due to the exercise. Each program should address the recommendation or integrate the action plan into the recommendation sections on page 1 of this form.

Over the past five years, the toughest PRE P courses were SPAN 1115 at 35.2 percent DFW, MATH 1613 at 32.7 percent, and PHYS 1114 and 1214 at 26.4 and 21.7 percent, with peaks in 2020 to 2022 during pandemic disruptions. Faculty responses included a College Algebra redesign to bolster readiness for Trigonometry and Physics, supplemental instruction and targeted tutoring, active learning in physics labs, and digital supports for Spanish. SPAN 1115 will be redesigned as SPAN 1113 with OSU OKC starting AY 2025 to 2026. Institutionally, ORIE 1011 and early alert supports were added. Results show downtrends: MATH 1613 fell from 48 percent in AY 2021 to 2022 to 17 percent in AY 2024 to 2025, PHYS 1114 dropped from 45.5 percent in AY 2020 to 2021 to under 20 percent, and Spanish is expected to improve with the redesign.

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?*
Allied Health Sciences	AS	123	315	68	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	Heather Ortiz			
Department Head	Name only, not signature	N/A			
Dean	Name only, not signature	Heather Ortiz			
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 Online Teaching Quality and Accessibility To support student success across multiple delivery formats, the program will increase faculty training and proficiency with the learning management system (LMS) and build expertise in online pedagogy aligned with Cowboy Light standards. Additionally, faculty will explore open educational resources (OER) to reduce textbook costs and improve access for students.					
Implementation Timeline: Initial faculty training and resource evaluation will begin in AY 2025–26, with integration of OER materials in select high-enrollment courses by AY 2026–27. Progress will be assessed annually based on student satisfaction surveys and course performance data.					
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: Enhance Transfer Pathways and Program Completion To improve transfer and completion rates, the program will focus on refining the plan of study to better align with pre-nursing and other allied health requirements, while continuing to expand articulation agreements with four-year institutions. Efforts will include reviewing course sequences for clarity and transferability, updating advising resources, and collaborating with partner institutions to create clearer pathways to baccalaureate programs.					
Implementation Timeline: Plan of study revisions and updated advising materials will be completed during AY 2025–26. Expanded articulation agreements will be pursued through 2026–27, with the goal of increasing the percentage of graduates transferring or completing their intended programs by the next review cycle.					
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)	N/A	Yes	Yes *		
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 goal of the Associate in Science (AS) in Allied Health Sciences program is two-fold, first, to serve as a pathway to provide students with a seamless transfer into baccalaureate programs in allied health occupations, and second, to serve as an onramp of prerequisite coursework completion for the Associate in Applied Science in Nursing program. The program has consistently monitored student achievement through direct course-embedded assessments across communication, problem-solving, civic engagement, technology use, and ethical decision-making outcomes. Quantitative data reveal that in key guided program coursework, particularly prerequisite courses for pre-nursing students such as BIOL, MATH, ENGL, and SPCH - student performance frequently meets or approaches established benchmarks ($\geq 70\%$ success rate). For example, science-based problem-solving activities in biology labs have repeatedly demonstrated mastery rates above 94%, while communication-focused assignments in speech and composition courses regularly meet or exceed 80% proficiency targets. Qualitatively, faculty feedback and student reflections highlight the value of scaffolded instruction, real-world application of skills, and cross-disciplinary collaboration in preparing students for professional pathways. These findings, drawn from course assignments, oral presentations, and reflective essays, indicate that students not only demonstrate competency but also perceive the curriculum as relevant to their long-term goals.					

**Oklahoma State University, Academic Program Review
Program History and Analytics**

Provide the number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

	Number of Classes 24-25	Size of Classes 24-25	Number of Classes 23-24	Size of Classes 23-24	Number of Classes 22-23	Size of Classes 22-23	Number of Classes 21-22	Size of Classes 21-22	Number of Classes 20-21	Size of Classes 20-21
Associate Level	121	2293	119	2126	116	2006	125	2145	123	2185

Provide student credit hours by level generated in all major courses that make up the degree program for five years.

Student Credit Hours	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Total
Credit Hours 1000-level courses	4902	4847	4493	4419	4402	23063
Credit Hours 2000-level courses	2715	2124	2118	2743	2814	12514
Total Credit Hours	7616	6971	6611	7162	7216	35577

Provide the direct instructional cost for the program over the last five years.

Academic Year	Direct Instructional Costs
AY2023-24	\$602,798
AY2022-23	\$526,103
AY2021-22	\$458,308
AY2020-21	\$312,473
AY2019-20	\$129,295

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

The program delivers a broad general education in sciences, math, social sciences, and communication plus 21 hours of guided electives; 38 general education hours are required. No courses are AHS only—offerings are shared across OSUIT programs to support individualized transfer and career pathways. Across academic years 2020 through 2025, AHS students generated 35,577 billed credit hours (23,063 at the 1000 level and 12,514 at the 2000 level), underscoring the program's role in general education and its interdisciplinary structure.

Method note: Totals reflect actual billed credit hours from OSUIT Tableau for all AHS enrollees across terms; this replaces the 2020 review's graduate-based estimate.

Curricular Analytics Activity

A new exercise is being asked of programs up for Academic Program Review. The below review exercise is intended to align with OSU's new Strategic Plan in support of Imperative #2 – Student Success and Imperative #4 – Ideal Graduate.

Utilize this exercise to consider a typical curricular path for an undergraduate student in your program and enter an academic degree plan for that student in curricularanalytics.org. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:

- long sequences of courses with strict prerequisites?
- prerequisite courses with high DFW rates?
- prerequisite courses that are not offered often?
- If any issues have been identified, what can be done to alleviate these challenges?
- What can be done to streamline the ease of time to graduation for the program and for the students?

The results of the curricular analysis based on these questions are meant to generate discussion among faculty/advisors and critical thinking to support continuous program improvement and student success in learning. (Ideally, faculty/advisors can use to modify/alleviate any steps of degree plan path that could hinder the student success.)

Reflect on what was found through this exercise in the below space and outline any action plans that have been created due to the exercise. Each program should address the recommendation or integrate the action plan into the recommendation sections on page 1 of this form.

DFW rates were highest in Trigonometry (MATH 1613), General Physics I (PHYS 1114), and General Physics II (PHYS 1214), peaking early in the period during the pandemic and the rapid move online. In response, faculty revised College Algebra to build conceptual strength, expanded a corequisite support model, and improved online and hybrid STEM design with active learning and consistent structure. In 2023 to 2024 OSUIT added ORIE 1011, now required for about 98 percent of students, linking them to tutoring, advising, and success coaching; early alerts and expanded tutoring reinforced this support. Results show steady declines in later years: Trigonometry down markedly, Physics I down, Physics II stabilized. Overall, curriculum, instruction, and student supports are working together to reduce DFW in high-challenge courses.

OSU/A&M Board of Regents
December 5, 2025

OSU-Stillwater**New Certificate Requests****Center for Health Sciences****Graduate Certificate in Nursing Leadership (New)**

New program request

- Delivery method: Electronic
- Total credit hours: 12
- Reason for requested action: To provide students with coursework to bridge the clinician-to-executive gap. The proposed graduate certificate can be taken by an individual for career advancement or stacked with an OSU Healthcare Administration degree.

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)

Ferguson College of Agriculture**Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Education (007)**

Course requirement change

- Move SPCH 2713 or AGCM 3203 from the general education block to the college/departmental requirements
- Add a list of courses students can select from to satisfy the (G) requirement in the general education block
- Add 4 hours of "Additional General Education"
- Add PLNT 1213 as an alternative to HORT 1013
- Remove BIOL 1113 and BIOL 1111 or BIOL 1114
- Increase electives from 1 to 2 credit hours
- Total credit hours will not change
- Reason for requested action: To increase enrichment and elective requirements for the degree.

Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership (458)

Course requirement change

- Remove AGLE 1511, AGLE 4101, and AGLE 4203
- Add AGLE 4201 and AGLE 4301
- Increase guided courses from 6 to 9 credit hours
- Remove 3 hours of NREM
- Add 6 hours of emphasis courses
- Decrease electives from 5 to 4 credit hours
- Total credit hours will not change

- Reason for requested action: To provide more flexibility in incorporating students' academic and professional interests and encourage the declaration of a minor.

Bachelor of Science in Agricultural Sciences and Natural Resources in Biochemistry and Molecular Biology (216)

Course requirement change

- Option in Pre-Medical or Pre-Veterinary Science
 - Add BIOC 1990
 - Reduce electives from 4 to 3 credit hours
- Total credit hours will not change
- Reason for requested action: To align the core course requirements with the other degree options, adding an introductory research course.

College of Arts and Sciences

Bachelor of Music in Music (153)

- Option in Jazz Performance
 - Remove 26 hours of JAZZ 3010
 - Add 12 hours of JAZZ 2010 and 14 hours of JAZZ 3010
- Total credit hours will not change
- Reason for requested action: To satisfy accreditation standards.

Bachelor of Science in Physics (161)

Course requirement change

- Option in Applied Physics
 - Remove CHEM 1515
 - Add 5 hours of Math and/or Science
- Total credit hours will not change
- Reason for requested action: To make the degree more flexible for students.

Undergraduate Certificate in Pre-Health Care Administration (555)

Program deletion

- Effective immediately
- Two students are currently enrolled and will be allowed to complete the program
- Reason for requested action: Demand for the certificate has decreased.

Bachelor of Arts in Sociology (258)

Course requirement change

- Option in Environment and Society
 - Remove PSYC 1113 and HDFS 2113 as designated (S) courses in the general education block
 - Add 3 hours designated (S)
 - Increase "Additional General Education" hours from 1 to 4 credit hours
 - Total credit hours will not change
 - Reason for requested action: To allow greater flexibility for students.
- Option in Social Services
 - Add HDFS 2113 as a required course for the (S) designated hours in the general education block
 - Total credit hours will not change

- Reason for requested action: HDFS 2113, a course on lifespan human development, is a prerequisite for some of the recommended electives. Adding it as a required course will help facilitate timely degree completion.

Bachelor of Science in Sociology (184)

Course requirement change

- Option in Environment and Society
 - Remove PSYC 1113 and HDFS 2113 as designated (S) courses in the general education block
 - Add 3 hours designated (S)
 - Increase “Additional General Education” hours from 1 to 4 credit hours
 - Total credit hours will not change
 - Reason for requested action: To allow greater flexibility for students.
- Option in Pre-Medical Science
 - Remove BIOL 1604
 - Add MICR 2123 and MICR 2132
 - Reduce electives from 14 to 13 credit hours
 - Total credit hours will not change
 - Reason for requested action: MICR 2123 and MICR 2132, introductory microbiology and the lab, are prerequisites for other courses. The proposed change will allow students to complete courses earlier in the course sequence.
- Option in Pre-Law
 - Add PSYC 1113 as a designated (S) course
 - Total credit hours will not change
 - Reason for requested action: PSYC 1113, introductory psychology, is a prerequisite for some of the recommended electives. Adding it as a required course will help facilitate timely degree completion.
- Option in Social Services
 - Add HDFS 2113 as a required course for the (S) designated hours in the general education block
 - Total credit hours will not change
 - Reason for requested action: HDFS 2113 is a prerequisite for some of the recommended electives. Adding it as a required course will help facilitate timely degree completion.

College of Education and Human Sciences

Bachelor of Science in Applied Exercise Science (514)

Course requirement change

- Option in Strength and Conditioning
 - Remove 8 hours of unspecified (N) designated courses
 - Add BIOL 1113 and BIOL 1111 and CHEM 1314 or CHEM 1215 as required (N) designated courses in the general education block
 - Remove PSYC 1113 as specified (S) designated course
 - Add 3 hours designated (S) in the general education block
 - Add BIOL 3203 and BIOL 3201 as an alternative to BIOL 3204
 - Remove HHP 3663 and HHP 4480
 - Add HHP 3664 and HHP 4980
 - Reduce electives from 32 to 28 hours
- Total credit hours will not change

- Reason for requested action: Providing students with specific (N) designated courses will better prepare students for certification requirements. Curriculum updates resulted in new course numbers.

Bachelor of Science in Interior Design (342)

Course requirement change

- Add ART 1303, DM 3824, DM 4533
- Remove DM 3991
- Remove Professional Area selection and General Electives
- Add 3 hours from a list of controlled electives
- Total credit hours will not change
- Reason for requested action: To accurately reflect CIDA accreditation requirements and the more industry-focused curriculum.

Bachelor of Science in Recreational Therapy (317)

Course requirement change

- Remove EDHS 1111 as an alternative to EDHS 3111
- Add BIOL 3203 and BIOL 3201 as an alternative to BIOL 3204
- Add RT 4442
- Reduce guided electives from 6 to 3 credit hours
- Total credit hours will decrease from 121 to 120
- Reason for requested action: To better prepare students for state and national certification licensure.

Spears School of Business**Doctor of Philosophy in Business Administration (036)**

Course requirement change

- Option in Executive Research
 - Consolidating how BADM 6100 and BADM 6000 are listed on the degree requirements
 - Total credit hours will not change
 - Reason for requested action: Simplification of course listings will make it less confusing for prospective and current students.
- Option in Hospitality and Tourism Management
 - Remove HTM 6111
 - Increase electives from 17 to 18 credit hours
 - Total credit hours will not change
 - Reason for requested action: Content from HTM 6111 was incorporated into the graduate student orientation, and the course is no longer needed as part of the curriculum.
- Option in Management
 - Add MGMT 6383 and MGMT 6453
 - Remove REMS 6003, REMS 6013, and REMS 6320 as required courses
 - Increase guided electives from 15 to 18 credit hours
 - Total credit hours will not change
 - Reason for requested action: Adjusting required courses to fit the evolving curriculum better.

Master of Science in Business Analytics and Data Science (505)

Course requirement change

- Option in Advanced Data Science
 - Remove MSIS 5223 as a required course
 - Increase electives from 6 to 9 credit hours
- Option in Health Analytics
 - Add MSIS 5633
 - Decrease electives from 6 to 3 credit hours
- Option in Marketing Analytics
 - Remove MKTG 5253
 - Add BAN 5563
- Adding a footnote to indicate the implementation of advanced standing credit, based on employment experience, for working professionals enrolled in online courses
- Total credit hours will not change
- Reason for requested action: Updating curriculum to remove courses that are no longer offered or considered industry relevant.

Undergraduate Certificate in Business Essentials (295)**Course requirement change**

- Remove BADM 2111 or BADM 3111
- Add any 1-hour Spears School of Business course with ACCT, ECON, BADM, BCOM, EEE, FIN, HTM, LSB, MGMT, MKTG, or MSIS prefix.
- Total credit hours will not change
- Reason for requested action: Addressing a prerequisite issue. Allows students to select an applicable course related to their interests.

Graduate Certificate in Casino and Gaming Management (345)**Program suspension**

- Effective beginning next academic year
- Program will be reinstated or deleted within three years
- Reason for requested action: The program has lost its viability due to course streamlining within the Spears School of Business.

Graduate Certificate in Energy Business (372)**Program suspension**

- Effective immediately
- Program will be reinstated or deleted within three years
- Reason for requested action: Student demand has decreased, making it not in the institution's best interest to try to sustain financially.

Graduate Certificate in Innovative Leadership (371)**Program suspension**

- Effective immediately
- Program will be reinstated or deleted within three years
- Reason for requested action: Low student interest and small course enrollment sizes created an inefficient and unsustainable trajectory for this graduate certificate.

Master of Science in Management Information Systems (412)**Course requirement change**

- Add MSIS 5273

- Decrease elective hours by 3 credit hours
- Total credit hours will not change
- Reason for requested action: The program now expects all students to take MSIS 5273 Legal and Ethical Issues in Information Technology in their program experience.

Graduate Certificate in Non-Profit Management (491)

Program suspension

- Effective immediately
- Program will be reinstated or deleted within three years
- Reason for requested action: This graduate certificate is no longer needed due to the recent approval of the Graduate Certificate in Business Sustainability and Non-Profit Management.

OSU-Oklahoma City

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)

School of Professional Studies**Embedded Certificate in Spanish (131)**

Program requirement change

- Reclassify the embedded certificate to a stand-alone certificate
- Total credit hours will not change
- Reason for requested action: The Associate in Applied Science in Technical Spanish/Translation and Interpretation is being deleted, but the school would like to retain the certificate in Spanish.

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

Program deletion

- Effective beginning fall 2026
- Fifteen students are currently enrolled and will be allowed to finish. The expected graduation date for currently enrolled students is spring 2028.
- Reason for requested action: The program has low enrollment and has not met the requirements for the minimum number of graduates.

School of Science, Technology, Engineering and Math**Bachelor of Technology in Information Technologies (121)**

Course requirement change

- Remove CIS 4213
- Add ITD 3163
- Total credit hours will not change
- Reason for requested action: Updating curriculum to better align with the evolving demands of the technology industry.

Approval of a Peace Officer Action (OSUIT)

Board approval is requested for the Peace Officer action listed below.

Commission:
Donavan Crockett

This action is requested under the provisions of Title 74, Section 360.15 O.S. and the Board's regular commissioning procedures.

Approval to Grant a Utility Easement to Southwestern Bell Telephone Company, LLC., dba AT&T Oklahoma (OSU-STW)

Board approval is requested to grant a utility easement to Southwestern Bell Telephone Company LLC., dba AT&T Oklahoma.

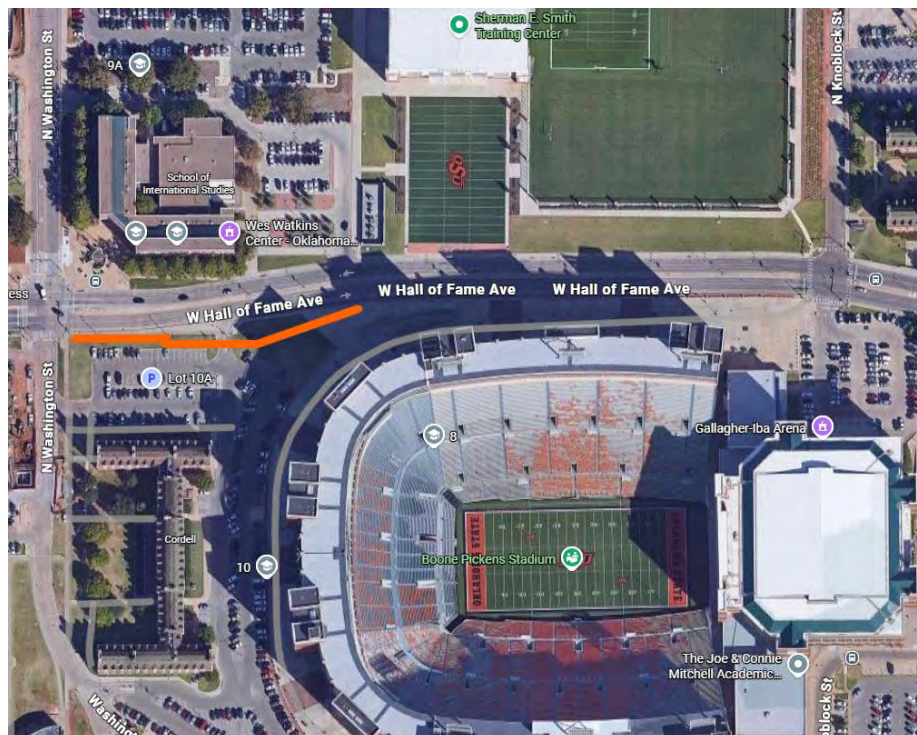
The easement, containing approximately 5,119.68 square feet, more or less, will allow for the construction, operation, maintenance, protection, repair, relocation, upgrade, replacement, and removal of the underground communications, data, video, and information systems, and lines, circuits, and conduits in the area consistent with the plan of proposed OSU-AT&T line to Boone Pickens Stadium. The easement area is generally described as:

A 10-foot-wide AT&T easement located in part of the NW4 of Section 14, T19N, R2E of the Indian Meridian, Payne County, Oklahoma.

Easement documents will be reviewed by Board Legal Counsel prior to execution. The documents will contain detailed legal descriptions of the area covered by the easement.

No funding is required.

Suzanne Frits, Administration and Finance Business Operations, Cristian Contreras, Energy Services, and Brandee Hancock and Amanda Webb, Legal Counsel, are coordinating this item.



Approval to Rename the Fire Technology Outdoor Laboratory - Fire Tech Area to Engineering Extension Learning Laboratory (OSU-STW)

Board approval is requested to rename the Fire Technology Outdoor Laboratory - Fire Tech Area, building #0220, located on the north side of the OSU-Stillwater campus.

The current name no longer reflects the building's function. This building originally supported instructional and training activities offered by Fire Service Training and the Fire Protection and Safety Technology (FPST) laboratory courses. Following the construction of a new facility, Fire Protection and Safety Laboratory, building #0222, FPST courses were relocated, and building #0220's primary use shifted.

To better reflect the building's current and future role, CEAT proposes renaming it the Engineering Extension Learning Laboratory. This designation better represents the function and will assist with campus navigation, scheduling, and promotional materials.

Over the past three years, the facility has been actively utilized by several College of Engineering, Architecture and Technology (CEAT) engineering extension units, including Fire Service Training, the Center for Local Government Technology, and Professional Development, to host adult and continuing education programs. In the last calendar year alone, the classroom space was in use for 42 weeks of extension programming. In support of this expanded use, CEAT invested approximately \$100,000 in facility renovations, including upgraded A/V equipment and enhanced Wi-Fi capabilities. Usage is anticipated to increase further in calendar year 2025 and beyond.

No funding is required.

Stephanie Jones, University Planning, is coordinating this item.

Authorization to Terminate Lease with Oklahoma Department of Mental Health and Substance Abuse Services and Refund Unutilized Lease Payments (OSU-OKC)

Board approval is requested to authorize the President of OSU, or a designee, to enter into and execute a Settlement Agreement and Release of Claims between OSU-Oklahoma City (OSU-OKC) and the Oklahoma Department of Mental Health and Substance Abuse Services (ODMH) and to refund unutilized lease payments to ODMH.

Board approval is also requested to authorize OSU-OKC to make a payment of \$4,822,671 to the Oklahoma Department of Mental Health.

This agreement is necessitated by ODMH's inability to move forward with the construction of a new mental health hospital on the OSU-OKC campus. The agreement terminates the lease between OSU-OKC and ODMH originally approved as Item G-8 on the Board's September 8, 2023, agenda.

The refund amount represents the balance of lease payments made to OSU-OKC, less the amounts expended by OSU-OKC as required by the lease to prepare the property for the construction of a mental health hospital. Additionally, the agreement releases all claims between the parties.

Funding is from lease payments previously made by the Oklahoma Department of Mental Health and/or Health Minds Healthy Lives, ODMH's supporting foundation.

Jim Hess, Office of the President, and Brandee Hancock, Board Legal Counsel, are coordinating this item.

SETTLEMENT AGREEMENT AND RELEASE OF CLAIMS

This Settlement Agreement and Release of Claims (this “Settlement Agreement”) is made and entered into as of the last date of execution of the signatories set forth below (“Effective Date”) and is agreed to and executed by and among the Oklahoma Department of Mental Health and Substance Abuse Services (“ODMH”) and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges acting for and on behalf of Oklahoma State University-Oklahoma City (together referred to herein as “OSU-OKC”). ODMH and OSU-OKC are collectively referred to as the “Parties” or individually as a “Party” as context requires and agree to the following:

RECITALS

WHEREAS, on December 8, 2023, OSU-OKC and ODMH entered into a Lease Agreement whereby ODMH leased property from OSU-OKC (the “Lease”) on which to build and establish a new mental health hospital (the “Hospital”);

WHEREAS, ODMH paid \$10,000,000 to OSU-OKC, of the \$13,000,000 owed by ODMH pursuant to the Lease to OSU-OKC;

WHEREAS, the Lease required OSU-OKC to vacate facilities which would be razed in order for ODMH to begin construction, and to relocate programs, including staff, furnishings, equipment, and renovations required for the displaced programs;

WHEREAS, ODMH and OSU-OKC agree termination of the Lease is in the best interest of the parties; and

WHEREAS, all facts and circumstances surrounding and ancillary to the Lease, payments by ODMH to OSU-OKC, funds expended by OSU-OKC, and termination of the Lease are collectively referred to as the “Transaction.”

NOW, THEREFORE, in consideration of the promises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

TERMS AND CONDITIONS OF SETTLEMENT AND RELEASE

- Recitals.** The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.
- Termination of Lease.** The Lease, a copy of which is attached hereto as Exhibit A, is terminated and the obligations of OSU-OKC and ODMH thereunder shall cease as of the Effective Date.
- Payment from OSU-OKC to ODMH.** In consideration of the Lease termination, the mutual releases contained herein, and other promises set forth below, OSU-OKC will pay \$4,822,671.93 (the “Refund Amount”) to ODMH within thirty (30) days of the Effective Date. The Refund Amount represents the balance of payments made to OSU-OKC pursuant to the Lease

less the amount OSU-OKC expended as required by the Lease to prepare the property for construction of the Hospital. The Parties agree no additional funds shall be required to be paid by OSU-OKC to ODMH or by ODMH to OSU-OKC pursuant to this Settlement Agreement.

4. Mutual Release.

- a. OSU-OKC and its present and former parents, subsidiaries, affiliates, partners, service companies, representatives, employees, officers, directors, attorneys, heirs, assigns, agents and predecessors, hereby release ODMH, and its respective present and former parents, subsidiaries, affiliates, partners, service companies, representatives, employees, officers, directors, attorneys, heirs, assigns, agents and predecessors, from any and all manner of causes of action, suits, debts, obligations, accounts, notes, contracts, agreements, promises, claims, cross claims, or damages whatsoever, in law or in equity, which OSU-OKC now has or may at any time hereafter claim to have against ODMH by reason of any matter, cause or thing whatsoever, known or unknown, liquidated or unliquidated, and related to the Transaction.
- b. ODMH and its present and former parents, subsidiaries, affiliates, partners, service companies, representatives, employees, officers, directors, attorneys, heirs, assigns, agents and predecessors, hereby release OSU-OKC, and its respective present and former parents, subsidiaries, affiliates, partners, service companies, representatives, employees, officers, directors, attorneys, heirs, assigns, agents and predecessors, from any and all manner of causes of action, suits, debts, obligations, accounts, notes, contracts, agreements, promises, claims, cross claims, or damages whatsoever, in law or in equity, which ODMH now has or may at time hereafter claim to have against OSU-OKC by reason of any matter, cause or thing whatsoever, known or unknown, liquidated or unliquidated, and related to the Transaction.

5. Attorney's Fees and Costs. The Parties are solely responsible for paying any attorney's fees and costs they incurred and no Party nor their attorney(s) will seek any award of attorney's fees or costs from the other Party regarding the Transaction

6. Additional Representations and Warranties. The Parties represent and acknowledge that: (a) they have reviewed this Settlement Agreement; (b) they have made such investigation of the matters pertaining to this Settlement Agreement as they deem necessary and find the terms of the Settlement Agreement to be satisfactory; (c) they have had the opportunity to consult with and receive the advice of counsel in entering into this Settlement Agreement; (d) they understand all of the terms of the Settlement Agreement; (e) they execute this Settlement Agreement freely, voluntarily and without coercion, with full knowledge of its significance and the legal consequences thereof; (f) they shall not circumvent nor attempt to circumvent any of the terms of the Settlement Agreement; and (g) the promises that were made to induce this Settlement Agreement are limited to those set forth in the Settlement Agreement.

7. No Admission of Liability. The Parties acknowledge that this Settlement Agreement represents the compromise of disputed claims, and that neither this Settlement Agreement nor any

statement contained within it, or payment made hereunder, shall be deemed to constitute or otherwise be construed as an admission of liability, fault or responsibility on the part of either Party with respect to the Transaction.

8. **Claims Not Assigned.** The Parties each represent and warrant that it has not sold, assigned, transferred, conveyed, or otherwise disposed of or purported to dispose of any claim, demand, or cause of action relating to the Transaction or any matter covered by this Settlement Agreement.

9. **Authority to Execute.** The parties expressly acknowledge the payment set forth in Paragraph 3 herein must be approved by OSU-OKC's governing body, the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, and this Settlement Agreement shall not be binding upon OSU-OKC until such approval is granted. The individuals executing this Settlement Agreement represent and warrant that they are unconditionally authorized to execute this Settlement Agreement on behalf of each respective Party.

10. **Binding on Successors.** This Settlement Agreement and all of the rights, obligations, duties, representation, warranties, and covenants of each Party shall inure to the benefit of, be the burden of and shall be binding upon, the heirs, executors, administrators, assigns, and successors in interest of each of the Parties.

11. **Interpretation of Settlement Agreement.** This Settlement Agreement shall be construed as a whole and according to its fair meaning and not strictly for or against any Party, regardless of the Party that drafted all or any part of this Settlement Agreement.

12. **Modification.** The Parties agree that any amendments or modifications to this Settlement Agreement shall be deemed null and void unless such amendments and modifications are in writing, specifically refer to this Settlement Agreement, and are signed by authorized representatives of all Parties.

13. **Severability.** In the event that any provision of this Settlement Agreement is determined to be illegal or unenforceable, such determination shall not affect the validity or enforceability of the remaining provisions hereof, all of which shall remain in full force and effect to the fullest extent permitted by law.

14. **Governing Law.** The laws of the State of Oklahoma (without giving effect to its conflict and choice of law principles) shall govern all matters arising out of or relating to this Settlement Agreement, including, without limitation, its interpretation, construction, performance, and enforcement.

15. **Sovereign Immunity.** OSU-OKC does not waive its sovereign immunity by entering into this Settlement Agreement and specifically retains all immunities and defenses available to it as a sovereign pursuant to all applicable law. Designations of venue, choice of law, enforcement actions, and similar provisions shall not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity as to sovereign immunity in this Settlement Agreement shall be construed in favor of sovereign immunity.

16. **Non-Waiver of Rights.** No failure or delay on the part of either Party in either exercising or enforcing any right under this Agreement will operate as a waiver of, or impair, any such right.

No single or partial exercise or enforcement of any such right by a Party will preclude that same Party from exercising or enforcing that right or any other right under this Agreement. Waiver by a Party of any provision under this Agreement in one instance will not preclude that Party from enforcing in the future such right or any other right under this Agreement.

17. Counterparts. The Parties may execute this Settlement Agreement in multiple counterparts, each one of which is deemed an original, and all of which, collectively, constitute only one agreement.

18. Headings. The headings of sections in this Settlement Agreement are for convenience of reference only and do not affect or alter this Settlement Agreement's construction or interpretation.

19. Entire Agreement. This Settlement Agreement, together with Exhibit A, constitutes an integration of the entire understanding and agreement of the Parties with respect to the subject matter hereof. Any representations, warranties, promises, or conditions, whether written or oral, not specifically and expressly incorporated in this Settlement Agreement, shall not be binding on any of the Parties, and each of the Parties acknowledges that they have not relied, in entering into this Settlement Agreement, on any representation, warranty, promise or condition, not specifically and expressly set forth in this Settlement Agreement. All prior discussions and writings have been, and are, merged and integrated into, and are superseded by, this Settlement Agreement.

[SIGNATURE PAGES TO FOLLOW]

IN WITNESS HEREOF, the Parties have approved and executed the Settlement Agreement on the dates specified below.

**THE BOARD OF REGENTS FOR THE
OKLAHOMA AGRICULTURAL AND
MECHANICAL COLLEGES, ACTING FOR
AND ON BEHALF OF OKLAHOMA STATE
UNIVERSITY-OKLAHOMA CITY**

By: _____

Name: _____

Title: _____

Date: _____

**OKLAHOMA DEPARTMENT OF
MENTAL HEALTH AND SUBSTANCE
ABUSE SERVICES**

By: _____

Name: _____

Title: _____

Date: _____

LEASE AGREEMENT

This LEASE AGREEMENT (the "Agreement") is made effective the 8th day of December, 2023 (the "Effective Date"), by and between the BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES, acting for and on behalf of OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY (hereinafter called the "Lessor") and THE OKLAHOMA DEPARTMENT OF MENTAL HEALTH AND SUBSTANCE ABUSE SERVICES (hereafter called the "Lessee" or "ODMHSAS").

WHEREAS, Lessor is the owner of certain real estate (the "Property") described in Exhibit A, attached hereto and made a part hereof, in the City of Oklahoma City; and

WHEREAS, Lessor is an Oklahoma institution of higher education established under the constitution and laws of the State of Oklahoma, governed by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, with the primary purpose of educating and preparing individuals for in-demand technical careers;

WHEREAS, Lessee is an agency of the state of Oklahoma which provides services to Oklahomans affected by mental illness and substance abuse;

WHEREAS, Lessor and Lessee recognize the state of Oklahoma has a significant need to build and establish a new mental health hospital (the "Hospital") to improve and expand the mental health treatment offerings to Oklahomans, to support the Oklahoma State University ("OSU") System OneHealth strategy, and to expand academic affiliated offerings; and

WHEREAS, Lessor and Lessee have identified a suitable location to construct a new mental health hospital, which is more particularly described on Exhibit A hereto (the "Leased Premises") and desire to work collaboratively to build and establish the Hospital on the campus of OSU-Oklahoma City.

FOR AND IN CONSIDERATION OF THE MUTUAL COVENANTS AND AGREEMENTS OF THE PARTIES HEREIN CONTAINED, AND OTHER GOOD AND VALUABLE CONSIDERATION, THE LESSOR AND LESSEE HEREBY COVENANT AND AGREE AS FOLLOWS:

1. **Leased Premises.** Lessor, for the term and upon the terms, conditions and covenants hereinafter more particularly set forth, does hereby grant, demise and let unto the Lessee, and Lessee hereby rents from the Lessor certain real property (the "Leased Premises"), consisting of 28 acres more-or-less, more particularly described on the attached Exhibit A.

2. **Removal of Structures/Facilities on Leased Premises as of Effective Date.** The Leased Premises currently contains educational facilities described as follows: the Precision Driving Track, surface parking, skid car track and buildings, including the motorcycle storage, Human Services Education Center and Public Safety Training Center. Prior to execution of this Agreement, Lessee shall notify Lessor of the facilities Lessee does not desire to maintain on the Leased Premises. Upon notification to Lessor that Lessee has obtained appropriate permits and zoning approval as set forth in Paragraph 3, below, Lessor shall, within a reasonable time,

remove the identified facilities at its sole cost and expense. In the event Lessee identifies additional facilities which it desires to remove, Lessee must receive written permission from Lessor and, if written permission is granted, Lessee must remove said facilities at its sole cost and expense.

3. **Use of Leased Premises.** Lessee intends to design and build a Hospital on the Leased Premises. The Hospital will be owned exclusively by Lessee and shall consist of an estimated 330 bed, inpatient mental health hospital. All facilities, including Hospital, constructed by Lessee shall collectively be referred to as the "Leasehold Improvements." Lessee shall be solely responsible for obtaining all necessary permits from applicable entities and ensuring appropriate zoning requirements are in place prior to Lessor removing the structures set forth in Section 2 above. In the event Lessee is unable to obtain appropriate permits and zoning approval to commence construction, Lessor may terminate this lease and all obligations hereunder shall terminate, including those set forth in Paragraph 5(c).

4. **Rent.** Lessee agrees to pay Lessor, as rent for the Property, the sum of One Dollar (\$1.00) per year, which may be prepaid in whole or as part at any time. In addition, Lessee will raise thirteen million dollars (\$13,000,000) in consideration for Lessor's exclusive use. To the extent Lessee shall require or request from the Lessor to provide additional services or facilities access, such services and/or access may be provided by the Lessor on a fee-for-services basis and under separate written agreement.

5. **Term.**

- a. Subject to the terms, provisions, covenants, and conditions of this Agreement, the term of this Agreement shall be seventy-five (75) years from Effective Date. The Agreement may be renewed thereafter upon mutual written agreement of Lessor and Lessee.
- b. It is understood and agreed to by the parties hereto that all obligations of ODMHSAS are contingent upon the availability and continued appropriation of State, Federal, and County funds as necessary to carry out the functions of this Agreement, and in no event shall the parties be liable for any obligations in excess of such available and appropriated funds.
- c. In the event this Term is deemed unenforceable for any reason or in the event that Lessor desires to terminate the lease before the end of the seventy-five (75) year term period for any reason other than default by Lessee, Lessor shall provide Lessee at least three (3) years' notice of its intent to terminate the Agreement and Lessor shall provide payment to Lessee equal to any and all design and construction costs expended by Lessee and any and all moving and relocation expenses of the Hospital. However, if Lessee terminates the Agreement before the end of the seventy-five (75) year term, Lessor shall have no remaining obligations hereunder and shall not be obligated to reimburse Lessee for any costs.

6. **Leasehold Improvements.**

- a. **Realty.** The Leasehold Improvements on the Leased Premises will, for the purposes of this Agreement, be defined as consisting of and be deemed to include buildings, structures, and equipment located, erected, constructed, or installed by or on behalf of Lessee on the Leased Premises during the Term of the Agreement.
- b. **Personalty.** Leasehold Improvements shall not include personal property, that is, all equipment, furniture, furnishings, and other personal property located by or on behalf of Lessee on or at, and used or useful in connection with the operation or maintenance of, the Leased Premises, and all future additions to, replacements of, or substitutions for any of the foregoing.
- c. **Title During Term.** All Leasehold Improvements erected or located on the Leased Premises by or on behalf of Lessee under the terms of this Agreement after the Effective Date will remain the property of Lessee, subject to the terms and conditions of this Agreement, until the expiration of this Agreement.
- d. **Title After Term.** Only after the termination of this Agreement, Lessee agrees to convey title in and to all Leasehold Improvements then located on the Leased Premises to Lessor.

7. **Maintenance and Care of Leased Premises.** Lessee shall maintain and pay all costs related to maintenance of the Leased Premises, including the Leasehold Improvements. Lessee shall, at all times, keep in a clean and orderly condition and appearance all the Leased Premises and all of Lessee's fixtures, equipment, and personal property which are located thereon. Lessee shall not commit or suffer to be committed any nuisance on the Leased Premises. Lessee shall conduct Lessee's operations in an orderly and proper manner so as not to annoy, disturb, or be offensive to others on Lessor's campus. Lessee shall take all reasonable measures to keep the sound level of Lessee's operations as low as reasonably possible. Lessee shall not permit the accumulation of any rubbish, trash or other waste material on or about the Leased Premises and shall keep all grass and landscaping trimmed to the adjoining streets.

8. **Advertising and Signage.** Neither party shall use the other's name or logo in any description, signage or promotional literature or communication of any kind without the other's prior written approval.

9. **Insurance and Liability.**

- a. **Lessee's Liability and Insurance.** Lessee is solely responsible for and shall maintain appropriate insurance on the Leasehold Improvements. Lessee shall also be responsible for the tortious or illegal acts of its officers, employees, agents or others acting on its behalf, in accordance with the constitution and statutes of the State of Oklahoma.
- b. **Lessor's Liability.** As an agency of the state of Oklahoma, Lessor's operations and activities are covered by the State of Oklahoma Insurance

Fund. As a state agency, Lessor is also immune from liability under the Oklahoma Governmental Tort Claims Act, 51 O.S. § 151, et seq. Lessor shall not be responsible for damage to any Leasehold Improvement.

10. **Default; Notice of Default.** Lessee shall not be deemed to be in default under this Agreement unless: Lessee fails to perform or comply with any term, condition, obligation, or duty of Lessee under the terms and provisions of this Agreement, and such failure shall continue for thirty (30) days after Lessee's receipt of notice of such failure from Lessor, or if such failure is of a nature reasonably requiring more than thirty (30) days to satisfy or cure using reasonable diligence, then Lessee shall not be in default if Lessee promptly commences such cure within such thirty (30) day period and thereafter diligently and continuously prosecutes such cure to completion.

11. **Remedies Upon Lessee's Default.** If Lessee defaults, Lessor may at any time thereafter exercise its remedies available under law, including termination of this Agreement. The exercise of any one remedy shall not be deemed to be an election of such remedy or to preclude the exercise of any other remedy. No failure on the part of Lessor to exercise and no delay in exercising any right to remedy shall operate as a waiver thereof or modify the terms of this Lease.

12. **Surrender.** Subject only to Sections 5(c) and 6(d) above, on the expiration or termination of this Agreement, Lessee shall quit and surrender the Leased Premises and the Leasehold Improvements to Lessor in good order and condition, except for ordinary wear and tear, provided that Lessee shall remove or cause to be removed from the Leased Premises and the Leasehold Improvements any personal property belonging to Lessee or third parties, which can be so removed without material damage to the Leased Premises and the Leasehold Improvements, and at Lessee's sole cost and expense shall repair any damage caused by such removal. Personal property not so removed shall become the property of Lessor, which may then cause such property to be removed from the Leased Premises and Leasehold Improvements and disposed of in compliance with applicable law.

- a. **Lessor Rights.** Subject only to Sections 5(c) and 6(d) above, on the expiration or termination of this Agreement, in the event Lessee shall fail to timely quit and surrender the Leased Premises and the Leasehold Improvements to Lessor, Lessor may without further notice enter on, reenter, possess, and repossess the Leased Premises and the Leasehold Improvements, by summary proceedings or judicial ejectment, and may dispossess and remove Lessee and all other persons and property from the Leased Premises and the Leasehold Improvements and the right to receive all rental and other income of and from the same, and have, hold, and enjoy its respective rights in the Leased Premises.

13. **Holding Over.** No holding over by Lessee after the expiration or termination of this Agreement shall be considered to be a renewal or extension of this Agreement unless written approval of the holding over and a definite agreement to that effect is signed by Lessor defining the length of the additional term.

14. **Assignment and Subletting.** Without the prior consent of Lessor, Lessee shall not assign this Agreement or any interest therein or sublease property to any person or permit the property to be used by anyone other than Lessee. Any purported assignment of this Agreement

by Lessee without Lessor's prior written consent shall be void. Lessee shall not have the power to mortgage, pledge, or otherwise encumber its interest under this Agreement, and any attempt to mortgage, pledge, or encumber made in violation of this section shall be void and shall be considered default pursuant to Section 10.

15. **No Partnership.** Lessor shall in no event be construed for any purpose to be a partner, joint venturer, or associate of Lessee in the conduct of their respective businesses.

16. **Entire Agreement.** This Agreement, inclusive of Exhibit A, constitutes the entire agreement between the parties and supersedes all prior understandings and agreements, whether written or oral, between the parties hereto relating to this Agreement and the transactions provided for in this Agreement. Lessor and Lessee are business entities having substantial experience with the subject matter of this Agreement and have each fully participated in the negotiation and drafting of this Lease. Accordingly, this Lease shall be construed without regard to the rule that ambiguities in a document are to be construed against the drafter. The terms "includes and "including" are not limiting.

17. **Modification.** This Agreement may be modified, amended, discharged, or waived only by an agreement in writing signed by the party against whom enforcement of any such modification, amendment, discharge, or waiver is sought.

18. **Waiver.** Failure by either party to enforce at any time any provision of this Agreement shall not be construed to be a waiver of such provisions nor of the right of that party to enforce each and every provision.

19. **Severability.** If any one or more of the provisions in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision of this Agreement, but this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

20. **Governing Law.** This Agreement shall be construed in accordance with the laws of the State of Oklahoma. Any proceeding or suit arising from or incident to this Agreement shall be filed in Payne County, Oklahoma, or the federal court with jurisdiction over Payne County, Oklahoma. Lessor does not waive its sovereign immunity by entering into this Agreement and specifically retains all immunities and defenses available to it as a sovereign pursuant to all applicable law. Designations of venue, choice of law, enforcement actions, and similar provisions should not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Agreement shall not be strictly construed, either against or for either party, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.

21. **Captions and Headings.** The captions of the sections in this Agreement are included for convenience only and are not intended to and shall not be deemed to modify or explain any of the terms of this Agreement.

22. **Notices.** Any notice, desired or necessary hereunder, shall be given in writing and either hand-delivered or mailed with proper postage prepaid, certified, return-receipt requested. Any such notice shall be effective upon actual delivery to the named addressee and its counsel, if

any. Notices to parties hereto shall be to the address stated below or such successor address as may be specified by notice hereunder. The parties' addresses are as follows:

a. Lessor: Board of Regents for the Oklahoma Agricultural & Mechanical Colleges
Attention Chairman
900 North Portland Ave.
Oklahoma City, OK 73107

Copy to: Office of Legal Counsel
Board of Regents for the Oklahoma Agricultural & Mechanical Colleges
5th Floor, Student Union
Stillwater, OK 74078

b. Lessee: Oklahoma Department of Mental Health and Substance Abuse Services
Attention Commissioner
2000 N. Classen Blvd.
Oklahoma City, OK 73106

23. **Execution of Counterparts.** This Agreement simultaneously may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

24. **Binding Effect.** This Agreement shall inure to the benefit of, and shall be binding upon, Lessor and its successors and assigns, and upon Lessee and Lessee's respective successors and assigns, if such assignment shall have been made in conformity with the provisions of this Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed, attested and delivered by their respective duly authorized officers as of the day and year first above written.

LESSOR:

OKLAHOMA STATE UNIVERSITY --
OKLAHOMA CITY

By: 

Kayse M. Shrum, D.O., President

LESSEE:

OKLAHOMA DEPARTMENT OF
MENTAL HEALTH AND SUBSTANCE
ABUSE SERVICES

By: 

LEGAL DESCRIPTION

Oklahoma Department of Mental Health and
Substance Abuse Services (ODMHSAS)

January 30, 2023

A tract of land being a part of the Southwest Quarter (SW/4) of Section Thirty-six (36), Township Twelve (12) North, Range Four (4) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma, being more particularly described as follows:

Commencing at the Southwest (SW) Corner of said Southwest Quarter (SW/4);

THENCE North 00°10'41" West, along and with the West line of said Southwest Quarter (SW/4), a distance of 75.00 feet to the North right-of-way line of Reno Avenue;

THENCE North 89°49'36" East, along and with the North right-of-way line of Reno Avenue, a distance of 50.00 feet to the East right-of-way line of Portland Avenue, said point being the POINT OF BEGINNING;

THENCE North 00°10'41" West, along and with the East right-of-way line of Portland Avenue, a distance of 980.00 feet;

THENCE North 89°49'36" East, departing said East right-of-way line, a distance of 1,136.77 feet to a point on the West right-of-way line of Interstate 44;

THENCE along and with the West right-of-way line of Interstate 44 the following two (2) calls:

1. South 15°25'45" East, a distance of 554.25 feet;
2. South 00°25'45" East, a distance of 445.29 feet to the North right-of-way line of Reno Avenue;

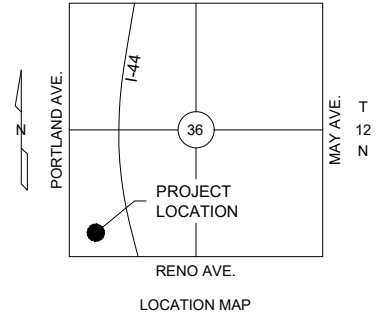
THENCE South 89°49'36" West, along and with the North right-of-way line of Reno Avenue, a distance of 1,284.52 feet to the POINT OF BEGINNING.

Containing 1,218,372 square feet or 27.9700 acres, more or less.

Basis of Bearing: The West line of the Southwest Quarter (SW/4) of Section Thirty-six (36), Township Twelve (12) North, Range Four (4) West having a bearing of North 00°10'41" West.

December 5, 2025

N.W. 10TH ST.



BOARD OF REGENTS FOR THE
OKLAHOMA AGRICULTURAL
AND MECHANICAL COLLEGES
BK 1677 PG 492

N89°49'36"E 1136.77'

W. R/W LINE
INTERSTATE 44

S15°25'45"E 554.25'

INTERSTATE 44

±1,218,372 SQ. FT.
±27.9700 AC.

S00°25'45"E 445.29'

PORTLAND AVE.

E. R/W LINE
PORTLAND

N00°10'41"W 980.00'

50'

N89°49'36"E 50.00'

P.O.B.

N. R/W LINE
RENO

S89°49'36"W 1284.52'

N00°10'41"W 75.00'

P.O.C.
S.W. COR. SW/4
SEC. 36 T12N R4W

RENO AVE.

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Date: 1-30-23
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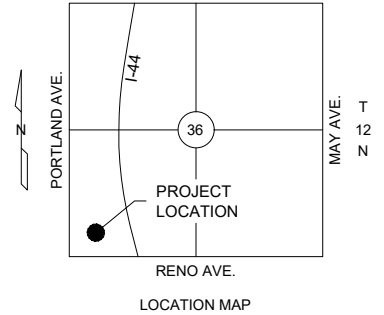
ODMHSAS
OKLAHOMA CITY, OKLAHOMA COUNTY, OKLAHOMA
LEASE EXHIBIT



Johnson & Associates
1 E. Sheridan Ave., Suite 200
Oklahoma City, OK 73104
(405) 235-8075 FAX (405) 235-8078 www.jaokc.com
Certificate of Authorization #1484 Exp. Date: 06-30-2023
• ENGINEERS • SURVEYORS • PLANNERS •

December 5, 2025

N.W. 10TH ST.



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Date: 1-30-23
Scale: NTS

ODMHSAS
OKLAHOMA CITY, OKLAHOMA COUNTY, OKLAHOMA
LEASE EXHIBIT



Johnson & Associates
1 E. Sheridan Ave., Suite 200
Oklahoma City, OK 73104
(405) 235-8075 FAX (405) 235-8078 www.jaokc.com
Certificate of Authorization #1484 Exp. Date: 06-30-2023
• ENGINEERS • SURVEYORS • PLANNERS •

Approval to Construct the Wrestling Training Center and Enter Into a Gift In Kind for Same (OSU-STW)

Board approval is requested for Cowboy Athletics Facilities, LLC., (Cowboy) to construct a wrestling training center.

Board approval is also requested for the President of OSU, or a designee, to enter into a Gift In Kind agreement with Cowboy's parent company, Cowboy Athletics, Inc., for the receipt of the project when completed.

Costs for this project are not expected to exceed \$16,000,000.

Located on the north side of Gallagher-Iba Arena, the project features a new 16,000-square-foot practice gym with six mats, a dedicated training area, and grandstand seating, as well as 2,000 square feet of renovated space for the existing coaches' locker room. The overall site encompasses approximately 62,000 gross square feet and includes the transformation of Lot 4 parking into a landscaped plaza, enhancing aesthetics, pedestrian access, and adjacent parking. A new north-side loading and service access point will also support the existing equipment room. Construction will begin when funds are fully committed.

This planned expansion of the existing wrestling facilities at Gallagher-Iba Arena is a state-of-the-art development which will enhance the university's athletic infrastructure and support the continued success of its nationally recognized wrestling program.

All funding will be from private donors.

Kyle Waters, OSU Athletics, is coordinating this item.

Request Approval of Three Purchasing Items (OSU SYSTEM)

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. One Revolving and Appropriated Funds Purchasing Item
 - 1. Authorization is requested for Enterprise Information Technology to replace outdated wired and wireless network equipment across the OSU campus. This project will ensure continued reliability, security, and performance of the university's core network services. The estimated cost is \$1,709,275 annually for five years, plus a one-time installation assistance fee of \$161,237 in year one, for a total projected cost of \$8,707,616. (Bid)
- b. One Auxiliary Enterprises Funds Purchasing Item
 - 1. Authorization is requested for Facilities Management to purchase remediation services from Absolute Carpet and Tile Restoration in the estimated amount of \$372,000. The damage is a result of October 23, 2025, water damage at Allen Hall caused by a hot-water line fracture in the third-floor ceiling, resulting in significant water intrusion throughout the building. Absolute Carpet and Tile Restoration is a contracted supplier under the university's Urgent Needs Contract and was immediately dispatched to perform emergency mitigation and stabilization services. This authorization covers all emergency remediation work performed and to be completed as part of the response to the Allen Hall incident. (OSU Contract)
- c. One Plant Funds Purchasing Item
 - 1. Authorization is requested for OSU Tulsa to purchase labor, materials, equipment, and services for the replacement of a chiller at the Helmerich Research Center in the estimated amount of \$650,000. (Bid)

Recognition Agreements for Interior Spaces (OSU-STW)

The following recognition agreements are informational in nature and are presented to the Board as such.

College of Arts and Sciences			
Donor	Building	Location	Name
Marvin Keener	Edmon Low Library	Tutoring, Level 5	Marvin & Margaret "Margie" Keener Tutoring Room
Edmon Low Library			
McCasland Foundation	Edmon Low Library	Center, Level 0	McCasland Foundation Digital Scholarship Center
Marvin Keener	Edmon Low Library	Study, Level 1	Marvin & Margaret "Margie" Keener Study Room

Stephanie Jones, University Planning, is coordinating this item.

Demolition of Swine Barns on the OSU Stillwater Campus in Stillwater, Oklahoma (OSU-STW)

Swine Barn (0641) and Storage (0644), located at 2801 W. 6th Street (SH-51), have been out of service for many years. These structures have deteriorated to the point where rehabilitation is no longer feasible, and they no longer meet the university's needs. As such, they have reached the end of their useful life cycle.

Costs for this project are not expected to exceed \$90,000.

Removal of the structures will allow for future development needs on this prominent University property.

Funding will be from available Section 13 funds.

Casey Shell, Facilities Management, is coordinating this item.





Summary of Proposed Revisions to Board Policy 1.12

Policy Name:	Structure of Institutional Agendas for Board Meetings and Identification of Items Requiring Action by the Board
Significant Changes Made:	<p>A new line item is added at the end of Section H for contracts related to legislative appropriations other than from the Oklahoma State Regents for Higher Education, with a reference to the proposed revisions in Board Policy 2.09(3).</p> <p>Language is also added to the first line item of Section I to clarify that Board Items for the Initiation of construction projects must include the identified source of funds.</p>
Reason for Changes:	These changes are requested to clarify approval processes and requirements for pass-through legislative appropriations and to clarify the requirements for approval of construction projects.

Structure of Institutional Agendas for Board Meetings and Identification of Items Requiring Action by the Board

1.12

The purpose of this policy is to establish a uniform structure for institutional agendas for Board meetings, and to assist the Presidents in identifying the various matters which are to be presented for formal action by the Board. Each proposed Board action is to be presented in the following agenda item format and sent in a timely manner to the Board and CEO in advance of the scheduled Board meeting. Categories A. and M. are to be presented as informational items and do not require action by the Board. All other items listed below do require Board approval.

The Board expects the Presidents of all institutions to present to the Board for information or action anything that they consider to be significant enough to their institutions that awareness or action is required by the Board. The following topics under each category are intended to be broad and non-prescriptive. However, they are also intended to place the responsibility on the Presidents to keep the Board informed of essential and sensitive issues while obtaining Board approval for those issues requiring Board action.

- A. General Information/Reports Requiring No Action by the Board
- B. Resolutions
 - Memorial Resolutions
 - Resolutions of appreciation
- C. Policy and Operational Procedures
 - Institutional procedures for granting tenure
 - Institutional travel policies
 - Faculty and staff handbooks and modifications thereto
 - Consortium agreements between two or more schools
 - Incentive awards programs
 - Awarding of honorary degrees
 - Institutional mission statements
 - Benefit and retirement plans (does not include premium, contribution or plan design changes)
 - Special fees and modifications thereof
 - Requests to waive Board Policy
 - Board approved institutional policies and revisions thereto (See Board Policy 1.13)
 - Official seals for colleges/universities
 - Salary programs
- D. Personnel Actions
 - Personnel actions consistent with Board Policies 3.01, 3.02 and 3.03
 - Position description for major administrative personnel (See Board Policy 3.03)

- E. *Instructional Programs*
 - New courses
 - New instructional programs
 - Curricular and degree modifications
 - Off-campus course offerings
 - New degree programs and termination of degree programs
 - Report of program reviews
- F. *Budgetary Actions*
 - Annual operating budgets
 - Budget revisions which significantly impact E&G, Part I; E&G, Part II; and Auxiliary Enterprises
- G. *Other Business and Financial Matters*
 - Acceptance of gifts of real property to the institution
 - Acceptance of foundation projects
 - Sale of real property
 - Purchase of real property requiring Board approval (See Board Policy 2.07 (4) (A))
 - Granting, termination, or abandonment of easements
 - Authorization to advertise for mineral leases
 - Mineral leases
 - Lease agreements requiring Board approval (See Board Policy 2.07)
 - All actions related to sale of revenue bonds (selection of financial advisor and bond legal counsel, sale of revenue bonds, selection of trustee bank, etc.)
 - All actions related to the defeasance of revenue bonds
 - Naming/renaming buildings and other facilities (See Board Policies 2.16 and 2.17)
 - Self-insurance programs
 - Distribution of group life surplus
 - Revisions to campus master plans
 - Commission of peace officers (See 74 O.S. § 360.15, et seq.)
 - Revocation of peace officer commissions (See 74 O.S. § 360.15, et seq.)
 - Change in building function
 - Discontinuance of student loan funds
- H. *Contractual Agreements (other than construction and renovation)*
 - Contracts with alumni associations and institutional foundations
 - Contracts in excess of the institution's Board approval limit
 - Contracts related to legislative appropriations other than from OSRHE (See Board Policy 2.01(3))
- I. *New Construction or Renovation of Facilities*
 - Initiation of construction project and appropriation, which shall include the identified source of funds
 - Begin architectural/engineering consultant selection process, selection of architect/engineer, approval of detailed design, etc. (See Board Policy 2.09)
 - Award construction contract

Increase in project scope

Construction for new or renovation projects that exceed the construction limit established in board policy 2.09, attachment C, section E

Purchases for renovations to Presidents' residences (See Board Policy 2.07)

Removal of existing structures

Revision of funding for construction projects

J. Purchase Requests

See Board Policy 2.07

K. Student Services/Activities

New student fees and modifications thereto

Room and board rates

Student rights and responsibilities statements and modifications thereto (See Board Policy 1.19)

L. New Business Unforeseen At Time Agenda Was Posted

M. Other Informational Matters Not Requiring Action of the Board

Institutional academic calendars

Approved Date:

June 20, 1997

Amended Dates:

October 27, 2006

January 20, 2012

June 22, 2018

June 16, 2023

Structure of Institutional Agendas for Board Meetings and Identification of Items Requiring Action by the Board

1.12

The purpose of this policy is to establish a uniform structure for institutional agendas for Board meetings, and to assist the Presidents in identifying the various matters which are to be presented for formal action by the Board. Each proposed Board action is to be presented in the following agenda item format and sent in a timely manner to the Board and CEO in advance of the scheduled Board meeting. Categories A. and M. are to be presented as informational items and do not require action by the Board. All other items listed below do require Board approval.

The Board expects the Presidents of all institutions to present to the Board for information or action anything that they consider to be significant enough to their institutions that awareness or action is required by the Board. The following topics under each category are intended to be broad and non-prescriptive. However, they are also intended to place the responsibility on the Presidents to keep the Board informed of essential and sensitive issues while obtaining Board approval for those issues requiring Board action.

- A. General Information/Reports Requiring No Action by the Board
- B. Resolutions
 - Memorial Resolutions
 - Resolutions of appreciation
- C. Policy and Operational Procedures
 - Institutional procedures for granting tenure
 - Institutional travel policies
 - Faculty and staff handbooks and modifications thereto
 - Consortium agreements between two or more schools
 - Incentive awards programs
 - Awarding of honorary degrees
 - Institutional mission statements
 - Benefit and retirement plans (does not include premium, contribution or plan design changes)
 - Special fees and modifications thereof
 - Requests to waive Board Policy
 - Board approved institutional policies and revisions thereto (See Board Policy 1.13)
 - Official seals for colleges/universities
 - Salary programs
- D. Personnel Actions
 - Personnel actions consistent with Board Policies 3.01, 3.02 and 3.03
 - Position description for major administrative personnel (See Board Policy 3.03)

- E. *Instructional Programs*
New courses
New instructional programs
Curricular and degree modifications
Off-campus course offerings
New degree programs and termination of degree programs
Report of program reviews
- F. *Budgetary Actions*
Annual operating budgets
Budget revisions which significantly impact E&G, Part I; E&G, Part II; and Auxiliary Enterprises
- G. *Other Business and Financial Matters*
Acceptance of gifts of real property to the institution
Acceptance of foundation projects
Sale of real property
Purchase of real property requiring Board approval (See Board Policy 2.07 (4) (A))
Granting, termination, or abandonment of easements
Authorization to advertise for mineral leases
Mineral leases
Lease agreements requiring Board approval (See Board Policy 2.07)
All actions related to sale of revenue bonds (selection of financial advisor and bond legal counsel, sale of revenue bonds, selection of trustee bank, etc.)
All actions related to the defeasance of revenue bonds
Naming/renaming buildings and other facilities (See Board Policies 2.16 and 2.17)
Self-insurance programs
Distribution of group life surplus
Revisions to campus master plans
Commission of peace officers (See 74 O.S. § 360.15, et seq.)
Revocation of peace officer commissions (See 74 O.S. § 360.15, et seq.)
Change in building function
Discontinuance of student loan funds
- H. *Contractual Agreements (other than construction and renovation)*
Contracts with alumni associations and institutional foundations
Contracts in excess of the institution's Board approval limit
Contracts related to legislative appropriations other than from OSRHE (See Board Policy 2.01(3))
- I. *New Construction or Renovation of Facilities*
———Initiation of construction project and appropriation, which shall include the identified source of funds
Begin architectural/engineering consultant selection process, selection of architect/engineer, approval of detailed design, etc. (See Board Policy 2.09)
Award construction contract

Increase in project scope

Construction for new or renovation projects that exceed the construction limit established in board policy 2.09, attachment C, section E

Purchases for renovations to Presidents' residences (See Board Policy 2.07)

Removal of existing structures

Revision of funding for construction projects

J. Purchase Requests

See Board Policy 2.07

K. Student Services/Activities

New student fees and modifications thereto

Room and board rates

Student rights and responsibilities statements and modifications thereto (See Board Policy 1.19)

L. New Business Unforeseen At Time Agenda Was Posted

M. Other Informational Matters Not Requiring Action of the Board

Institutional academic calendars

Approved Date:

June 20, 1997

Amended Dates:

October 27, 2006

January 20, 2012

June 22, 2018

June 16, 2023

Summary of Proposed Revisions to Board Policy 2.01

Policy Name: Finance and Management

Significant Changes Made: A new Section 3 is added specifying the requirements for written agreements related to legislatively appropriated pass-through funds and stating that before an Institution may receive such funds, the written agreement is required to be reviewed by the Office of Legal Counsel and approved by the Board.

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 requirements for these types of funding arrangements.

Finance and Management

2.01

The following establishes the standards, procedures and guidelines for presenting financial and other information for the Board. The Presidents of the institutions will establish policies to ensure that financial information and/or reports are submitted on a timely basis to the Board.

(1) Accounting and Fiscal Management. The accounting and fiscal management of the institutions governed by the Board shall be in accordance with the Financial Accounting and Reporting Manual for Higher Education published by the National Association of Colleges and University Business Officers.

(2) Budgets. Prior to the beginning of the fiscal year, the institutions governed by the Board and the Board's Executive/Administrative Office shall prepare a budget setting out in detail their expenditures for the entire fiscal year. These institutional budgets shall be submitted to members of the Board in advance of the meeting in which the budgets are to be approved and prior to submission to any other entity unless otherwise approved by the Board. A summary of estimated revenues and expenditures of E&G, Part I; E&G, Part II; auxiliary enterprises; and student activities shall be presented to the Board in the institutional annual budgets. The institutions shall file, not later than July 1, a copy of their budgets with the Director of State Finance. Prior to July 1, the Board's Executive/Administrative Office shall notify each institution of its pro rata share of the Board's budget that will be assessed against the institutions during the fiscal year.

(3) Legislative Appropriations other than from OSRHE. Prior to receiving legislatively appropriated pass-through funds from any state agency other than the Oklahoma State Regents for Higher Education ("OSRHE"), a written agreement specifying the terms, conditions, intended use, and reporting obligations related to such funds must be (1) reviewed by the Office of Legal Counsel and (2) approved by the Board.

(4) Reports. The following reports are required and are to be submitted in a timely manner.

(A) Financial Reports. Each institution shall submit a cash basis financial report in the format specified by the Board's Executive/Administrative Office that includes summaries for E&G, Part I; E&G, Part II; and auxiliary enterprises for the previous month to the Board's Executive/Administrative Office on or before the 20th day following each month. On or before the 20th day following each quarter, each institution shall furnish the Board a modified cash basis financial report for the preceding quarter year with year-to-date balances. In addition, on or before the 20th day following each quarter, each institution shall electronically distribute the quarterly "Fiscal and Administrative Compliance Office Executive Summaries" to the CEO and the CAE for the Board. Annual audited financial statements for each institution shall be submitted to the Board's Executive/Administrative Office on or

before October 31st. Following this submission, each institution shall review and discuss these audited financial statements with the Board at the next regularly scheduled Board meeting.

(B) Enrollment. Each institution shall submit in the Quarterly Financial Statement an FTE and Head Count Enrollment Report with comparative information for the last three semesters.

(C) Housing. Each institution shall submit in the Quarterly Financial Statement a Housing Report with comparative information for the last three semesters.

(D) Livestock. Each institution shall submit in the Quarterly Financial Statement a Livestock Report.

(E) Investments. Each institution shall submit in the Quarterly Financial Statement a report on investments. This report should include a schedule of all investments, rate of return on investments and maturity date. If an institution has engaged an outside investment manager(s), copies of their quarterly reports can be submitted in lieu of the foregoing.

(F) Employment. Each institution shall submit to the Board a quarterly FTE Employment Report.

Approved Date:
June 20, 1997

Amended Dates:
March 1, 2013
April 24, 2015
June 22, 2018

Finance and Management

2.01

The following establishes the standards, procedures and guidelines for presenting financial and other information for the Board. The Presidents of the institutions will establish policies to ensure that financial information and/or reports are submitted on a timely basis to the Board.

(1) Accounting and Fiscal Management. The accounting and fiscal management of the institutions governed by the Board shall be in accordance with the Financial Accounting and Reporting Manual for Higher Education published by the National Association of Colleges and University Business Officers.

(2) Budgets. Prior to the beginning of the fiscal year, the institutions governed by the Board and the Board's Executive/Administrative Office shall prepare a budget setting out in detail their expenditures for the entire fiscal year. These institutional budgets shall be submitted to members of the Board in advance of the meeting in which the budgets are to be approved and prior to submission to any other entity unless otherwise approved by the Board. A summary of estimated revenues and expenditures of E&G, Part I; E&G, Part II; auxiliary enterprises; and student activities shall be presented to the Board in the institutional annual budgets. The institutions shall file, not later than July 1, a copy of their budgets with the Director of State Finance. Prior to July 1, the Board's Executive/Administrative Office shall notify each institution of its pro rata share of the Board's budget that will be assessed against the institutions during the fiscal year.

(3) Legislative Appropriations other than from OSRHE. Prior to receiving legislatively appropriated pass-through funds from any state agency other than the Oklahoma State Regents for Higher Education ("OSRHE"), a written agreement specifying the terms, conditions, intended use, and reporting obligations related to such funds must be (1) reviewed by the Office of Legal Counsel and (2) approved by the Board.

(34) Reports. The following reports are required and are to be submitted in a timely manner.

(A) Financial Reports. Each institution shall submit a cash basis financial report in the format specified by the Board's Executive/Administrative Office that includes summaries for E&G, Part I; E&G, Part II; and auxiliary enterprises for the previous month to the Board's Executive/Administrative Office on or before the 20th day following each month. On or before the 20th day following each quarter, each institution shall furnish the Board a modified cash basis financial report for the preceding quarter year with year-to-date balances. In addition, on or before the 20th day following each quarter, each institution shall electronically distribute the quarterly "Fiscal and Administrative Compliance Office Executive Summaries" to the CEO and the CAE for the Board. Annual audited financial statements for each institution shall be submitted to the Board's Executive/Administrative Office on or

before October 31st. Following this submission, each institution shall review and discuss these audited financial statements with the Board at the next regularly scheduled Board meeting.

(B) Enrollment. Each institution shall submit in the Quarterly Financial Statement an FTE and Head Count Enrollment Report with comparative information for the last three semesters.

(C) Housing. Each institution shall submit in the Quarterly Financial Statement a Housing Report with comparative information for the last three semesters.

(D) Livestock. Each institution shall submit in the Quarterly Financial Statement a Livestock Report.

(E) Investments. Each institution shall submit in the Quarterly Financial Statement a report on investments. This report should include a schedule of all investments, rate of return on investments and maturity date. If an institution has engaged an outside investment manager(s), copies of their quarterly reports can be submitted in lieu of the foregoing.

(F) Employment. Each institution shall submit to the Board a quarterly FTE Employment Report.

Approved Date:
June 20, 1997

Amended Dates:
March 1, 2013
April 24, 2015
June 22, 2018

Summary of Proposed Revisions to Board Policy 2.09

Policy Name:	Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services and Implementation of Projects
Significant Changes Made:	Language is added to the end of Section 1 to clarify that the request for approval to proceed to solicit consultants must include the identified source of funds for the project.
Reason for Changes:	These changes are requested to clarify the requirements for approval of construction projects.

SELECTION OF ARCHITECTURAL, CONSTRUCTION MANAGEMENT, ENGINEERING, AND LANDSCAPE ARCHITECTURAL PROFESSIONAL SERVICES AND IMPLEMENTATION OF PROJECTS

2.09

This procedure applies to all institutions governed by the Board. The tasks identified hereinafter shall be managed by LRFP, or its successor, except for the system-wide selection process for On-Call CMAR, and except for the selection and implementation of OSU-Stillwater campus projects involving utilities only, both of which shall be managed by OSU FM, or its successor.

1. **Approval to Proceed.** At such time as an institution, under the governance of the Board, plans to solicit consultants for architectural, construction management, engineering, and/or landscape architectural professional services ("Consultants"), approval to proceed with the selection process must be obtained from the Board. All institutions should work with LRFP or FM to present a request for approval to the Board. The request should contain a brief description of the scope of the project and its associated requirements, an estimated budget range, the identified source of funds, and an estimated schedule for the project.
2. **Solicitation of Qualified Consultants.** After the Board has given its approval to proceed with planning and designing a specific project, a list should be obtained of all discipline specific Consultants registered with the Oklahoma Office of Management and Enterprise Services ("OMES"). Each such Consultant listed should be informed, by mailing a Project Notification, of the intent of the Board to select a Consultant. Interested Consultants should respond by submitting a Letter of Interest.
3. **Screening, Evaluation, and Recommendation of Consultants.** A Selection Committee should be established for each project, for recommending to the Facilities Committee of the Board those Consultants found acceptable for the project, using Attachment A – Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services.
4. **Selection of Consultants by the Board.** At the conclusion of the screening and evaluation process, approval to select a particular Consultant must be obtained from the Board. Administration from the specific institution should work with LRFP or FM to ensure the particular Consultant selection is on the Board agenda. The Facilities Committee of the Board will vote and make a recommendation regarding which Consultant to select to the Board. Thereafter, the Board will, in open session, vote and make a final selection of the Consultant to be hired. Unless otherwise stated in the motion approved by the Board, the selection of a Consultant for a particular project will constitute authority for LRFP or FM to utilize said Consultant for all phases of said project; however, LRFP or FM has the authority, should it so choose, to:

- A. Exercise that authority piecemeal by entering into separate contracts or amendments with the selected Consultant for various phases of the project, and/or
 - B. Terminate a Consultant's contract, without prior Board approval; however, under such a circumstance LRFP or FM will be required to obtain Board approval before signing a contract with a replacement Consultant.
5. Implementation of Projects. Once a Consultant has been selected by the Board, the President, or President's designee, at each respective institution governed by the Board is authorized to sign contracts or amendments with the selected Consultant.

See Attachment A – Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services.

For Architectural consulting services, Attachment B – Recommended Guidelines for Basic Architectural Consulting Fees” will be used.

For implementation of projects, Attachment C – Recommended Guidelines for Implementation of Projects for Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services” will be used.

Amended Dates:

January 27, 2006

October 24, 2014

March 4, 2016

June 22, 2018

June 16, 2023

October 25, 2024

_____, 2025

Attachment A

Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services

These guidelines are recommended for capital projects at all institutions governed by the Board.

1. Evaluation of Qualified Consultants – Project Notification and Letter of Interest. Based upon approval by the Board to proceed with the selection of a Consultant to assist the institution with a project, LRFP or FM should obtain a list of discipline specific Consultants registered with OMES. Each Consultant listed should be informed, by mailing a Project Notification, of the intent of the Board to select a Consultant. Interested Consultants should respond by submitting a Letter of Interest. The Project Notification should include the following information:
 - A. A description and scope of the project.
 - B. An estimated project budget range and schedule.
 - C. The deadline for submitting a Letter of Interest by the Consultant.
 - D. Instructions for providing specific information requested by the Selection Committee, which may be required at the Initial Screening or Final Screening.
 - E. A date for a non-mandatory project seminar, if deemed necessary, to be conducted by LRFP or FM for the purpose of explaining the project and answering any questions pertaining to the project and the selection process.
 - F. Notification that OMES Cap Forms, as appropriate, must be submitted.
 - G. The selection criteria and weighting to be used at the Initial and Final Screening/Interview.
 - H. Other information as required by the Board and/or the Selection Committee.
2. Screening of Consultants.
 - A. Selection Committee:
 1. A Selection Committee should be established for each project for the purpose of providing both Initial Screening and Final Screening of Consultants submitting Letters of Interest and recommending Consultants to the Board for its consideration.

2. The Selection Committee should consist of a chair/facilitator and members with a variety of backgrounds to provide input from different perspectives.
 3. The membership of the Selection Committee should consist of personnel from LRFP or FM and representatives from the institution, college and/or department that will use and/or maintain the facility.
 4. It is encouraged that a faculty member and/or a student from an appropriate academic discipline (architecture, construction management, engineering, landscape architecture) be included as a member of the Selection Committee.
- B. Selection Committee Charge: The chair of the Selection Committee is responsible for providing a charge to the Selection Committee to include, but not be limited to:
1. Pursue a process that guarantees the institution's best interests are served.
 2. Maintain the work of the Selection Committee in the strictest confidence; each Selection Committee member should hold the content of each committee meeting in strict confidence without discussion with anyone outside of the Selection Committee unless authorized by the chair.
- C. Initial Screening:
1. Initial Screening should begin upon receipt of Letters of Interest from Consultants requesting consideration.
 2. The criteria to be used by the Selection Committee for the Initial and Final Screening, weighted as determined for each project and included in the project notification, are:
 - a. Overall Experience.
 - b. Specialized Experience.
 - c. Management Team/Staff.
 - d. Budget, Cost, and Schedule Management.
 - e. Other items as determined by the Selection Committee.
 3. Calculation of Points and Identification of Top Consultants:
 - a. The members of the Selection Committee should individually review the Letters of Interest and rate the Consultants using the criteria and percentage weightings previously determined.

- b. The results should be reviewed, considering numerical scores awarded and rankings, and the top Consultants identified. The Consultants to be invited for Final Screening should number no less than three (if attainable) and no more than nine. The Board should be notified of the names of Consultants invited to attend an interview for the Final Screening with the date(s) and times of the interviews.

D. Final Screening:

1. Each of the top Consultants identified during the Initial Screening should be invited to attend an interview for the Final Screening. Interviews should be scheduled with due consideration for holidays, special Consultant commitments (within reason and with prior notice), and critical time requirements.
2. Each Consultant should bring key personnel including, but not limited to, principal(s), project manager(s), lead design professional(s), and other personnel assigned to the project.
3. Each Consultant should be given a specified time for presentation of its credentials and for questions from the Selection Committee.
4. Calculation of Points and Identification of Consultants to be Recommended:
 - a. The members of the Selection Committee should individually assess each Consultant using the criteria and percentage weightings previously determined.
 - b. The results should be reviewed by the Selection Committee, considering numerical scores awarded and rankings, to determine which Consultants to recommend to the Board as being most qualified to carry out the project.
 - c. There should be at least three names sent to the Board, unless fewer than three Consultants are acceptable to the Selection Committee.
5. The chair of the Selection Committee should prepare a report to be submitted to the institution's President, or President's designee, to include a list of the interviewed Consultants, and the recommendation of the Selection Committee. Supporting information should provide an overview of the selection process including the project description, budget range, delivery method, schedule, Selection Committee membership, screening criteria, number of Consultants who submitted Letters of Interest, names of Consultants invited for interview, summary of Selection Committee comments and recommendations, and a conclusion.

6. For each Consultant recommended to the Board for consideration, the chair of the Selection Committee should prepare a report to include:
 - a. Introduction: a description of the Consultant.
 - b. Proposed key staff.
 - c. Preferred sub-consultants.
 - d. OSU Projects: a list of projects the Consultant is currently working on or has worked on within the past five years at OSU or at any other institution under the governance of the Board.
 - e. OK/OSU Presence.
 - f. Minority Inclusion Plan: a brief overview of the Consultant's representations concerning inclusion of minority consultants.
 - g. Selection Committee Comments: a brief overview of the discussions of the Selection Committee.
 - h. Selection Committee Conclusion: a brief statement recommending the Consultant to the Board for consideration.
- E. Presentation of the Selection Committee's recommendation to the Facilities Committee of the Board: The institution's President, or designee, should present the list of recommended Consultants to the Facilities Committee of the Board and should include the report prepared by the chair of the Selection Committee.

Attachment B

Recommended Guidelines for Basic Architectural Consulting Fees

Construction Cost	Basic Fee
\$0 - \$300,000	7 %
\$300,000 - \$400,000	\$26,000 plus 6.5% over \$300,000
\$400,000 - \$500,000	\$32,500 plus 6.0% over \$400,000
\$500,000 - \$600,000	\$38,500 plus 5.5% over \$500,000
\$600,000 - \$700,000	\$44,000 plus 5.4% over \$600,000
\$700,000 - \$800,000	\$49,400 plus 5.3% over \$700,000
\$800,000 - \$900,000	\$54,700 plus 5.2% over \$800,000
\$900,000 - \$1,000,000	\$59,900 plus 5.1% over \$900,000
Above \$1,000,000	\$65,000 plus 5.0% over \$1,000,000

The above fees apply to basic architecture and engineering professional services for a project involving new construction of average complexity. Multipliers (which may be additive or deductive) may be applied to adjust for the nature of the work and the user's knowledge of the specific project. Such modifiers may be necessary for factors including, but not limited to, complexity of the project, the degree of renovation of existing structures, and the need for special Consultants. These Basic Fees do not include Additional Services or Reimbursable Costs, as defined in the standard OSU Owner/Architect Contract.

Attachment C

Recommended Guidelines for Implementation of Projects for Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services

1. Once a Consultant has been selected by the Board for a particular project, LRFP or FM has the authority to utilize said Consultant for all phases of that project; however, LRFP or FM has the authority, should it so choose, to exercise that authority piecemeal by entering into separate contracts or amendments with the selected Consultant for various phases of the project. Unless otherwise stated in a Board action, Board approval for a particular project is deemed to include approval for all attendant utilities, parking spaces and parking structures that may be necessary. The total project amount of all contracts, amendments, fees, services and purchases of furniture, fixtures and equipment for any such project should not exceed the highest level of the estimated budget range given to the Board without first obtaining additional Board approval. Construction projects supervised by LRFP or FM on behalf of the Board benefit the public. Further, there is a need for cost control and a need for specialized or complex construction methods on such projects due to the unique nature of constructing facilities suitable for the educational mission of each institution governed by the Board. Accordingly, LRFP or FM has the discretion to utilize any of the following three project delivery methods for such construction projects:
 - A. Design/Bid/Build contracts;
 - B. Construction Manager Agency ("CMA") contracts; or
 - C. Construction Manager At Risk ("CMAR") contracts.
2. However, LRFP and FM have recommended, and the Board concurs, that in most circumstances a CMAR contract will generally provide a quicker, less costly and more flexible model for dealing with construction projects, and therefore is preferred. Accordingly, the following guidelines for CMAR contracts have been adopted by the Board:
 - A. A selected CMAR should competitively bid all subcontracts for construction services, materials, supplies, furniture, fixtures and equipment necessary for completion of the scope of work contemplated in that phase of the project and should accept the lowest responsible bid for such subcontracts. However, in some circumstances, LRFP or FM may elect to competitively bid, solicit, and procure through the CPO (See Board Policy 2.07) some materials, supplies, furniture, fixtures and equipment, and in such circumstances, the CMAR will not be responsible or "at risk" for providing same. Although the provisions of 61 O.S. §§ 101-138 may not technically apply to Board construction projects, the Board has directed that such bids, whether by the CMAR, LRFP or FM, should be solicited,

opened and awarded in general conformity with the provisions of 61 O.S. §§ 101-138. A representative from LRFP or FM should attend all such bid openings.

- B. A selected CMAR may, itself, submit a bid on a particular subcontract, but should be treated in that respect as any other subcontractor, such that in order to be awarded that subcontract, the CMAR must be the lowest responsible bidder.
- C. After the subcontracts for a particular phase of the project have been awarded, the selected CMAR should provide LRFP or FM with an Interim Guaranteed Maximum Price ("IGMP") which should cover all of the CMAR's own professional services and all of the construction services to be performed, together with all materials, supplies, furniture, fixtures and equipment necessary for completion of the scope of work contemplated in that particular phase of the project. The CMAR is "at risk" for providing all professional services, construction services, materials, supplies, furniture, fixtures and equipment set forth in that scope of work for the IGMP, or less. That IGMP should be set forth in a formal contract between the selected CMAR and the Board, which contract should provide that if the final cost of the scope of work exceeds the IGMP, the CMAR will bear such additional cost, and if the final cost of the scope of work is less than the IGMP, 100% of the difference will be retained by the Board institution for whom the contract was entered. The Board has vested the President, or President's designee, at each of the institutions governed by the Board, to sign such contracts on its behalf.
- D. An increase or decrease in the scope of a CMAR contract is permitted when deemed necessary or appropriate by LRFP or FM. Such scope revision should contain a revised IGMP for the scope of the revised services, materials, supplies, furniture, fixtures and equipment to be provided. The total of all IGMP's for a particular project should constitute the final Guaranteed Maximum Price ("GMP").
- E. On a periodic basis, the Board has authorized LRFP and/or FM to utilize certain CMAR's on an "on-call" basis (an "On-Call CMAR"). By Board action, LRFP and FM are authorized to utilize such CMAR's on projects with an anticipated GMP of \$1,000,000 or less. Further, the cumulative total of such On-Call CMAR contracts is limited, on a per fiscal year basis, to the total sum of \$7,500,000 for the OSU System and \$1,000,000 for each other institution governed by the Board (each, a "Yearly Cap"). However, when time is of the essence, or a particular On-Call CMAR is otherwise deemed by LRFP or FM to be best suited to manage a particular project, LRFP or FM may request approval to utilize such On-Call CMAR on a project greater than \$1,000,000 without utilizing the selection processes and criteria in Attachment A – Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services. In such circumstances, LRFP or FM should, in its request for approval to proceed, advise the Board of LRFP or FM's intent to utilize an On- Call CMAR for that project. If approved, the CMAR contract awarded to that particular On-Call CMAR for that particular project, should not be considered to be a part of any Yearly Cap for On-Call CMAR services.

SELECTION OF ARCHITECTURAL, CONSTRUCTION MANAGEMENT, ENGINEERING, AND LANDSCAPE ARCHITECTURAL PROFESSIONAL SERVICES AND IMPLEMENTATION OF PROJECTS

2.09

This procedure applies to all institutions governed by the Board. The tasks identified hereinafter shall be managed by LRFP, or its successor, except for the system-wide selection process for On-Call CMAR, and except for the selection and implementation of OSU-Stillwater campus projects involving utilities only, both of which shall be managed by OSU FM, or its successor.

1. Approval to Proceed. At such time as an institution, under the governance of the Board, plans to solicit consultants for architectural, construction management, engineering, and/or landscape architectural professional services ("Consultants"), approval to proceed with the selection process must be obtained from the Board. All institutions should work with LRFP or FM to present a request for approval to the Board. The request should contain a brief description of the scope of the project and its associated requirements, an estimated budget range, the identified source of funds, and an estimated schedule for the project.
2. Solicitation of Qualified Consultants. After the Board has given its approval to proceed with planning and designing a specific project, a list should be obtained of all discipline specific Consultants registered with the Oklahoma Office of Management and Enterprise Services ("OMES"). Each such Consultant listed should be informed, by mailing a Project Notification, of the intent of the Board to select a Consultant. Interested Consultants should respond by submitting a Letter of Interest.
3. Screening, Evaluation, and Recommendation of Consultants. A Selection Committee should be established for each project, for recommending to the Facilities Committee of the Board those Consultants found acceptable for the project, using Attachment A – Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services.
4. Selection of Consultants by the Board. At the conclusion of the screening and evaluation process, approval to select a particular Consultant must be obtained from the Board. Administration from the specific institution should work with LRFP or FM to ensure the particular Consultant selection is on the Board agenda. The Facilities Committee of the Board will vote and make a recommendation regarding which Consultant to select to the Board. Thereafter, the Board will, in open session, vote and make a final selection of the Consultant to be hired. Unless otherwise stated in the motion approved by the Board, the selection of a Consultant for a particular project will constitute authority for LRFP or FM to utilize said Consultant for all phases of said project; however, LRFP or FM has the authority, should it so choose, to:

- A. Exercise that authority piecemeal by entering into separate contracts or amendments with the selected Consultant for various phases of the project, and/or
 - B. Terminate a Consultant's contract, without prior Board approval; however, under such a circumstance LRFP or FM will be required to obtain Board approval before signing a contract with a replacement Consultant.
5. Implementation of Projects. Once a Consultant has been selected by the Board, the President, or President's designee, at each respective institution governed by the Board is authorized to sign contracts or amendments with the selected Consultant.

See Attachment A – Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services.

For Architectural consulting services, Attachment B – Recommended Guidelines for Basic Architectural Consulting Fees” will be used.

For implementation of projects, Attachment C – Recommended Guidelines for Implementation of Projects for Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services” will be used.

Amended Dates:

January 27, 2006

October 24, 2014

March 4, 2016

June 22, 2018

June 16, 2023

October 25, 2024

 , 2025

Attachment A

Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services

These guidelines are recommended for capital projects at all institutions governed by the Board.

1. Evaluation of Qualified Consultants – Project Notification and Letter of Interest. Based upon approval by the Board to proceed with the selection of a Consultant to assist the institution with a project, LRFP or FM should obtain a list of discipline specific Consultants registered with OMES. Each Consultant listed should be informed, by mailing a Project Notification, of the intent of the Board to select a Consultant. Interested Consultants should respond by submitting a Letter of Interest. The Project Notification should include the following information:
 - A. A description and scope of the project.
 - B. An estimated project budget range and schedule.
 - C. The deadline for submitting a Letter of Interest by the Consultant.
 - D. Instructions for providing specific information requested by the Selection Committee, which may be required at the Initial Screening or Final Screening.
 - E. A date for a non-mandatory project seminar, if deemed necessary, to be conducted by LRFP or FM for the purpose of explaining the project and answering any questions pertaining to the project and the selection process.
 - F. Notification that OMES Cap Forms, as appropriate, must be submitted.
 - G. The selection criteria and weighting to be used at the Initial and Final Screening/Interview.
 - H. Other information as required by the Board and/or the Selection Committee.
2. Screening of Consultants.
 - A. Selection Committee:
 1. A Selection Committee should be established for each project for the purpose of providing both Initial Screening and Final Screening of Consultants submitting Letters of Interest and recommending Consultants to the Board for its consideration.

2. The Selection Committee should consist of a chair/facilitator and members with a variety of backgrounds to provide input from different perspectives.
 3. The membership of the Selection Committee should consist of personnel from LRFP or FM and representatives from the institution, college and/or department that will use and/or maintain the facility.
 4. It is encouraged that a faculty member and/or a student from an appropriate academic discipline (architecture, construction management, engineering, landscape architecture) be included as a member of the Selection Committee.
- B. Selection Committee Charge: The chair of the Selection Committee is responsible for providing a charge to the Selection Committee to include, but not be limited to:
1. Pursue a process that guarantees the institution's best interests are served.
 2. Maintain the work of the Selection Committee in the strictest confidence; each Selection Committee member should hold the content of each committee meeting in strict confidence without discussion with anyone outside of the Selection Committee unless authorized by the chair.
- C. Initial Screening:
1. Initial Screening should begin upon receipt of Letters of Interest from Consultants requesting consideration.
 2. The criteria to be used by the Selection Committee for the Initial and Final Screening, weighted as determined for each project and included in the project notification, are:
 - a. Overall Experience.
 - b. Specialized Experience.
 - c. Management Team/Staff.
 - d. Budget, Cost, and Schedule Management.
 - e. Other items as determined by the Selection Committee.
 3. Calculation of Points and Identification of Top Consultants:
 - a. The members of the Selection Committee should individually review the Letters of Interest and rate the Consultants using the criteria and percentage weightings previously determined.

- b. The results should be reviewed, considering numerical scores awarded and rankings, and the top Consultants identified. The Consultants to be invited for Final Screening should number no less than three (if attainable) and no more than nine. The Board should be notified of the names of Consultants invited to attend an interview for the Final Screening with the date(s) and times of the interviews.

D. Final Screening:

1. Each of the top Consultants identified during the Initial Screening should be invited to attend an interview for the Final Screening. Interviews should be scheduled with due consideration for holidays, special Consultant commitments (within reason and with prior notice), and critical time requirements.
2. Each Consultant should bring key personnel including, but not limited to, principal(s), project manager(s), lead design professional(s), and other personnel assigned to the project.
3. Each Consultant should be given a specified time for presentation of its credentials and for questions from the Selection Committee.
4. Calculation of Points and Identification of Consultants to be Recommended:
 - a. The members of the Selection Committee should individually assess each Consultant using the criteria and percentage weightings previously determined.
 - b. The results should be reviewed by the Selection Committee, considering numerical scores awarded and rankings, to determine which Consultants to recommend to the Board as being most qualified to carry out the project.
 - c. There should be at least three names sent to the Board, unless fewer than three Consultants are acceptable to the Selection Committee.
5. The chair of the Selection Committee should prepare a report to be submitted to the institution's President, or President's designee, to include a list of the interviewed Consultants, and the recommendation of the Selection Committee. Supporting information should provide an overview of the selection process including the project description, budget range, delivery method, schedule, Selection Committee membership, screening criteria, number of Consultants who submitted Letters of Interest, names of Consultants invited for interview, summary of Selection Committee comments and recommendations, and a conclusion.

6. For each Consultant recommended to the Board for consideration, the chair of the Selection Committee should prepare a report to include:
 - a. Introduction: a description of the Consultant.
 - b. Proposed key staff.
 - c. Preferred sub-consultants.
 - d. OSU Projects: a list of projects the Consultant is currently working on or has worked on within the past five years at OSU or at any other institution under the governance of the Board.
 - e. OK/OSU Presence.
 - f. Minority Inclusion Plan: a brief overview of the Consultant's representations concerning inclusion of minority consultants.
 - g. Selection Committee Comments: a brief overview of the discussions of the Selection Committee.
 - h. Selection Committee Conclusion: a brief statement recommending the Consultant to the Board for consideration.
- E. Presentation of the Selection Committee's recommendation to the Facilities Committee of the Board: The institution's President, or designee, should present the list of recommended Consultants to the Facilities Committee of the Board and should include the report prepared by the chair of the Selection Committee.

Attachment B

Recommended Guidelines for Basic Architectural Consulting Fees

Construction Cost	Basic Fee
\$0 - \$300,000	7 %
\$300,000 - \$400,000	\$26,000 plus 6.5% over \$300,000
\$400,000 - \$500,000	\$32,500 plus 6.0% over \$400,000
\$500,000 - \$600,000	\$38,500 plus 5.5% over \$500,000
\$600,000 - \$700,000	\$44,000 plus 5.4% over \$600,000
\$700,000 - \$800,000	\$49,400 plus 5.3% over \$700,000
\$800,000 - \$900,000	\$54,700 plus 5.2% over \$800,000
\$900,000 - \$1,000,000	\$59,900 plus 5.1% over \$900,000
Above \$1,000,000	\$65,000 plus 5.0% over \$1,000,000

The above fees apply to basic architecture and engineering professional services for a project involving new construction of average complexity. Multipliers (which may be additive or deductive) may be applied to adjust for the nature of the work and the user's knowledge of the specific project. Such modifiers may be necessary for factors including, but not limited to, complexity of the project, the degree of renovation of existing structures, and the need for special Consultants. These Basic Fees do not include Additional Services or Reimbursable Costs, as defined in the standard OSU Owner/Architect Contract.

Attachment C

Recommended Guidelines for Implementation of Projects for Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services

1. Once a Consultant has been selected by the Board for a particular project, LRFP or FM has the authority to utilize said Consultant for all phases of that project; however, LRFP or FM has the authority, should it so choose, to exercise that authority piecemeal by entering into separate contracts or amendments with the selected Consultant for various phases of the project. Unless otherwise stated in a Board action, Board approval for a particular project is deemed to include approval for all attendant utilities, parking spaces and parking structures that may be necessary. The total project amount of all contracts, amendments, fees, services and purchases of furniture, fixtures and equipment for any such project should not exceed the highest level of the estimated budget range given to the Board without first obtaining additional Board approval. Construction projects supervised by LRFP or FM on behalf of the Board benefit the public. Further, there is a need for cost control and a need for specialized or complex construction methods on such projects due to the unique nature of constructing facilities suitable for the educational mission of each institution governed by the Board. Accordingly, LRFP or FM has the discretion to utilize any of the following three project delivery methods for such construction projects:
 - A. Design/Bid/Build contracts;
 - B. Construction Manager Agency ("CMA") contracts; or
 - C. Construction Manager At Risk ("CMAR") contracts.
2. However, LRFP and FM have recommended, and the Board concurs, that in most circumstances a CMAR contract will generally provide a quicker, less costly and more flexible model for dealing with construction projects, and therefore is preferred. Accordingly, the following guidelines for CMAR contracts have been adopted by the Board:
 - A. A selected CMAR should competitively bid all subcontracts for construction services, materials, supplies, furniture, fixtures and equipment necessary for completion of the scope of work contemplated in that phase of the project and should accept the lowest responsible bid for such subcontracts. However, in some circumstances, LRFP or FM may elect to competitively bid, solicit, and procure through the CPO (See Board Policy 2.07) some materials, supplies, furniture, fixtures and equipment, and in such circumstances, the CMAR will not be responsible or "at risk" for providing same. Although the provisions of 61 O.S. §§ 101-138 may not technically apply to Board construction projects, the Board has directed that such bids, whether by the CMAR, LRFP or FM, should be solicited,

opened and awarded in general conformity with the provisions of 61 O.S. §§ 101-138. A representative from LRFP or FM should attend all such bid openings.

- B. A selected CMAR may, itself, submit a bid on a particular subcontract, but should be treated in that respect as any other subcontractor, such that in order to be awarded that subcontract, the CMAR must be the lowest responsible bidder.
- C. After the subcontracts for a particular phase of the project have been awarded, the selected CMAR should provide LRFP or FM with an Interim Guaranteed Maximum Price ("IGMP") which should cover all of the CMAR's own professional services and all of the construction services to be performed, together with all materials, supplies, furniture, fixtures and equipment necessary for completion of the scope of work contemplated in that particular phase of the project. The CMAR is "at risk" for providing all professional services, construction services, materials, supplies, furniture, fixtures and equipment set forth in that scope of work for the IGMP, or less. That IGMP should be set forth in a formal contract between the selected CMAR and the Board, which contract should provide that if the final cost of the scope of work exceeds the IGMP, the CMAR will bear such additional cost, and if the final cost of the scope of work is less than the IGMP, 100% of the difference will be retained by the Board institution for whom the contract was entered. The Board has vested the President, or President's designee, at each of the institutions governed by the Board, to sign such contracts on its behalf.
- D. An increase or decrease in the scope of a CMAR contract is permitted when deemed necessary or appropriate by LRFP or FM. Such scope revision should contain a revised IGMP for the scope of the revised services, materials, supplies, furniture, fixtures and equipment to be provided. The total of all IGMP's for a particular project should constitute the final Guaranteed Maximum Price ("GMP").
- E. On a periodic basis, the Board has authorized LRFP and/or FM to utilize certain CMAR's on an "on-call" basis (an "On-Call CMAR"). By Board action, LRFP and FM are authorized to utilize such CMAR's on projects with an anticipated GMP of \$1,000,000 or less. Further, the cumulative total of such On-Call CMAR contracts is limited, on a per fiscal year basis, to the total sum of \$7,500,000 for the OSU System and \$1,000,000 for each other institution governed by the Board (each, a "Yearly Cap"). However, when time is of the essence, or a particular On-Call CMAR is otherwise deemed by LRFP or FM to be best suited to manage a particular project, LRFP or FM may request approval to utilize such On-Call CMAR on a project greater than \$1,000,000 without utilizing the selection processes and criteria in Attachment A – Guidelines for the Selection of Architectural, Construction Management, Engineering, and Landscape Architectural Professional Services. In such circumstances, LRFP or FM should, in its request for approval to proceed, advise the Board of LRFP or FM's intent to utilize an On- Call CMAR for that project. If approved, the CMAR contract awarded to that particular On-Call CMAR for that particular project, should not be considered to be a part of any Yearly Cap for On-Call CMAR services.



2026 OKLAHOMA A&M REGENTS LEGISLATIVE AGENDA

The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges recognizes the value of a strong higher education system and is committed to service, quality programs, efficient operations and accountability to the people of Oklahoma in providing access to high-quality educational opportunities and strengthening the state's workforce and economic future.

FAST FACTS:

Over 93% of Oklahomans who graduate from Oklahoma public colleges and universities remain and work in the state one year after graduation.

For every dollar of state appropriations invested, the state system of higher education generates **\$17.48 in economic output**.

Of Oklahoma's critical occupations, the top **22 highest-paying jobs** require an associate degree or higher, and **eight of the top 10 fastest-growing careers** require a college degree.

Over **44,000 students** attend the Oklahoma A&M institutions annually.

SYSTEM GOALS AND PRIORITIES:

HIGHER EDUCATION BUDGET

- Support the State Regents' budget to grow Oklahoma's workforce pipeline, expand access and completion initiatives, invest in institutional excellence, and sustain core campus operations, technology and safety.

POLICY ISSUES

- Champion inclusion of public colleges and universities in the Oklahoma Equal Opportunity Education Scholarship program to incentivize donor support for need-based scholarships and expand access and affordability for Oklahoma students.
- Strengthen coordination and alignment between education and industry to ensure the state is meeting critical workforce needs.
- Maintain the current law related to weapons on campus that provides for local control by institutional presidents.

INSTITUTIONAL PRIORITIES:

- Create a streamlined pathway to a four-year, OSU degree in Tulsa, expanding access and opportunities for students in the region.
- Advance Oklahoma's health care workforce by investing in the OSU Health and Biological Sciences Center that supports the growing number of students pursuing pre-health and pre-veterinary majors.
- Modernize and elevate the OSU Agronomy Research Station to a top-tier research facility, strengthening agricultural discovery and food security.
- Increase the number of Oklahoma students admitted to the OSU College of Veterinary Medicine to better serve the state's livestock and equine industries.
- Advance the statewide mission of the Cooperative Extension service provided by Oklahoma State University and Langston University.
- Support the expansion of OSU's health care education programs to meet growing statewide workforce needs.
- Establish new funding streams for safety and security technology and equipment upgrades for students, faculty and staff across all campuses.
- Address the financial pressures created by rising health and property insurance premiums through sustainable funding solutions.
- Maintain and grow state investment in campus infrastructure and deferred maintenance on university and college campuses to ensure safe and modern learning environments.