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THE UNIVERSITY OF OKLAHOMA BOARD OF REGENTS
Tuesday, September 15, 2026

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Also included in the agenda were the following items that were identified, by the administration of each University, as "For Information Only." No action was required, but discussion, comments or consideration could have occurred if requested.

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MINUTES OF A REGULAR MEETING
THE UNIVERSITY OF OKLAHOMA BOARD OF REGENTS
September 15, 2026

A regular meeting of the Board of Regents governing The University of Oklahoma, Cameron University and Rogers State University was called to order in the Auditorium of the Robert M. Bird Library on the Health Campus of the University of Oklahoma, Oklahoma City, Oklahoma, at 8:01 a.m., on September 15, 2026.

The following Regents were present for all or parts of the meeting: Rick Nagel, Chair of the Board, presiding; Regents Robert J. Ross, Anita L. Holloway, John R. Braught, Kenneth S. Waits, G. Rainey Williams, Jr, and Dustin J. Hilliary.

Others attending all or a part of the meeting included Mr. Joseph Harroz, Jr., President of The University of Oklahoma; Norman Campus Senior Vice President and Provost André-Denis Wright; Health Campus Senior Vice President and Provost Gary Raskob; Vice Presidents Dorothy Anderson, Stewart Berkinshaw, Susan Bynum, Roger Denny, Brian Holderread, Matthew Hulver, Hollye Hunt, and David Surratt; Chief Audit Executive Chris Pembrook; Associate Vice Presidents Melissa Caperton (Interim) and Marci Gracey; Vice President and General Counsel Armand Paliotta; and Executive Director of the Board of Regents Mackenzie Wilfong.

Attending from Cameron University was Dr. C. Shane Hunt, President of the University.

Attending the meeting from Rogers State University was Dr. Don Raleigh, President of the University.

Notice of the time, date, and place of this meeting was submitted to the Secretary of State, and the agenda was posted in the Office of the Board of Regents on or before 8:00 a.m. on September 14, 2026, both as required by 25 O.S., Sections 301-314.

Chair Nagel opened the meeting, stated, "On the advice of counsel, disclosure of communications related to the matters noted in the executive session item of the agenda will seriously impair the ability of the University to process or investigate such matters in the public interest," and then asked for a motion to enter executive session. Regent Braught moved the Board enter executive session as listed on the Executive Session agenda item below. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Williams. The Chair declared the motion unanimously approved.

The Board then moved to the Provost's Conference Room of the Robert M. Bird Library for the executive session.

Regent Dustin J. Hilliary joined the meeting during the executive session.

ALL UNIVERSITIES

EXECUTIVE SESSION

Proposed Executive Session: Possible discussion and vote to enter Executive Session pursuant to 25 O.S. § 307(B) for the following discussion purposes:

a. Confidential communications between the Board and its attorney(s) concerning pending or potential research, information technology, or financial investigation(s) and/or pending or potential investigations and/or claims regarding negligence, unjust enrichment, real estate operations, property claims, information technology claims, personnel, and other legal claims, where the Board's attorney has determined disclosure will seriously impair the ability of the Board to conduct the investigation(s) and/or claims in the public interest as authorized under 25 O.S. § 307(B)(4).

b. Routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of University President(s) as authorized under 25 O.S. § 307(B)(1).

c. Routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of University personnel as listed in Attachment A as authorized under 25 O.S. § 307(B)(1).

d. Routine, periodic review and/or consideration and adoption, modification, or other action related to employment, including terms and conditions, of University personnel as listed in the Academic and Administrative Personnel Actions, the Academic Personnel Actions, and the Administrative and Professional Personnel Actions agenda items of Rogers State University, Cameron University, and The University of Oklahoma public agendas as authorized under 25 O.S. § 307(B)(1).

e. Discussion of assessment of potential vulnerability of governmental facilities, information technology and security systems, and facilities clearances as authorized under 25 O.S. §§ 307(B)(11)(b) and (11)(e)(7) and 51 O.S. § 24A.28(A)(2).

f. Discussion of confidential trade secret information as authorized under 25 O.S. § 307(B)(7), 12 O.S. § 2508, 78 OS § 86, 51 O.S. § 24A.19, and 63 O.S. § 3224(D), including the following:

- Review, discuss, and/or consider adoption, modification, and/or rejection of strategic plans, financial, athletics, student, and personnel matters for Rogers State University, and/or Cameron University, and/or The University of Oklahoma, and/or the University of Oklahoma Health Campus, and/or The University of Oklahoma-Tulsa.

g. Discussion of confidential information pertaining to donors and The University of Oklahoma Foundation, Inc. investments, or prospective donors, under 25 O.S. § 307(B)(7) and 51 O.S. § 24A.16a.

h. Discussion of litigation filed or threatened against Cameron University, including the following cases and/or claims where the Board's attorney has determined disclosure will seriously impair the ability of the Board to conduct the investigation(s) in the public interest as authorized under 25 O.S. § 307(B)(4):

None.

i. Discussion of litigation filed or threatened against Rogers State University, including the following cases and/or claims where the Board's attorney has determined disclosure will seriously impair the ability of the Board to conduct the investigation(s) in the public interest as authorized under 25 O.S. § 307(B)(4):

1. *Clark v. Rogers State University et al.*, Case No. 5:26-cv-01117 in the United States District Court for the Western District of Oklahoma; and

2. United Turf & Track (Rogers State Soccer Field), anticipated litigation.

j. Discussion of litigation filed or threatened against the University of Oklahoma, including the following cases and/or claims, where the Board's attorney has determined disclosure will seriously impair the ability of the Board to process the claim or conduct the investigation(s) in the public interest as authorized under 25 O.S. § 307(B)(4):

1. *Affiliated FM Insurance Company a/s/o OU Medicine, Inc. d/b/a OU Health*, Case No. CJ-2024-7169 in the District Court for Oklahoma County, Oklahoma;

2. *Awuor v. The Board of Regents of the University of Oklahoma*, Case No. 26-CV-1747 in the United States District Court for the Western District of Oklahoma;

3. *Battle v. Nat'l Collegiate Athletics Ass'n,* Case No. 1:23-cv-00101 in the United States District Court for the Northern District of West Virginia;

4. *B.E.R.T., et al. v. University et al*., Case No. CIV-21-1022 in the United States District Court for the Western District of Oklahoma;

5. *B.E.R.T., et al. v. University et al*., Case Nos. 24-6139, 24-6140 & 24-6141 in the 10th Circuit Court of Appeals;

6. *Boyd v. Nat'l Collegiate Athletics Ass'n*, Case No. 3:25-cv-00729 in the United States District Court for the Middle District of Tennessee

7. *Carolina v. University of Oklahoma et al.*, Case No. 26-cv-0632 in the United States District Court for the Western District of Oklahoma;

8. *Carter v. Nat'l Collegiate Athletics Ass'n,* Case No. 4:23-cv-06325 in the United States District Court for the Northern District of California.

9. *Colon v. Nat'l Collegiate Athletics Ass'n,* Case No. 1:23-cv-00425 in the United States District Court for the Eastern District of California;

10. *Davis v. State of Oklahoma, ex rel., The Board of Regents of the University of Oklahoma, et al.*, Case No. 25-cv-0142 in the United States District Court for the Western District of Oklahoma;

11. *Derks, et al. v. The Board of Regents of the University of Oklahoma*, Case No. CJ-2026-864 in the District Court of Cleveland County, Oklahoma;

12. *Derks, et al. v. The Board of Regents of the University of Oklahoma*, Case No. 5:26-cv-02421-D in the United States District Court for the Western District of Oklahoma;

13. *Dixon v. All America Sports Corp.*, Case No. DC-20-10247 in the District Court of Dallas County, Texas;

14. *Dooley v. The Board of Regents for the University of Oklahoma*, Case No. CJ-2025-2355 in the District Court for Oklahoma County, Oklahoma;

15. *Do No Harm v. the University of Oklahoma*, OCR Case No. 07222113 before the United States Department of Education Office for Civil Rights;

16. *Emerson v. The Board of Regents of the University of Oklahoma*, Case No. CV-2025-2684 in the District Court for Oklahoma County, Oklahoma;

17. *Estate of Hughes*, Case No. 2025-ADM-608 in the Superior Court for the District of Columbia;

18. *Estate of Montae IMBT Johnson*, Case No. PR-21-00851-1 in Probate Court, Dallas County Texas;

19. *Fontenot v. Nat'l Collegiate Athletics Ass'n,* Case No. 1:23-cv-03076 in the United States District Court for the District of Colorado;

20. *Foreman v. University of Oklahoma,* OCR Case No. 07232159 before the United States Department of Education Office for Civil Rights;

21. *Gaines v. Nat'l Collegiate Athletic Ass'n*, Case No. 1:24-cv-01109, in the United States District Court for the Northern District of Georgia;

22. *Gilmore v. University of Oklahoma*, Case No. 25-cv-1210 in the United States District Court for the Western District of Oklahoma;

23. *Hartel v. The Board of Regents of the University of Oklahoma, et al.*, Case No. 25-cv-00404 in the United States District Court for the Western District of Oklahoma;

24. *Herrin v. The University of Oklahoma, et al.*, Case No. 25-cv-00782 in the United States District Court for the Western District of Oklahoma;

25. Hockey Club, OCR Case No. 07262077 before the United States Department of Education Office for Civil Rights;

26. *House v. Nat'l Collegiate Athletic Ass'n (In re: Coll. Athlete NIL Litig.)*, Case No. 4:20-cv-03919 in the United States District Court for the Northern District of California;

27. *Hsieh v. State of Oklahoma ex rel., The Board of Regents for the University of Oklahoma*, Case No. 5:25-cv-01160 in the United States District Court for the Western District of Oklahoma;

28. *Hsieh v. State of Oklahoma ex rel., The Board of Regents for the University of Oklahoma*, Case Nos. 26-6042, 26-6063, 26-6070 in the 10th Circuit Court of Appeals;

29. *Hubbard v. Nat'l Collegiate Athletics Ass'n,* Case No. 4:23-cv-01593 in the United States District Court for the Northern District of California;

30. *In re: Genentech, Inc. Herceptin (Trastuzumab) Marketing and Sales Practices Litigation*, 16-MD-2700 in the United States District Court for the Northern District of Oklahoma;

31. *In the Matter of the Estate of Joe Briley*, Case No. PB-2023-232 in the District Court for Comanche County, Oklahoma;

32. *Jagilinki v. University of Oklahoma*, EEOC Charge No. 564-2025-02221 before the United States Equal Employment Opportunity Commission;

33. *Johnson, et al. v. The University of Oklahoma et al.*, Case No. CIV-24-495 in the United States District Court for the Western District of Oklahoma;

34. *Jointer v. University of Oklahoma,* OCR Case No. 07222092 before the United States Department of Education Office for Civil Rights;

35. *Jones v. University of Oklahoma*, EEOC Charge No. 564-2026-01407 before the United States Equal Employment Opportunity Commission;

36. *Lewis v. Regents of the University of Oklahoma*, Case No. CJ-2022-1018, in the District Court for Cleveland County, Oklahoma;

37. *Linneen and Wilkerson* (tort claim);

38. *Mosley v. University of Oklahoma*, EEOC Charge No. 564-2026-01475 before the United States Equal Employment Opportunity Commission;

39. *Olupitan v. State of Oklahoma ex rel., the Board of Regents of the University of Oklahoma*, Case No. CIV-24-349 in the United States District Court for the Western District of Oklahoma;

40. *Olupitan v. State of Oklahoma ex rel., the Board of Regents of the University of Oklahoma*, Case No. 25-6055 in the United States Court of Appeals for the Tenth Circuit;

41. *Patterson v. Nat'l Collegiate Athletics Ass'n*, Case No. 3:25-cv-00994 in the United States District Court for the Middle District of Tennessee

42. *Pavia v. Nat'l Collegiate Athletics Ass'n*, Case No. 3:24-cv-01336 in the United States District Court for the Middle District of Tennessee;

43. *Sanger v. Board of Regents*, Case No. CJ-2025-1192 in the District Court for Cleveland County, Oklahoma;

44. *Scherer v. University of Oklahoma* (threatened litigation);

45. *Smart v. Nat'l Collegiate Athletics Ass'n*, Case No. 2:22-cv-02125 in the United States District Court for the Eastern District of California;

46. *Sparkman v. University of Oklahoma*, EEOC Charge No. 564-2026-1984 before the United States Equal Employment Opportunity Commission;

47. *State of Ohio v. Nat'l Collegiate Athletics Ass'n*, Case No. 1:23-cv-00100 in the United States District Court for the Northern District of West Virginia;

48. *State of Oklahoma v. Davis*, Case No. CM-2021-1311 in the District Court for Cleveland County, Oklahoma;

49. *State of Oklahoma ex rel. Board of Regents of the University of Oklahoma v. AIG Specialty Insurance Company, et al.*, (Natural Gas) Case No. CJ-2024-690 in the District Court for Cleveland County, Oklahoma;

50. *State of Oklahoma ex rel. Board of Regents of the University of Oklahoma v. Intelligent Fiber Optic Systems Corporation*, Case No. CJ-2024-1595 in the District Court for Cleveland County, Oklahoma;

51. *State of Tennessee v. Nat'l Collegiate Athletics Ass'n,* Case No. 3:24-cv-00033 in the United States District Court for the District of Tennessee;

52. *Stillwell v. University of Oklahoma*, EEOC Charge No. 564-2026-03390 before the United States Equal Employment Opportunity Commission;

53. *Sturtevant v. the University of Oklahoma*, OCR Case No. 07242281 before the United States Department of Education Office for Civil Rights;

54. *Takebe v. University of Oklahoma* (threatened litigation);

55. *Torres Valazquez v. University of Oklahoma*, EEOC Charge No. 564-2026-595 before the United States Equal Employment Opportunity Commission; and

56. *Washington v. University of Oklahoma*, EEOC Charge No. 31B-2026-00016 before the United States Equal Employment Opportunity Commission.

ATTACHMENT A

Individuals include:

- Member(s) of the Board of Regents of the University of Oklahoma
- President, The University of Oklahoma
- Vice President of the University of Oklahoma and General Counsel to the Board of Regents of the University of Oklahoma governing the University of Oklahoma, Cameron University and Rogers State University
- Vice President for Executive Affairs and Chief of Staff-OU
- Executive Director and Secretary of the University of Oklahoma Board of Regents
- President, Cameron University
- President, Rogers State University
- Chief Audit Executive
- Senior Vice President and Provost, Norman Campus

- Senior Vice President and Provost, Health Campus
- Senior Vice President for Strategy and Finance
- Vice President, OU-Tulsa
- Director of the Polytechnic Institute-Tulsa
- Vice President for Intercollegiate Athletics Programs and Director of Athletics
- Interim Vice President for Marketing and Communications
- Vice President for Human Resources and Chief Human Resources Officer
- Vice President for Campus Operations
- Vice President for Enrollment Management and Executive Director of the Office of Admissions and Recruitment
- Vice President for Research and Partnerships
- Vice President for Access and Opportunity
- Vice President and Chief Advancement Officer
- Vice President for Student Affairs and Dean of Students
- Senior Vice Provost for OU Health Campus
- Executive Dean of the College of Medicine and Chief Academic Officer, OU Health
- Vice Dean of Research, College of Medicine
- Institutional Equity Officer
- Chief Strategy Officer
- Chief Information Officer
- Risk Officer
- Director of Compliance and HIPAA Privacy Official
- Deputy Athletics Director/Business Development and Revenue Generation
- Deputy Athletics Director/Administration and Stakeholder Relations/Chief of Staff
- Deputy Athletics Director/Performance Excellence
- Deputy Athletics Director/Sport Administration
- Deputy Athletics Director/Operations
- Deputy General Counsel, Norman Campus
- Deputy General Counsel, Health Campus
- Emeritus Athletics Director

The Board returned to the Auditorium where the Chair stated that no votes were taken in executive session, no items not listed on the agenda for discussion were discussed, and he asked for a motion to end the executive session. Regent Braught moved to exit the executive session at 4:40 p.m. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Williams. Regent Hilliary was out of the room for this vote. The Chair declared the motion unanimously approved.

MINUTES

Regent Braught moved approval of the minutes of the meeting held on June 16, 2026, as distributed prior to the meeting. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Williams. Regent Hilliary was out of the room for this vote. The Chair declared the motion unanimously approved.

REPORT OF THE CHAIR OF THE BOARD

I'll begin with some talking points here, both on Rogers State, Cameron, and then OU. I'm pleased to share several updates that highlight our institutions' continued commitment to student success, community engagement, and strategic partnerships.

RSU recently opened its new fitness center in the Dr. Carolyn Taylor Center. This new facility provides students, faculty, and staff with a convenient on-campus resource to support both physical health and mental well-being. Regent Ross and Regent Hilliary recently visited that facility and saw first-hand what a great space it is, and their athletic director Dr. Ratcliff even had the softball team on hand with indoor batting practice. I'm not sure if our Regents participated in that; I'm curious whether it improved their averages or not. RSU hosted Google and Discovery Education's Family STEM Day on August 29th. The event welcomed K through 12 students and their families to campus for interactive STEM activities and hands-on challenges that connected classroom concepts to real-world applications. Programs like this really do strengthen Rogers State's role as a regional educational partner, and they've really stepped up in that area. RSU continues to expand its partnership with the Cherokee Nation through a new agreement with the Cherokee Film Institute. Beginning this fall, students who completed the production assistant courses through the Cherokee Film Institute may earn RSU academic credit. This partnership creates a pathway that combines industry-based training with college coursework and helps prepare students for careers in Northeast Oklahoma's growing film industry. RSU is also proud to welcome incoming freshman MaShayla Brown of Nowata. MaShayla was one of only 15 students nationwide selected to receive the prestigious $25,000 Panda Cares Great Future Scholarship through the Boys and Girls Clubs of America. Another hat that I wear is the Club President, and I was there when we awarded that to her along with becoming our State Youth of the Year for that organization. She is amazing. So and then finally, we're going to be looking at this, obviously, the RSU strategic plan. Dr. Raleigh has led a process there, and we'll get to Cameron's in a minute, but kind of taking a, looking at it from a best practice standpoint, looking at the progress RSU has made in terms of aligning everything towards a North Star. Really applaud those efforts and that you guys have come together as a team to put that together and working with us to make sure it's properly resourced is a challenge we're all looking to step up and support. So thank you for that.

On the Cameron front, increased enrollment campus-wide with a 10% increase with your new freshman students and 22% increase in the number of students living on the CU campus over last fall, are records. Cameron Athletics showed the largest improvement in all of the NCAA Division II nationally in the Learfield Cup annual standings. Just amazing engagement we're seeing down at Cameron. in student life. Highest graduation rate in CU in almost two decades points to the positive momentum for Cameron and all of Southwest Oklahoma. Innovative new education programming and a grant award helping paraprofessionals in Lawton Public Schools helps our folks down there become certified teachers while they work. Solving the educational instruction issue we have in our state, becoming a better partner. Before the Board today are two new programs for CU, occupational and physical therapy assistants, which provide high paying opportunities for

students while also meeting key workforce demands. As I just mentioned, Cameron has also got their strategic plan in front of us today. We're just again applauding the efforts and look to make sure that we do everything we can to make sure you've got the resources to continue to be the partner that Southwest Oklahoma deserves.

On the OU front, turning our attention here, obviously we're going to start with our class of 2030. Once again, the largest freshman class in the history of the University and the largest freshman class statewide, 6,437 as of yesterday. I guess when these were hot off the press. It's the largest state, largest freshman class in state history for six consecutive years. The average here, the stats are just unbelievable and I'm going to rattle off a bunch. Tres, I know you like to tweet these out, so go quick because I'm going to go fast. Average GPA of 6.63 unweighted, 6.83, I'm sorry, 3.63 unweighted. These are really amazing. Watch out, Harvard. Yeah, make sure you all pay attention. 3.63 unweighted, 3.83 weighted. 28% of our freshman class identify as first generation students. which is just incredible. I mean, this is really about changing lives, and we know what that means when these students are going to school and setting a new tone for their families and the generations that follow. 37% of Oklahoma students in the class are overall first-generation students. 702 had a 4.0 grade point average in high school. 299 were ranked first in their high school graduating class. 137 are Oklahoma State Regents Scholars, a 17% increase over last year. 917 qualified to receive Oklahoma's Promise, a 19% increase over last year, while programs such as Crimson Commitment provide that additional support for Oklahoma students with the greatest need. And with the strong partnership with the OU Foundation, we hope to continue to grow that program in the spirit of making sure that we are ever affordable to those in our state that qualify for the ability to go to OU. We do not want a financial barrier to impede them from a great education.

Growth is also accelerating at the Health Campus, which has increased enrollment by more than 31% in six years. and surpassed 4,000 students for the first time, reversing a 7% enrollment decline from the years 2015 to 2020. And so that is an amazing trend to reverse. And as we know, there are incredible health care needs across our state. OU is answering the call, and you all are stepping up to make sure that we have the health care professionals ready to meet that challenge. OU's research enterprise over this period has grown by 70% in six years, with annual research expenditures more than doubling from approximately $250 million to $550 million and ambitions to reach $1 billion by the year 2031. I see Dr. Hulver here in the room. I mean, he's got a great plan to get us there and we're excited about making sure that's resourced as well.

Lots of improvement this summer in life sciences. The laboratory building is coming right along. I mean, just think about the construction projects right now across campus and the renovations that are going on. It's amazing to see. We're finalizing the plans for the engineering building right now as well. The arena project in the entertainment district, we hope now it's cleared all the court battles, and we're ready to continue to press on and our partnership there is amazing. And so just so many great things, the airport, the expansion, the new aviation building, the lengthening of the runway, the new control tower, about ready to start the terminal. We've talked a lot about the stadium. It's just an absolute boon right now and it's fun to see all the cranes up around

campus. And it's, you know, we're growing, you need a place to put everybody and we're stepping up. The University's new South Residence Hall opened with 594 beds, and it's full. So we're excited that we're off to the races with the residence halls.

Additionally, just on a couple of other notes I wanted to make, this summer I went over and toured Arezzo, I went there my first year on the Board and was excited to see that Kirk and his team over there have done an amazing job of making sure that our students study abroad experience on that campus is top notch. We all agree for those of us that have been over there to see it, they're busting at the seams. Demand is high. We want to accommodate more students. We'd like to grow it. So we're looking at a very realistic plan right now to do that. We are fortunate to have great partnerships with the local hotels in the area, but as Arezzo and that central part of Italy becomes a bigger tourist destination, affordability of that experience is coming to mind because as more tourists want to come in, the hotels are using that as an excuse to raise our raise our rates on us and our students. And so we think that there might be some strategies to take control of our own destiny there, lessen that threat so we don't go backwards in our Arezzo enrollment but press forward. And so I again continue to call on our Provost to make sure that we have an alignment on academic mission with that enterprise and that campus overseas so that it's not an opportunity cost on graduation or cost them a semester to experience it. We'd like them to be able to feather that study abroad program right in and still be able to graduate on time without taking a step back. So that was fun to be there. I crashed the students. They were in Rome and I got to tour the Colosseum and the Vatican with them. That was fun as well. So we got some great pictures and great student perspectives along the way. It was a pretty awesome few days spent over there.

I'm going to hop around lots of different topics. I do want to talk a little bit critically about what we're doing in our Greek system. We had, first of all, a byproduct of all the enrollment that we've had is growth in demand of all of the things that we offer from a student experience standpoint. We've already had one of the top 10 Greek systems in the country. I don't know what the new stats are going to be, but I'll bet it grows as a result of what we just experienced with rush, record rush numbers with fraternities and sororities this fall. We had 1,750 of our incoming young ladies go through the Greek system. And unfortunately, we're just at capacity right now with the houses that we've had, that we've got, with record pledge classes with all of our, I think it is 11 sororities. And so sadly, we had 250-ish of our incoming freshmen that weren't able to get placed in the houses that they wanted. We're going to have increased demand again next year. And so I'm calling on Student Affairs to look at the waiting list right now and get serious about adding more sororities immediately with urgency to our rolls. And let's get some more in here to recolonize. We've got some great national sororities that we want to set up camp at OU. And let's figure out what the barriers to entry are and knock them down and get going. Because we need to make sure that every student that wants to be part of our Greek community has a chance to do so with a quality experience as we continue to grow.

On the AI front, we continue to read about AI as being an existential threat and opportunity for universities across the country. We had a great Presidential Lecture Series address last week on the topic framed under the context of how we're going to embark and embrace this cognitive revolution that we're on. And I took great inspiration from that. Just know that we at the Board level are thinking about this and working with the administration to make sure that OU not only reacts to but gets in front of and leads on the topic of AI and positions ourselves as a leader for our state in this area. This last week I met with our new Director of National Security and Defense, Kevin Stamey, who retired after a great career at the Air Force. His last stop was Tinker Air Force Base. Matt Hulver hosted a lunch where we were able to sit down and discuss the reboot of OADI 2.0, which was the Oklahoma Aerospace and Defense Innovation Institute. We've got the right guy at the right time to help lead us as we go forward to pick up on the contracts and partnerships with the Department of War we already have. But as we map out where we're heading from here, leveraging state resources and where we're already positioned, where we think we can go with radar and advanced sensing in these other areas, how we continue to be a great partner to our military in the research work that they'd like to see done here in the great state of Oklahoma. So we're going to continue to step up, be ready, and just know this Board stands behind all those efforts.

With respect to Project 200, Project 210, I guess, depending on how you want to think about it relative to when we started the hiring process, I wanted to give everybody an update. So far, we have hired 39 folks into this effort. We got a head start at the Health Campus, so they've all landed there. Of note, nine of those hires came in with clinical trials with them, which means they brought research and clinical trial activity from wherever they were here to the state of Oklahoma, which is just amazing in the spirit of trying to make our state healthier. That's the kind of stuff that you want to do. And we're going to make sure that they've got all the support they need to be successful. We have engaged 44 others so far, very deliberately. Thirteen offers are kind of outstanding. We're now focusing some effort on the Norman Campus, got 28 active discussions going. And so just really applaud the team because you think about it, everybody's doing all the work they were doing and now we're in heavy, heavy recruitment mode on top of it. So our foot is on the accelerator while we're moving down, trying to bring people in. I mean, it's an amazing effort. And we think about where other universities are around the country. We're in a blessed position to be growing relative to others right now, unfortunately, maybe going the other way or rethinking things. And so we're open for business and we're trying to bring folks in as fast as we can. We've got great state need and OU stepping up as a partner and putting our money where our mouth is in terms of trying to help turn things around.

I do want to address a little bit of the recent news on Tulsa. There's been a lot of articles written about Oklahoma State's potential merger with TCC. I don't know how that's all going to work out or not. I just want to state for the record that this Board's committed to making sure that our University at OU, at Cameron and Rogers State, which is right there in Claremore, is a good neighbor, continues to be open for business and will be a great partner to Tulsa Community College as they kind of sort out their future. We just want them to know that we are here and willing to be a partner in those communities. We look forward to being part of that discussion and as that

sorts itself out, we just want to make sure again that they know this Board is committed to what has been a longstanding partnership for good for that community and anything more we need to be doing, we're committed to exploring and doing. Obviously, we've invested with the Polytechnic school up there. We've continued to see growth and expansion in population and in programming in a way again to make sure that Tulsa has some four-year options which they've been needing up there for a long time. From a Foundation standpoint, I addressed it earlier, we have ongoing good discussions with the Foundation about continuing our ongoing partnership. We've had another record-setting year in fundraising and on campaign. I know our President's going to speak more to that.

I want to thank the State Regents for opening the door and approving our first ever three-year degree programs here in the state of Oklahoma, which will just accelerate students into the workforce faster, that come in prepared. I think there was concern whether we were going to sacrifice rigor, we are not. We know right now through partnerships with the higher education system and high schools and concurrent enrollment, we've just got young people coming in right now that are prepared to graduate a little faster. And for those that are prepared to graduate faster and can fast track into the workforce that want to do that, we now have a pathway for that. And so far the work that's been done over the last year plus, Provost Wright, I mean, Mr. President, others on the OU front, I applaud that. My understanding is there's four or five other schools across the state now that are looking to join in on this effort. And putting my workforce hat on for the state of Oklahoma, I can tell you, the workforce in this state desperately needs higher ed to continue to answer the call. So well done, and thank you to our partners at the State Regents. And with that, I conclude my remarks. We'll now hear from the committee chairs and get to my proper scripting; make sure I don't skip anybody here. I think we'll start with, if it's okay, Regent Ross, will you give us a report on Academics, Student Affairs, and Research, please?

REPORTS OF COMMITTEE CHAIRS

Regent Ross, Academics, Student Affairs, & Research: The Academics, Student Affairs, and Research Committee met on September 8. I was joined by Regents Williams and Holloway. All matters presented were informational, and the Committee took no formal action. The Committee received updates from Rogers State University, Cameron University, the Norman and OU Health Campus Provosts, the College of Law, the Jeannine Rainbolt College of Education, Student Affairs, and University Research leadership.

Dr. Don Raleigh, President of Rogers State University, reported progress in enrollment, strategic plan implementation, workforce-aligned academic programming, and outreach to working adults and current students. We also discussed opportunities to strengthen transfer enrollment, facilities operations, administrative processes, technology planning, and the responsible use of AI in instruction. Leadership emphasized measurable outcomes and continued alignment with the workforce needs of Northeastern Oklahoma. Later in August, I had the opportunity to visit Rogers State in Claremore and meet with President Raleigh and members of his leadership team, including Provost Susan Willis, Vice President Jerrett Phillips, and Steve Valencia. The visit

provided a valuable opportunity to see firsthand the work taking place across the University. We discussed the University's priorities and current initiatives and toured the Oklahoma Military Academy Museum, which highlights the institution's history and traditions. Dr. Carla Lynch provided a demonstration of the Nursing and Health Professions program, including its advanced simulation technology and hands-on training for Oklahoma's healthcare workforce. We also visited the Chemical Engineering Laboratory with Dr. Alex Lopez, who highlighted the program's modern facilities and applied learning opportunities. The visit concluded with a tour of the CASE Athletic Performance Center led by Dr. Ratcliffe, demonstrating RSU's investment in student-athletes and the broader student experience. I want to thank President Raleigh and the entire Rogers State team for their hospitality.

Dr. Shane Hunt, President of Cameron University, reviewed Cameron's strategic plan, which is before the Board today for approval. Its priorities include enrollment, community engagement, institutional excellence, employee success, athletics, and student experience. The Committee also heard about partnerships addressing the regional teacher shortage; proposed allied health pathways, which are also before the Board today; deeper engagement with Lawton Fort Sill; growth in engineering and applied research; improved student housing participation; and continued investment in campus safety and fundraising.

Turning to the University of Oklahoma, Provost Wright provided an update on the University's study abroad program. As Chairman Nagel noted regarding Arezzo, demand continues, and we appreciated both the update and the long-range planning underway for this important University program. Dean Anna Carpenter provided an update on the OU College of Law's academic programs, enrollment strategy, student success, and commitment to strong educational and professional outcomes. The discussion focused on preserving the College's selectivity and personalized approach to legal education, maintaining strong bar passage and graduate employment outcomes, and responding to the evolving needs of students and the legal profession. Dean Stacy Reeder of the Jeannine Rainbolt College of Education discussed efforts to address Oklahoma's teacher shortage through scholarships, recruitment, transfer pathways, partnerships, and support for teachers entering through non-traditional certification routes. The Committee also discussed the need for stronger statewide data on teacher preparation and outcomes, as well as opportunities for OU to provide greater statewide leadership in early literacy and high-quality pathways into the teaching profession.

Dr. David Surratt reported on the realignment of several student support functions, continued growth in student engagement, and the strong relationship between meaningful campus involvement and student persistence and success. We also discussed the importance of ensuring that support systems keep pace with enrollment growth and increasingly complex student needs. Student Affairs provided an update on fraternity and sorority life. As Regent Nagel noted, interest in Greek life remains strong, with Panhellenic recruitment increasing approximately 20% over the prior year. The Committee discussed the importance of supporting that growth thoughtfully while preserving a positive, safe, and meaningful student experience.

Health Campus leadership reported continued enrollment growth, progress in cancer care expansion in Tulsa, fundraising, clinical research, and statewide healthcare workforce development. The Committee discussed the value of retaining medical graduates who complete both their medical education and residency training in Oklahoma, as well as long-term opportunities to expand neuroscience, clinical trials, and other areas of strategic health investment. Research leadership reported continued growth in externally supported research and recruiting through Project 200, with coordinated areas of emphasis including weather, energy, national security, defense, and health. The Committee reviewed efforts to strengthen the administrative systems, shared research facilities, and compliance infrastructure necessary to responsibly manage increasingly large and complex awards.

We also received updates on commercialization and innovation, federal research partnerships, development of a proposed weather-focused federally funded research and development center, and an energy initiative involving critical minerals and existing subsurface infrastructure.

Overall, the Committee's discussion reflected a strong focus on workforce development, academic quality, student success, research excellence, community and industry partnerships, and responsible stewardship across the OU enterprise and the regional universities. Leadership continues to align growth and innovation with measurable outcomes and sustainable financial and operational structures. That concludes my report.

Regent Waits, Administration, Finance, Audit, and Risk: The Administration, Finance, Audit, and Risk Committee met on September 3, 2026. All matters presented were informational, and the Committee took no formal action. The Committee's discussion focused on the University's internal audit program, enterprise risk management, financial position and capital planning, employee and retiree benefits, technology and cybersecurity, and advancement activities.

We began with a discussion of the proposed internal audit plan, which was developed through a risk-based process informed by leadership and management and is before the Board today. The plan is intended to direct audit resources toward areas of greatest institutional importance while improving the clarity and timely resolution of audit findings. The Committee also heard about efforts to establish a more consistent University-wide approach to identifying and evaluating institutional risks, assigning ownership, and reporting those risks. Internal Audit is exploring responsible uses of AI and data analytics to improve quality review and allow staff to devote more time to higher-value analysis. We reviewed planned audit and advisory work for Cameron University and Rogers State University, addressing areas including IT, vendor management, athletics compliance, purchasing practices, financial aid administration, contract review, and opportunities for shared services and purchasing efficiencies. The Committee also discussed continued collaboration among the institutions to strengthen administrative capacity, cybersecurity, and access to specialized expertise. We appreciate the time and thought our new Chief Internal Auditor, Chris Pembrook, has given to these efforts.

Next, the Committee received an update on the University's improving overall financial position, including operating performance, liquidity, investments, leverage, credit considerations, and long-term debt capacity. The discussion reflected a continued focus on maintaining financial discipline while planning for important institutional needs, including research facilities, student housing, athletics-related projects, and deferred maintenance. Any future financing or project approvals will be presented to the Board through the appropriate public process once the plans and analyses are sufficiently developed. The Committee also discussed the difference between the published cost of attendance and the net cost many students ultimately pay, with continued emphasis on excellence and affordability for all prospective students. In that context, we considered the importance of Oklahoma's Promise and other access initiatives to enrollment and student opportunity, together with the need for sustainable funding strategies. We also reviewed the new engineering research building, which is designed to expand research capacity while providing flexible classroom, meeting, and collaborative space. As someone passionate about workforce development, I am excited about the role this facility can play in meeting Oklahoma's growing workforce need for STEM graduates and generating research that can help fuel the state's economy.

The Committee received a general update on the University's study abroad facilities in Arezzo, Italy, including the importance of maintaining adequate instructional space to support those programs. We reviewed the continuing effects of healthcare inflation on the University's employee and retiree benefit programs. The discussion focused on balancing affordability for employees and retirees with responsible stewardship of University resources. We considered potential plan design adjustments, market benchmarking, prescription drug management, and the differing cost pressures affecting active employees and retirees. The final recommendation is before the Board today. The Committee also received an update on technology and cybersecurity across the University and the regional institutions. The discussion emphasized the need for sustained investment, shared expertise, strategic planning, and continued coordination as technology costs rise and cyber threats evolve. We also heard about development of a flexible AI strategy intended to provide users with access to appropriate tools and models through a secure and adaptable institutional framework.

Finally, the Committee received a general update on advancement services and the OU Foundation's continuing work to support fundraising and resource development aligned with the University's strategic priorities. Overall, the Committee's discussion reflected a consistent emphasis on risk-informed decision-making, financial sustainability, operational effectiveness, student access, employee support, and responsible planning for the University's future. That concludes my report.

Regent Braught, Athletics: Before I begin my report, having visited Arezzo this summer, I want to second Chairman Nagel's comments. What has been created there is remarkable, and much like the Norman campus, the program is experiencing significant demand and growth. I look forward to seeing the long-range plan develop because Arezzo provides an exceptional opportunity for our students and is an incredible community.

With that, the Athletics Committee met on August 31, 2026, with Regents Braught, Ross, and Williams attending. All items presented were informational, and the Committee took no formal action.

The Committee received a comprehensive update from Athletics Director Roger Denny and members of the Athletics Leadership Team regarding competitive strategy, student-athlete development, facilities planning, revenue generation, and the long-term financial sustainability of Oklahoma Athletics. We first discussed the changing national environment for intercollegiate athletics and its impact on football scheduling. Athletics leadership is evaluating future non-conference schedules in light of the SEC's conference schedule, evolving College Football Playoff considerations, student-athlete welfare, competitive readiness, and the importance of maintaining a strong home schedule for our fans. The Committee also discussed the timing of open dates and the University's desire to preserve important traditions within the football calendar. Athletics will continue to evaluate future schedules carefully and strategically. We also received an operational update on football game-day preparations. Athletics continues to work closely with the City of Norman and the Norman Police Department to improve traffic flow, parking, and stadium ingress and egress. Efforts include improved traffic monitoring, earlier communication with fans, more detailed routing information, and data collection to inform future improvements. The goal is to provide a safer, more efficient, and more welcoming game-day experience for everyone coming to campus.

Basketball was another important area of discussion. Athletics is developing enhancements at Lloyd Noble Center intended to improve the current fan experience while helping the University better understand the premium amenities and seating experiences patrons may want in a future arena. These initiatives include new hospitality, enhanced seating options, and improved amenities for courtside and premium patrons. A significant portion of the meeting focused on the department's strategy for sustained competitive excellence and its goal of making Oklahoma the premier destination for student-athletes seeking to maximize their potential. Athletics Director Denny emphasized that consistent success requires not only recruiting outstanding talent and providing exceptional coaching but also investing in four fundamental areas of student-athlete development: nutrition; strength and sports science; health, rehabilitation, and recovery; and mental performance. The Committee also received encouraging reports on improvements in performance nutrition and enhanced football athletic training services.

The Committee emphasized that athletics facilities should be incorporated into the University's broader long-range master planning process. Future athletics facilities affect land use, transportation, existing campus operations, and the location of other programs. Accordingly, the Committee encouraged the administration to evaluate projects not only against immediate three- to five-year needs, but within a coordinated vision extending 20 years or more**.** We also received updates on the Baseball Performance Center project at L. Dale Mitchell Park and the continuing development of Gaylord Family Oklahoma Memorial Stadium. The Committee reviewed the Athletics Department's revised long-range plan addressing revenues, operating expenses, student-athlete support, deferred maintenance, capital commitments, and the principal variables affecting the department's financial outlook. The

national environment remains highly uncertain, particularly with respect to student-athlete compensation and the future governance of college athletics. Athletics and University leadership are evaluating a range of financial solutions and will bring additional recommendations to the Board. The long-range plan will remain a recurring Committee agenda item so the Board can continue to monitor assumptions, risks, cash requirements, and proposed mitigation strategies as conditions change.

Overall, the Committee was encouraged by the strategic direction, increased financial discipline, and more integrated approach to student-athlete development and facilities planning. We appreciate the work of Athletics, University leadership, and the many campus partners supporting these efforts. Mr. Chairman, that concludes my report.

CHAIR'S COMMENTS

We're now kind of two cycles into our super committee experiment where we collapsed what was, I think, six committees down into three. And everybody's working very, very hard. And I appreciate the work of all the Regents and the staff that supports those meetings. As you can tell, a lot of ground being covered, condensing four to five hours sometimes worth of committee work into five or six minutes of summary is not easy either, but well done.

CAMERON UNIVERSITY

REPORT OF THE PRESIDENT OF THE UNIVERSITY

It's a great day to be an Aggie and an especially exciting time at Cameron University and across Southwest Oklahoma. Thank you, Regent Nagel, for the opportunity to share some of our recent progress.

Fall enrollment at Cameron is up again this year, with several particularly encouraging indicators. We have our largest freshman class in a very long time, up 10% over last year. Transfer enrollment and concurrent enrollment are also up, and the number of students living on campus has increased more than 22% over last year, giving us our largest residential population in a very long time, even before the renovations we will discuss today. We also achieved several important milestones this year: our highest fundraising year ever in pledges, our highest fundraising year in receipts in a decade, and our highest graduation rate in two decades. We are incredibly proud of our team and the work making those results possible.

Another major priority is helping address the teacher shortage in Southwest Oklahoma. If our region is going to reach its full potential, we must work with our K-12 partners to ensure they have qualified teachers in their classrooms. Through federal and state resources, Cameron launched a partnership with Lawton Public Schools to help paraprofessionals become certified teachers. Participants can remain employed by the school district and continue working while attending Cameron. They receive time away from work to attend

classes, their tuition is fully paid, and after graduating from Cameron, they return to Lawton Public Schools as certified teachers. Our initial cohort includes 15 participants. This program creates better opportunities for these educators while strengthening the future for students in Lawton Fort Sill.

I also want to recognize our Athletics leadership, coaches, and staff. In the 2025-2026 Learfield Cup, which measures competitive success across sponsored sports, Cameron recorded the largest improvement of any institution in NCAA Division II, moving up 77 places in one year. It was also a record year for athletics sponsorships and athletics fundraising. We are equally focused on developing Cameron's future leaders. This year, for the first time, we launched Leadership Cameron, modeled on leadership-development programs such as Leadership Oklahoma and Leadership Lawton Fort Sill. Faculty and staff identified as emerging leaders will have opportunities to learn about different aspects of the University, develop relationships across the institution, and prepare for future leadership responsibilities at Cameron and in Southwest Oklahoma.

I also want to thank the Board of Regents, President Harroz, and our many University partners for their tremendous support of Cameron. Our partnership within the OU system has provided valuable expertise in areas including IT, nursing, legal services, and risk management. Many of Cameron's improvements may not appear in the headline numbers, but this collaboration has strengthened our operations and helped our team move forward more effectively.

Two additional initiatives are before the Board today. First is an innovative partnership with Caddo Kiowa Career Technical Institute designed to help address workforce needs throughout Lawton, Duncan, Altus, and Southwest Oklahoma. The proposal creates pathways for physical therapist assistants and occupational therapy assistants, two areas in which regional employers have consistently identified workforce needs. The program comes at $0 cost because of the partnership. Participants will be Cameron University students while we leverage the capabilities of our career technical partner. Starting salaries are approximately $67,000 per year for physical therapist assistants and $70,000 per year for occupational therapy assistants. Hospitals throughout Southwest Oklahoma have expressed strong demand for the graduates we will produce, and we are excited about the opportunity this creates for both our students and the region.

Finally, we are asking the Board today to approve Cameron University's Go for Gold 2030 strategic plan. I want to thank the many people at Cameron, the Board, Lawton Fort Sill, and throughout Southwest Oklahoma who invested their time, energy, and thoughtfulness in its development. The best version of Southwest Oklahoma requires the best version of Cameron University. Go for Gold 2030 establishes our direction for the remainder of this decade, with a focus on meeting workforce demands, increasing student success, improving the campus experience, and helping build the strongest possible future for Southwest Oklahoma.

As Regent Hilliary and I have discussed, tremendous job growth, opportunity, and innovation are occurring throughout Southwest Oklahoma. Cameron is proud to be part of that progress, and Go for Gold 2030 positions the University to help build a Southwest Oklahoma that could not have been imagined a generation ago. Go Aggies.

SUBSTANTIVE PROGRAM CHANGES – CU

The Oklahoma State Regents for Higher Education require that all substantive changes in degree programs be presented to the institution's governing board for approval before being forwarded to the State Regents for consideration. The changes in the academic programs presented below have been approved by the President, upon recommendations of the appropriate faculty, academic unit and dean, the Curriculum Committee or Graduate Council as applicable, and the Vice President for Academic Affairs. The changes are being submitted to the Board of Regents for approval prior to submission to the State Regents.

1. PROGRAM: A.A.S. in Occupational Therapy Assistant

PROPOSED CHANGE: New program addition

COMMENTS: The A.A.S. in Occupational Therapy Assistant two-year program will prepare students with the educational experience and required technical skills in the field in preparation for seeking certification or licensure. The addition of the program responds to a clear and growing need for well qualified, educated graduates to enter the workforce in a critical occupation field. Fourteen new courses will be added. This program will be offered in conjunction with Caddo Kiowa Technology Center through an articulation agreement. Therefore, no additional funds are requested.

2. PROGRAM: A.A.S. in Physical Therapist Assistant

PROPOSED CHANGE: New program addition

COMMENTS: The A.A.S. in Physical Therapist Assistant two-year program will prepare students with the educational experience and required technical skills in the field in preparation for seeking certification or licensure. The addition of the program responds to a clear and

growing need for well qualified, educated graduates to enter the workforce in a critical occupation field. Ten new courses will be added. This program will be offered in conjunction with Caddo Kiowa Technology Center through an articulation agreement. Therefore, no additional funds are requested.

3. PROGRAM: A.A. in Strategic Communication

PROPOSED CHANGE: Program deletion

COMMENTS: Failure to meet minimum productivity standards necessitates program deletion. The ten students remaining in the program will be given until Summer 2028 to complete degree requirements. One course will be deleted following program teach out. No funds are available for reallocation because all but one of the courses in the program are required for other programs.

President Hunt recommended the Board of Regents approve the proposed changes to the Cameron University academic programs.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

ILLUMIA ACCESS CONTROL SYSTEM CONTRACT – CU

The proposed upgrade to the University's electronic access control system transitions the University from the legacy Transact platform to Illumia, Transact's next-generation access control solution. The existing Transact system is approaching end of life, and much of the supporting hardware has been discontinued by the manufacturer, making replacement parts increasingly difficult to obtain and limiting the University's ability to maintain reliable building access.

Several facilities, including the student apartments, are currently experiencing equipment failures that have required the issuance of physical keys in place of electronic credentials. Continued reliance on the existing system increases operational risk, increases maintenance costs, and reduces the level of security and convenience provided to students, faculty, and staff.

The Illumia platform will significantly enhance campus safety by providing Cameron University Public Safety officers with the ability to remotely secure designated buildings or areas during emergency situations, including an active shooter incident or other critical threat. In addition, the new system provides a scalable foundation for expanding electronic access control to campus facilities that do not currently have card access, strengthening physical security, improving operational efficiency, and supporting the University's long-term campus safety strategy.

Since the Illumia platform is Transact's next generation access control solution it will seamlessly integrate with our existing Transact Payment and Transact Student ID card solutions.

Due to the timing of the project, authority to award a contract is sought. Planned completion of the project is January 2027. Actions taken pursuant to the authority granted will be reported back to the Board of Regents.

The final contract will be reviewed and approved by the Office of Legal Counsel.

Funding has been identified from existing capital projects funds and other legally available funds.

President Hunt recommended the Board of Regents authorize the President or his designee to purchase and execute the necessary documents for upgrading the access control system for the Lawton and Duncan campuses for an amount not to exceed $750,000.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

HOWELL HALL CONSTRUCTION CONTRACT APPROVAL – CU

Construction drawings and documents are in the final stages of preparation for the Howell Hall renovation project by project architect, FSB Architecture.

The renovation scope for Howell Hall includes the remodel of offices, classrooms, and laboratory spaces currently allocated to the Department of Computing and Mathematical Sciences and for space previously allocated to Distance Learning and ITS. The University anticipates the project will include the creation of new spaces for credit-bearing instructional opportunities, co-curricular or extracurricular learning opportunity spaces and areas suitable for summer program community outreach to K-12 students including maker spaces, cybersecurity labs, tutoring areas, robotics, and sensor labs.

Because of the project's timing, President Hunt requests authority to award contracts under the Board of Regents' Policy governing the Selection of Design Consultants and Construction Managers (Section 4.14). Actions taken under this authority will be reported to the Board of Regents at future meetings.

The final contract will be reviewed and approved by the Office of Legal Counsel.

Funds to cover the cost of the project are available through private donations, existing capital projects funds, and other legally available funds.

President Hunt recommended the Board of Regents authorize the President or his designee to contract and make payments not to exceed $2.75 million for renovation of Howell Hall.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

SHEPLER HALL CONSTRUCTION CONTRACT APPROVAL – CU

Construction drawings and documents are in the final stages of preparation for the Shepler Hall renovation project by project architect, FSB Architecture.

The renovation scope for Shepler Hall will include a complete redesign of the dormitory rooms from double occupancy to single occupancy rooms on nine floors. In addition to the room enhancements, the bathroom facilities will be renovated to include modern fixtures and enhanced privacy in both the shower and water closet spaces.

Because of the project's timing, President Hunt requests authority to award contracts under the Board of Regents' Policy governing the Selection of Design Consultants and Construction Managers (Section 4.14). Actions taken under this authority will be reported to the Board of Regents at future meetings.

The final contract will be reviewed and approved by the Office of Legal Counsel.

Funds to cover the cost of the project are available through private donations, existing capital projects funds, and other legally available funds.

President Hunt recommended the Board of Regents authorize the President or his designee to contract and make payments not to exceed $5 million for renovation of Shepler Hall.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

EASEMENT FOR LAWTON PUBLIC SCHOOLS FIBER CONDUIT – CU

Segra on behalf of Lawton Public Schools requests an easement to build a diverse fiber path for the Lawton Public School system. This fiber construction is for the Lawton Public Schools only and will not be used for any other current or future customers. The proposed placement of the conduit is approximately three feet underground using various methods, starting from the public right of way on the Northwest corner of the property (34.6087790791, -98.4485462019) moving south for fifteen feet onto University property on the South side of the fence line. Segra will then turn East following parallel to the path of the fence/property line for 2,524 feet until reaching the public right of way on the East side of the University property (34.6085576348, -98.4400678179) where this request ends. Additionally, costs associated with repairing and restoring damage to surrounding property are borne by Segra.

The Board is requested to approve the above-mentioned easement. A picture of the proposed easement area is attached hereto as Exhibit A.

President Hunt recommended the Board of Regents:

I. Approve the granting of an easement to the Lawton Public Schools to install a fiber conduit as described below, and

II. Authorize the President or his designee to execute the easement documents.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

FISCAL YEAR 2026-2027 PROPOSED INTERNAL AUDIT PLAN – CU

According to the Internal Audit Charter for the Board of Regents, the Board retains responsibility for approving the internal audit function’s risk-based internal audit plan for Cameron University. To support this oversight, the Chief Audit Executive is tasked with developing and submitting a risk-based annual internal audit plan for the institution.

The proposed Fiscal Year 2026-2027 plan details the strategy for providing independent, risk-based, and objective assurance, advice, insight, and foresight specifically for Cameron University. Planned activities are informed by institutional risks, governance priorities, available internal audit resources, and the need to maintain flexibility for emerging matters. The detailed plan includes four audit areas with an estimated budget of 945 hours.

The engagements outlined in the proposed Cameron University plan, attached hereto as Exhibit B, are designed to address significant and emerging institutional risks and will be executed in conformance with the mandatory elements of The Institute of Internal Auditors' Global Internal Audit Standards.

President Hunt recommended the Board of Regents approve the Fiscal Year 2026-2027 Proposed Internal Audit Plan for Cameron University.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

ACADEMIC AND ADMINISTRATIVE PERSONNEL ACTIONS –CU

APPOINTMENT(S):

Brathwaite, LaShunda, Assistant Professor, non-tenure track, Department of Computing and Mathematical Sciences, annualized rate of $65,000 for 9 months paid over 12 months, effective August 6, 2026.

Ferreira, Patryck, Instructor, non-tenure track, Department of Chemistry, Physics, and Engineering, annualized rate of $55,000 for 9 months paid over 12 months, effective August 6, 2026.

Gerston, Emily, Instructor, non-tenure track, Department of Communication, English and Foreign Languages, annualized rate of $40,000 for 9 months paid over 12 months, effective August 6, 2026.

Martin, Natalie, Instructor, non-tenure track, School of Business, annualized rate of $55,000 for 9 months paid over 12 months, effective August 6, 2026.

Muse, Cameron, Instructor, non-tenure track, Department of Communication, English and Foreign Languages, annualized rate of $40,000 for 9 months paid over 12 months, effective August 6, 2026.

NEPOTISM WAIVER(S):

Putney, Scott, Interim Director, Information Technology Services is related by blood to Chelsea Gould, Administrative Assistant II for Information Technology Services. A Nepotism Waiver Management Plan has been recommended by the Vice President for Academic Affairs and approved by the President to ensure that Scott Putney is removed from any and all financial or evaluative matters relating to Chelsea Gould. The Vice President for Business and Finance will be responsible for Chelsea Gould's supervision.

RESIGNATION(S) AND/OR TERMINATION(S):

Ebqa'ai, Mohammad, Assistant Professor, Department of Chemistry, Physics, and Engineering, August 10, 2026.

James, Paul, Assistant Professor, Department of Psychology, August 1, 2026.

Moro, Ramiro, Assistant Professor, Department of Chemistry, Physics, and Engineering, August 7, 2026.

President Hunt recommended the Board of Regents approve the personnel actions listed.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

APPROVAL OF THE 2026-2031 STRATEGIC PLAN – CU

President Hunt initiated the Strategic Planning process at Cameron University in September 2025 by appointing a 15-member Strategic Planning Steering Committee that met regularly throughout the year. Eight strategic planning listening sessions were completed for different University constituencies (Faculty, Staff, Students, Alumni, Tribal Partners, Lawton Community and Duncan Community) that were positive and helpful to the process. The committee received extensive feedback and insights that helped in developing this strategic plan.

The strategic planning steering committee developed six overarching pillars that were discussed across all campus constituencies. Using this work as the basis for further planning, the strategic planning steering committee developed multiple goals and KPIs for each pillar. An overview of the Go for Gold 2030 Strategic Plan is attached hereto as Exhibit C.

> President Hunt discussed the goals of the Strategic Plan, saying: The strategic plan is focused on driving enrollment growth, strengthening community partnerships, fostering academic distinction, and expanding research opportunities for our students. It also emphasizes cultivating an exceptional workplace where we can retain talented employees who are passionate about Cameron and its mission. Another priority is increasing University visibility and pride through athletic success. We made significant progress in the rankings this year, and our goal is to continue building on that momentum. Most importantly, the plan seeks to amplify the Cameron experience. We believe the experience we provide can compete with any institution in the country, and we want our students to leave Cameron feeling proud of their experience and fully prepared for their future.

President Hunt recommended the Board of Regents approve the CU Strategic Plan 2026-2030.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

CONSENT ITEMS

The Consent Agenda contains items requiring Board approval. Prior to seeking approval of the Consent Agenda, the Chair provided any Board member the opportunity to move an item from the Consent Agenda and onto the Action Agenda to be discussed. Otherwise, the Chair entertained a motion to approve the items on the Consent Agenda as listed. No such request was made regarding these items.

- **CONTRACTS AND GRANTS**
- **ACADEMIC PROGRAM REVIEW FINAL REPORTS**

Regent Braught moved approval of the recommendation to approve the consent agenda. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams was out of the room for this vote. The Chair declared the motion unanimously approved.

CONTRACTS AND GRANTS – CU

Upward Bound provides fundamental support to participants in their preparations for university entrance. Upward Bound serves high school students preparing to enter postsecondary education who come from low-income families or from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.

President Hunt recommended the Board of Regents ratify the awards submitted with this agenda item.

Award Title	Grantor	Award Period	Award Amount
Upward Bound	U.S. Dept. of Education	09/01/26 - 08/31/27	$ 366,867

ACADEMIC PROGRAM REVIEW FINAL REPORTS – CU

The Oklahoma State Regents for Higher Education require the review of educational programs and functions at the campus level through an academic program review process. At Cameron University, academic departments undertake these reviews on a five-year cycle. These reviews include the department's academic degree programs.

The following academic programs were reviewed in 2025-2026:

- Associate in Science in Allied Health Sciences
- Associate in Science in Business
- Associate in Science in Interdisciplinary Studies
- Bachelor of Accounting in Accounting
- Bachelor of Arts in English
- Bachelor of Arts in History
- Bachelor of Arts in Mathematics
- Bachelor of Business Administration in Business Administration
  Including: Embedded Certificate in Banking and Finance
  Embedded Certificate in Professional Selling
- Bachelor of Fine Arts in Art
- Bachelor of Science in Agriculture
- Bachelor of Science in Biology
- Bachelor of Science in Chemistry
- Bachelor of Science in Computer Science
- Bachelor of Science in Elementary Education
- Bachelor of Science in Interdisciplinary Studies
- Bachelor of Science in Psychology

- Bachelor of Science in Sports and Exercise Science
  Including: Embedded Certificate in Coaching and Teaching
- Master of Business Administration in Business Administration
- Master of Education in Education
- Master of Science in Behavioral Sciences

Oklahoma State Regents' policy calls for all academic program review reports to be presented to the institution's governing board for approval before being forwarded to the State Regents for consideration. These reports were submitted for approval and are attached hereto as Exhibit D.

President Hunt recommended the Board of Regents approve the 2025-2026 Academic Program Review Final Reports.

FOR INFORMATION ONLY

The listed items were identified, by the administration, in each agenda item as "For Information Only." Although no action was required, the opportunity to discuss or consider any of them individually was provided.

- **CURRICULUM CHANGES**
- **ACADEMIC CALENDAR 2027-2028**
- **ANNUAL INVESTMENT REPORT**
- **QUARTERLY REPORT OF PURCHASES**
- **QUARTERLY FINANCIAL ANALYSIS**

CURRICULUM CHANGES – CU

The Oklahoma State Regents for Higher Education confer upon each institution the authority to add, modify and delete courses, but require that the changes be communicated to them for information. The modifications listed below have been approved by the President, upon recommendations of the Vice President for Academic Affairs, respective dean and department chairs, and the Curriculum Committee or Graduate Council. Course additions will support a new program request.

<u>COURSE ADDITIONS</u>

EDUC	2481	STEM Concepts for Teachers
EDUC	2482	STEM Concepts for Teachers
EDUC	2483	STEM Concepts for Teachers
OTA	1013	Introduction to Occupational Therapy
OTA	1023	Kinesiology for OTA
OTA	1102	Therapeutic Media
OTA	2002	Health Care Systems & Occupational Therapy Management

OTA	2022	Fieldwork I-A
OTA	2102	Therapeutic Activities
OTA	2113	Physical Dysfunction and Treatment Techniques
OTA	2122	Fieldwork I-B
OTA	2133	Pediatric Care in OT
OTA	2143	Eldercare in Occupational Therapy
OTA	2153	Psychosocial Dysfunction and Treatment Techniques
OTA	2203	Fieldwork II-A
OTA	2212	Disease Pathology
OTA	2213	Fieldwork II-B
PTA	1012	Introduction to Physical Therapy
PTA	1023	Basic Human Needs
PTA	1113	Threats to Basic Needs
PTA	1213	Pain Management I
PTA	1224	Therapeutic Exercise I
PTA	2013	Pain Management II
PTA	2024	Therapeutic Exercise II
PTA	2032	Clinical Practicum I
PTA	2112	PTA Systems and Problems
PTA	2133	Clinical Practicum II

COURSE MODIFICATIONS

Prefix/Number		Title	Comments
EDUC	3733	Developmental Psychology	Change in number
EDUC	5442	Superintendent Internship I	Change in prerequisites
PSY	5333	Assessment Marriage & Family	Change in prerequisites

This item was reported for information only. No action was required.

ACADEMIC CALENDAR 2027-2028 – CU

Section 3.19.3 of the OSRHE Policy and Procedure Manual requires all academic calendars to be submitted annually to the State Regents.

The Oklahoma State Regents for Higher Education authorize the President to approve the institution's academic calendar each year. The calendar is then submitted to the State Regents by December 31 prior to the summer semester to which the proposed calendar applies. The academic calendar attached hereto as Exhibit E is for information only and will be submitted to the State Regents.

This item was reported for information only. No action was required.

ANNUAL INVESTMENT REPORT – CU

The annual report of investment activity for Cameron University is hereby submitted. Cameron University's temporary idle cash is invested in accordance with Section 4.1 of the CU/RSU Regents' Policy Manual. All available operating and capital funds are invested with the Oklahoma State Treasurer's OK Invest Program. In addition to operating and capital funds invested in the OK Invest Program, the University has a self-insured employee life insurance program in which claims over $75,000 are ceded to an insurance company. Funds related to this life insurance program are used for payments to beneficiaries and a rate stabilization reserve. These funds are held in interest-bearing accounts by the plan's administrator.

During the fiscal year ending June 30, 2026, on an average invested balance of $7,961,384 for all funds invested, Cameron University earned a total of $350,816 in interest, compared to an average invested balance of $7,044,057 with $274,070 earned in interest in fiscal year 2025. The earned interest rates ranged from 3.62 to 5.82 percent. The average annual rate of return for fiscal year 2026 was 4.41 percent.

This item was reported for information only. No action was required.

QUARTERLY REPORT OF PURCHASES – CU

The Board of Regents' policy governing the buying and selling of goods and services states that:

I. Purchases and/or acquisition of goods and services over $250,000 must be submitted to the Board for prior approval; and

II. Purchase obligations between $50,000 and $250,000 must be reported quarterly to the Board as an information item. Sole source procurements in this category must also be reported and identified as such.

The required reports for the quarter ended June 30, 2026 are as follows:

PURCHASE OBLIGATIONS FROM $50,000 TO $250,000

Item	Description	Campus-Department	Vendor	Award Amount	Explanation/ Justification
1.	Software Maintenance	Information Technology	University of Oklahoma	$141,188.38	Renewal: Microsoft/Adobe
2.	Maintenance	Physical Facilities	TK Elevator Corporation	$72,442.44	Elevator maintenance
3.	Equipment	Public Safety	Motorola Solutions Inc	$73,206.48	Purchase: radios
4.	Equipment	Psychology	Aspen Custom Electronics Inc	$85,480.90	Upgrade: Psychology Clinic AV system
5.	Exterior Sign	Physical Facilities	Fusion Sign & Design Inc	$51,495.00	Purchase of entrance sign
6.	Renovations	Physical Facilities	Frankfurt Short Bruza Assoc.	$222,059.08	Architecture fees
7.	Renovations	Physical Facilities	Galaviz Flooring	$95,000.00	Flooring
8.	Purchase	Information Technology	Dell Marketing	$73,315.50	Purchase: Computers

SOLE SOURCE PROCUREMENTS IN EXCESS OF $50,000

Item	Description	Campus-Department	Vendor	Award Amount	Explanation/ Justification
1.	Maintenance	Physical Facilities	Carrier Enterprise LLC	$67,308.45	Purchase: compressor & parts
2.	Equipment	Agriculture, Biology, Health Sciences	Agilent Technologies Inc	$105,450.99	Purchase: spectrometer
3.	Equipment	Chemistry, Physics, Engineering	Nanalysis Corp	$128,000.00	Purchase of spectrometer

This item was reported for information only. No action was required.

QUARTERLY FINANCIAL ANALYSIS – CU

By request of the Board of Regents, the Cameron University Statements of Net Position as of June 30, 2026 and 2025, and Statements of Revenues, Expenses and Changes in Net Position for the twelve months then ended are attached hereto as Exhibit F. The statements are unaudited and are presented for management use only.

This item was reported for information only. No action was required.

ROGERS STATE UNIVERSITY

REPORT OF THE PRESIDENT OF THE UNIVERSITY

Thank you, Regent Nagel. I want to echo President Hunt's comments about the value of our collaboration. Although Cameron and Rogers State are on opposite sides of the state, we have found significant opportunities to work together, and our partnership within the OU system has helped accelerate our progress. We greatly appreciate the expertise and support provided in areas including IT, legal services, internal audit and evaluation, and other administrative functions.

We have a great deal to celebrate at Rogers State University. Our enrollment has increased for the 10th consecutive semester. Concurrent enrollment is particularly strong. Last year we reached a historic high, and this year we established another record, with concurrent enrollment up 23% over last year's record. Just as important, we are strengthening relationships with our K-12 partners and creating clearer pathways for students to RSU while providing them with the support they need to succeed.

This fall, we also expanded our academic programs. For the first time, RSU is offering secondary education, complementing our elementary education program and allowing students in communities such as Adair and Chelsea to pursue an education degree without having to leave the area. We have also added nutrition and are offering a master's degree in psychology this fall. Another significant development is our three-year Bachelor of Applied Science in Workforce Development. Following approval by the Oklahoma State Regents for Higher Education, RSU became the first regional university able to offer a three-year degree. The program provides two pathways: automation manufacturing and digital systems, and cyber defense and digital forensics. Both pathways were developed directly in response to discussions with workforce partners seeking employees with integrated skills in engineering, technology, AI, and robotics who can enter the workforce more quickly. Combined with our concurrent enrollment pathway, a student could complete a year before entering RSU and then have only two additional years before entering the workforce. With partners at the Mid-America Industrial Park and Tulsa Ports, along with the air defense and aerospace sectors in Tulsa, RSU is well positioned to help address these workforce needs.

Our federal TRIO programs are another important part of student support. RSU currently operates Student Support Services, Talent Search, and an Educational Opportunity Center. Funding for two of those programs had been at risk, but all funding came through. Our Educational Opportunity Center is the ninth largest in the nation among 163 programs and the largest in Oklahoma, providing an important resource for supporting students. Construction is also progressing on our new 44,000-square-foot, $35 million STEM Center. The stem walls have been completed, the final foundation floor pour is approaching, and steel is scheduled to begin going up in October. The project remains targeted for completion in November 2027. We also had a strong year in Athletics. Seven of our 12 teams qualified for postseason competition, and RSU finished 88th in the Learfield standings, our highest

ranking since becoming an NCAA Division II institution. We achieved that result without sponsoring football, wrestling, or volleyball. We are also exploring opportunities for future competition between RSU and Cameron.

Another important part of Rogers State's history is the Oklahoma Military Academy. OMA operated on our campus from 1919 through 1971, serving approximately 10,000 students from the high school through two-year college level, many of whom went on to serve during World War II, Korea, and Vietnam. Approximately 80 OMA alumni are expected to return for the upcoming alumni gathering. With the final OMA class dating to 1971, these gatherings have become increasingly meaningful. One alumnus who attended last year at age 99 is expected to celebrate his 100th birthday at this year's gathering, and we have invited him to represent OMA and RSU in the Veterans Day parade.

Finally, I provided each Regent with one of our new freshman challenge coins. RSU is a young University, only 25 years old, and we are intentionally creating traditions that build belonging, perseverance, and retention. Freshmen receive the coin as a reminder of why they are here and the goals they hope to achieve. When students graduate, they can keep the coin or give it to the person who played an important role in helping them reach graduation, whether that is a spouse, parent, faculty member, or someone else who supported them along the way. We believe this can become a meaningful RSU tradition and reinforce the relationships that help our students succeed. That concludes my report.

SODEXO FACILITY MAINTENANCE CONTRACT MODIFICATION – RSU

At its June 2026 meeting, the Board authorized the President or his designee to execute a contract with Sodexo for facilities maintenance on the Claremore and Pryor campuses in the amount of $1,450,100, to execute up to four additional annual negotiated renewals if desired, and to amend the contract as additional services are required and report back to the Board of Regents on actions taken under that authority. Those authorizations for renewals and for future amendments remain in effect and are not altered by this item.

During negotiation of the final contract, the University identified several services and service levels then handled by University staff or by third parties that it determined were better placed under Sodexo's management and oversight. These items are being folded into the Sodexo contract. They are not new services to the campuses, and they do not represent a corresponding increase in the University's actual cost. The underlying work will continue to be performed as before, and in several instances by the same third parties. Under the modified structure the University will pay Sodexo, which will manage the work and in turn pay those providers the University would otherwise pay directly. The items are the addition of a project manager ($97,808), the transfer to Sodexo of the University's fleet management and mechanic ($70,960), an increase in the field purchasing threshold from $1,000 to $5,000 ($106,508), and the addition of purchasing services ($113,600). The remaining portion of the increase, approximately $167,000, reflects the University's contractual obligation to retain certain front-line employees for up to six months, as the contract provides that front-line employees are to be retained for that period.

Together these adjustments increase the amount of the contract payable to Sodexo from $1,450,100 to $2,005,983, an increase of $555,883. Because the amounts folded in are largely amounts the University already pays to third parties for these services, the modification does not increase the University's actual financial obligation by a corresponding amount. It does, however, increase the amount of this contract, which exceeds $250,000, by more than fifteen percent. Under Section 4.10.8 of the Board of Regents' Policy and Procedure Manual for Cameron University and Rogers State University, purchases over $250,000, and changes that would increase the financial obligation of the University by more than fifteen percent, must be submitted to the Board for prior approval. The modification is therefore presented to the Board for approval.

Funding for the maintenance management services will be provided through University Educational & General (E&G) and Auxiliary funds.

The Final Contract will be reviewed and approved by the Office of Legal Counsel.

President Raleigh recommended the Board of Regents:

I. Approve the modified terms of the facilities maintenance contract with Sodexo Operations, LLC for the University, increasing the annual contract amount from One Million Four Hundred Fifty Thousand One Hundred Dollars ($1,450,100) to Two Million Five Thousand Nine Hundred Eight-Three Dollars ($2,005,983), to reflect the additional services and adjusted service levels described below; and

II. Authorize the President or his designee to execute the contract, as modified, together with any related documents necessary to carry out this action.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

BLACKBOARD CONTRACT – RSU

Blackboard serves as Rogers State University's Learning Management System (LMS), providing the platform used to deliver online and hybrid instruction, manage course content, administer assessments, and facilitate communication between faculty and students.

The proposed agreement is for an initial five-year term with a total cost of $397,226.90. The agreement includes automatic one-year renewal terms thereafter unless either party provides written notice of non-renewal in accordance with the contract. During the previous five-year contract period, the University's Blackboard costs totaled $336,191.92. The increase reflects the addition of enhanced services and instructional tools not included in the previous agreement.

The proposed contract includes enhanced assessment data and reporting capabilities to support institutional effectiveness, accreditation, and continuous improvement efforts. It also includes a video studio platform that provides faculty with the ability to create, store, and distribute instructional videos and other digital course content through unlimited video storage.

Approval of this agreement will ensure the University continues to provide a reliable learning management system while enhancing instructional technology resources that support teaching, learning, and student success.

The final contract will be reviewed and approved by the Office of Legal Counsel.

Funding will be provided through University funds.

President Raleigh recommended the Board of Regents authorize the President or his designee to negotiate and execute a contract with Blackboard T&L, LLC, for renewal of the University's Learning Management System.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

NEW POLICY – PARENTAL LEAVE – RSU

Rogers State University is committed to attracting and retaining a highly qualified workforce by offering competitive employee benefits that support employees during significant family life events. The proposed Paid Parental Leave Policy provides eligible benefits-eligible employees with three (3) weeks of paid parental leave following the birth or adoption of a child, provided the employee has completed at least one year of continuous benefits-eligible employment immediately preceding the leave.

The proposed policy is gender-neutral and applies equally to eligible mothers, fathers, and adoptive parents. Paid parental leave is intended to provide employees with time to bond with and care for a new child while supporting employee well-being and work-life balance.

The proposed policy, attached hereto as Exhibit G, is expected to strengthen employee recruitment, retention, and engagement while supporting the University's commitment to being an employer of choice.

Funding will be provided through existing University E&G or Auxiliary funds.

President Raleigh recommended the Board of Regents approve a Paid Parental Leave Policy for eligible Rogers State University employees, effective January 1, 2027.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

FISCAL YEAR 2026-2027 PROPOSED INTERNAL AUDIT PLAN – RSU

According to the Internal Audit Charter for the Board of Regents, the Board retains responsibility for approving the internal audit function's risk-based internal audit plan for Rogers State University. To support this oversight, the Chief Audit Executive is tasked with developing and submitting a risk-based annual internal audit plan for the institution.

The proposed Fiscal Year 2026-2027 plan details the strategy for providing independent, risk-based, and objective assurance, advice, insight, and foresight specifically for Rogers State University. Planned activities are informed by institutional risks, governance priorities, available internal audit resources, and the need to maintain flexibility for emerging matters. The detailed plan, attached hereto as Exhibit H, includes five audit areas with an estimated budget of 1,100 hours.

The engagements outlined in the proposed Rogers State University plan are designed to address significant and emerging institutional risks and will be executed in conformance with the mandatory elements of The Institute of Internal Auditors' Global Internal Audit Standards.

President Raleigh recommended the Board of Regents approve the Fiscal Year 2026-2027 Proposed Internal Audit Plan for Rogers State University.

Regent Holloway moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

ACADEMIC AND ADMINISTRATIVE PERSONNEL ACTION(S) – RSU

NEW APPOINTMENT(S):

Ahmed, Mufti, MSS, Assistant Professor of Sociology, non-tenure track, ten-month appointment, salary of $44,950 effective August 1, 2026.

Ahumada, Alvin, MA, Instructor of English, ten-month appointment, salary of $39,650 effective August 1, 2026.

Yousuf, Abu, Ph.D., Assistant Professor of Chemical Engineering, non-tenure track, ten-month appointment, salary of $95,000 effective August 1, 2026.

CHANGE(S):

Allgood, Michael, Assistant Vice President for Business Affairs and Comptroller, salary merit adjustment from an annualized rate of $105,000 for 12-months to an annualized rate of $115,500 for 12-months, effective July 1, 2026.

Evans, Amy, JD, Associate Professor, appointed Dean of the College of Professional Studies, 12-month appointment, salary of $120,000 effective July 1, 2026.

Purdum, Brook, Ph.D., Associate Professor, appointed Department Head of Business, ten-month appointment, salary of $85,503 effective August 1, 2026.

RESIGNATION(S):

Rasor, R. Mark, Vice President for Administration and Finance, effective September 3, 2026.

RETIREMENT(S):

Voska, Kirk, Ph.D., Professor of Chemistry, effective December 31, 2026.

President Raleigh recommended approval of the faculty personnel actions listed.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

APPROVAL OF THE 2026-2031 STRATEGIC PLAN – RSU

President Raleigh initiated the Strategic Planning process at Rogers State University in January 2026, by appointing a Steering Committee led by Vice President for Development Steve Valencia as Committee Chair. The Committee held its first meeting in February 2026 and began with a review of the Mission Statement and Core Values. The Committee also conducted an internal and external survey of institutional strengths and weaknesses, and external challenges and opportunities. Consequently, a new Mission Statement and Core Values were approved through this process.

The Strategic Planning Steering Committee then appointed six Subcommittees, which included additional faculty, staff, students and community members. These subcommittees reviewed the six overarching pillars that were approved by the Steering Committee. Using this work as the basis for further planning, the Subcommittees developed multiple strategies and tactics for each pillar. These pillars, strategies and tactics were shared with the entire University community for review and comment.

The 2026-2031 Strategic Plan is attached hereto as Exhibit I.

President Raleigh commented on the item, saying: I couldn't be more excited about this strategic plan. Although our previous plan extended through 2027, by December it had become clear that changes in leadership, developments in the Tulsa market, the STEM building, and expanding workforce and K-12 partnerships created a need for a new direction and roadmap. This was a highly collaborative process, with six committees and more than 200 people participating in various capacities. We mirrored OU's strategic planning structure of pillars, strategies, and tactics, while developing a plan specifically designed to guide our work at Rogers State. Most importantly, this is a living document and an active roadmap for the University. Leadership Council goals will be directly aligned with the plan's strategies and tactics, and we are developing key performance indicators, or KPIs, to measure progress internally and report that progress to the Board. We are also looking at ways to align risk management with the strategic plan so that it becomes an integrated tool for guiding decisions and moving the University forward. Ultimately, every area of our campus will be connected to and influenced by this plan. It provides clear direction, measurable accountability, and a common roadmap for our future.

President Raleigh recommended the Board of Regents approve the RSU Strategic Plan 2026-2031.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

FOR INFORMATION ONLY

The listed items were identified, by the administration, in each agenda item as "For Information Only." Although no action was required, the opportunity to discuss or consider any of them individually was provided.

- **ACADEMIC CALENDAR FOR 2027-2028**
- **ANNUAL INVESTMENT REPORT**
- **ON-CALL ARCHITECTS AND ENGINEERS QUARTERLY REPORT**
- **QUARTERLY REPORT OF PURCHASES**
- **QUARTERLY FINANCIAL ANALYSIS**

ACADEMIC CALENDAR FOR 2027-2028 - RSU

The Oklahoma State Regents for Higher Education authorize the President to approve the institution's academic calendar each year. The calendar is then submitted to the State Regents by December 31 prior to the summer semester to which the proposed calendar applies. The academic calendar, attached hereto as Exhibit J, is for information only and will be submitted to the State Regents.

This item was reported for information only. No action was required.

ANNUAL INVESTMENT REPORT – RSU

The annual report of investment activity for Rogers State University is hereby submitted. Rogers State University invests its temporary idle cash in accordance with Section 4.1 of the Regents' Policy Manual for CU/RSU. The University invests all available operating funds through the Oklahoma State Treasurer's OK Invest Program and with the Bank of Oklahoma. The Business Office monitors the institution's cash requirements to maximize the amount of funds available for investment.

During the fiscal year ended June 30, 2026, the average invested balance for all invested funds was $13,410,855. Rogers State University earned $491,164 in interest income on its investments. Interest rates earned during the fiscal year ranged from 3.62 to 3.70 percent, with an annual average rate of return of 3.66 percent on investments through the Oklahoma State Treasurer's OK Invest Program.

This item was reported for information only. No action was required.

ON-CALL ARCHITECTS AND ENGINEERS QUARTERLY REPORT – RSU

Action by the Board on May 11, 2017, required reports of completed on-call engineers and architects work and cumulative total fees for the fiscal year be provided to the Board on a quarterly basis.

Firm Name	Date Initiated	Work Performed	Fee
For the Claremore Campus:			
CEC Corporation	4/1/2026	Fitness Center Renovation	$1,195.25
Professional Engineering Consultants	5/28/2026	Geothermal Deferred Maintenance	$13,800.00

This item was reported for information only. No action was required.

QUARTERLY REPORT OF PURCHASES – RSU

Section 4.10.8 of the Regents' Policy Manual requires the reporting of the purchase obligations at least quarterly.

The Board of Regents policy governing the buying and selling of goods and services states that:

I. Purchase and/or acquisition of goods and services over $250,000 must be submitted to the Board prior to approval; and

II. Purchase obligations between$50,000 and $250,000 must be reported quarterly to the Board as an information item. Sole source procurements in this category must also be reported and identified as such.

QUARTERLY REPORT OF PURCHASES – ALL
April 1, 2026 through June 30, 2026

PURCHASE OBLIGATIONS FROM $50,000 TO $250,000

Item	Description	Department	Vendor	Award Amount	Explanation/Justification
1	Equipment And Furniture - Residential, Educational	Claremore Campus	All Media Integration, LLC	$141,000	AMI LED Wall for KRSU-TV Studio
2	Maintenance & Repair of Buildings and Grounds - Outside Vendor	Claremore Campus	OPW Commercial Services	$88,000	Special Project – UVA Dorms
3	Rent of Data Processing Software	All Campuses	University of Oklahoma	$76,114.08	OU Microsoft Campus License Renewal FY26
4	Equipment And Furniture - Residential, Educational	Claremore Campus	KI	$121,090	Health Sciences Atrium Furniture
5	Rent of Data Processing Software	All Campuses	OneNet	$62,757.92	Blackboard Consortium renewal
6	Equipment And Furniture - Residential, Educational	Claremore Campus	All Media Integration	$90,943.20	AMI Blackmagic Design Cameras KRSU-TV
7	Educational Services	All Campuses	Cameron University	$50,546.11	Cameron University Supplemental Contract

SOLE SOURCE PROCUREMENTS FROM $50,000 TO $250,000
Competition Not Applicable

None to report.

This item was reported for information only. No action was required.

QUARTERLY FINANCIAL ANALYSIS – RSU

The reporting schedule of the Finance, Audit, and Risk Committee establishes a quarterly reporting requirement for financial statements.

By request of the Board of Regents, the Rogers State University Statements of Net Position as of June 30, 2026, and Statements of Revenues, Expenses and Changes in Net Position for the nine months then ended are attached hereto as Exhibit K. The statements are unaudited and are presented for management use only.

This item was reported for information only. No action was required.

REPORT FROM THE OKLAHOMA TURNPIKE AUTHORITY

Chair Nagel introduced Joe Echelle, Executive Director of the Oklahoma Turnpike Authority, saying: In his role, Joe oversees an agency responsible for maintaining 630 miles of turnpikes throughout Oklahoma. Joe began working at OTA in 2016 as the director of construction, managing the Authority's annual capital improvement construction projects, was promoted to assistant executive director in 2018, and became deputy director in July 2021. So thank you for being here, Joe.

Director Echelle then began his presentation, which referenced slides shown live in the public meeting but not included in these minutes: We set this up a few weeks ago, or at least started to anticipate that the Turnpike Authority would come and maybe present a little bit about the interchanges and additional access that was going to be maybe provided to the University around some of the events and just daily traffic back and forth to the University. Some things have happened in between now and then that have changed, but I'm going to address some of that and maybe talk just a little bit about it. I am easy going, so if you have a question or want to ask something while we get through this couple of slides, I'm happy to talk about it or try to address anything. And then, of course, when we get to the end and talk about interchanges, I really want to try to address any questions that the Board of Regents has related to that.

So just a couple really short and quick facts about the Turnpike Authority. Basically what we do is we design, construct, maintain, and operate all the toll roads that are built currently in the state of Oklahoma. We do that by issuing bonds, design, purchase right of way, move utilities, and then construct. We pay off those bonds through user fees collected through tolls on our network but also operate and maintain. We have a double A minus (AA-) bond rating

on our network. Total revenue for calendar year 2026 is projected to be $493 million. About 50% of that is collected from out-of-state motorists driving through our state. And if you think about it, that's mostly commercial motor vehicles that pay quite a bit more. If you're a plate pay customer, if you don't have a toll tag that's interoperable in our state, they pay additional amounts. So that adds to that amount. About 90% of the traffic, though, that we see every day is Oklahomans. So lots of people that are on our network, about 750,000 transactions daily. We currently maintain 1.5 million Pike Pass accounts, utilizing four million transponders that are currently active.

We just went interoperable with some portions of E-Z Pass, which is kind of the Northeast. So our latest list of states is available. That's not every tolling entity related to some of those states, but we have goals just here in the next few months to bring on additional states that will be interoperable with your Pike Pass. Hopefully everybody here has one that drives on our network in Oklahoma. And if you do, those will be good. And we're continuing to push so that those are good across more of the nation.

So the Access Bond Program, this is just a representation of what that program is. It's the Turnpike Authority's first real long-range plan. We typically announce a program that's about five years. We go issue the bonds, we build the thing that we've announced we were going to build, and then once we complete that, let the dust settle for a year or two, announce the next five-year program. This was our first long-range plan, so we were working on things that were projected out for about 15 years. Total investment in the state is about $8.2 billion. That's what we intend to issue in the way of bonds. They're going across the projects listed across the bottom there, which include widening large portions of I-44, the John Kilpatrick Turnpike in Oklahoma City, I-344, and interchange improvements all over our network. Since we went cashless, that's made that possible. In addition to that, $4.4 billion worth of new roadways in the Moore-Norman area, serving to connect I-44, I-35, I-40, and an alternative route for I-35 down to the south. And I've got a slide that shows a map of that.

So let's hone in on the stuff on the south side of Oklahoma City, if we may. The Toby Keith Expressway, that was originally called the East-West Connector. It's been renamed this last year as the Toby Keith Expressway. It's about 28 miles long, and it's about a $3 billion project to build. We're doing it in phases. Parts of it are already under construction. I have some slides that will show that in a minute. It's going to open in phases through 2033. The first phase is anticipated to open from basically the Newcastle area over at Tri-City, the six miles over to I-35, by the end of next year. But weather and all the things that can happen, let's go ahead and say first quarter of 2028 is kind of our anticipated opening date for that project. Following the completion of the Toby Keith Expressway, and before it's even complete, we'll begin working on the South Extension Turnpike along the east side of Norman Proper between Norman and Lake Thunderbird that goes down and connects to I-35 just north of Purcell. That in total is about 19 miles. It's a billion-dollar estimated investment, and the completion date is 2034. And I will tell you that anything that we can complete early, we would like to. Anybody that's building anything in the last 10 years or so, really specifically the last six, has noticed what the price and the cost is of inflation. It's better to

have built it yesterday than it is to build it tomorrow. So we're doing everything we can to accelerate construction by providing incentives on the contracts, trying to give a green space contractor plenty of room to work and move forward quickly.

Just a quick project update. This image is the Toby Keith Expressway over the South Canadian River. This is just a couple miles, or maybe a mile and a half, east of I-44 over at the Tri-City area. It's about 31% complete. Beams have been hung over the river. Lots of work going on there. Just east of that, moving into the Moore-Norman area, we've got a project we call the Ten Mile Flats Creek. It's a low-lying area that routinely floods. These particular bridges, and you see a series of them in this picture, you have to duck to walk under them. They're very low bridges. It's a floodplain. We have to build a bridge there because of environmental reasons. And that's why the bridge is being shown there. It's about 60% complete and should be completed spring of 2027. The next picture is drone footage, and it's been sped up. But this is that first project that I showed, the river bridges over the South Canadian. Beams are hung. The drone footage is a couple weeks old. The contractor is moving very quickly. Lots of the piers have been placed. They're trying to get their way away from the river during this dry season. Although usually in construction you like a little bit of wet weather, the unusually dry weather that we've had has been kind of nice to get work done in the area that usually floods and let us get away from that so that we can continue to move forward with the construction phases over the course of the next year and a half here.

Next one is just highlighting some of the aesthetics that we have presented to the Toby Keith family related to the Toby Keith Expressway. So all of the bridges that cross traffic will have horses in the parapet wall, and then on the pier caps it's got a guitar pick with Toby Keith's initials on it. And there are other things that are being done, aesthetic-wise and art-wise, along the corridor. But this was the first thing that we rolled out and showed at our last Board meeting. We're partnered with the Oklahoma Arts Council on some of these designs.

The next slide here talks about the interchanges on the South Extension. The South Extension is the north-south leg, going all the way down to I-35 on the far south end. It goes up and connects to the Toby Keith Expressway. When this project was first announced and discussed back in late 2021, early 2022, we immediately reached out to the City of Norman, Cleveland County, stakeholders that were in the area, City of Moore, Oklahoma City, and we talked about frontage roads in, frontage roads out, interchanges, where they would serve the local traffic the best. And we moved forward very quickly with design. And as we moved forward with the Toby Keith Expressway, with the interchanges and the frontage roads that were being built along Indian Hills Road, eventually, through our process, we requested that the City do a resolution saying, hey, we support what you're designing. And then as we move through that design process, we get to a point where we need to come up with a project agreement. Who's going to maintain this when it's complete? Turnpike Authority doesn't maintain any local roads. That should be somebody else's to decide where the driveways are going to be, things like that. So we're interested in building these frontage roads. Is the City interested in taking them on as maintenance in perpetuity? The City of Norman was not. This happened a little over two years ago.

A few months later, the Cleveland County Commissioner stepped in and said, hey, we would like to have these interchanges added. We would like to have these frontage roads, and we'll take over the maintenance of it. To the engineers that were doing the design, it was a little bit of a challenge to make that abrupt of a change after we'd already removed them. We added them back. It created a little bit of a delay to the project and to get into construction. But those have been re-added back in, frontage roads and interchanges, and they're currently in the design process. We're acquiring right of way east of I-35 right now, anticipated to be to construction on many of those segments over the next 12 months. Again, with a goal of being complete with the entire Toby Keith Expressway from I-44 to I-35 over to I-40 at the Kickapoo, in 2033.

When we talk about the South Extension, the thing that we've been visiting with the City of Norman about all along is that this was a more rural area than Indian Hills Road area is projected to be nearer to I-35, nearer to existing development. Frontage roads were not a request, but interchanges were. And as we visited with City staff, the two locations that made the most sense to them were Tecumseh Road and Alameda. And the diamond interchange, which is being shown on the right, what we've worked with City staff on was to build a diamond interchange. It's going to be a tight diamond. It's very narrow as far as making the connection. It has a very small footprint. And then we'd make major improvements to Tecumseh Road. Then through a project agreement that would come at a later date, we would transfer that maintenance of Tecumseh Road over to the City.

The image that's on the left is what we currently show today. We worked on a resolution with City staff. They took it to Norman City Council. They voted it down at a split vote, 5-4, and five were no and four were yes. So we reacted to that very quickly the very next day. We have to take direction from the City of Norman, and we removed the interchanges. What you'll notice on both of these two images up here is that the right-of-way need is no different. Again, we're building a tight diamond, so the same amount of property is being acquired by the Turnpike Authority either way. The engineers are still working on the engineering for the turnpike in this area, but nothing that we are doing through the engineering process is going to preclude us from being able to construct frontage roads at this location someday in the future. The opportunity to do it on the Turnpike Authority's dime, though, is right now, and I think the City understands that.

Bouncing to the next slide that I think is a little bit closer to the University and probably serves the University a little bit better is a similar situation. The slide on the right shows the diamond interchange at Alameda, and the slide on the left shows what we are currently designing, which is no interchange at Alameda. The next slide is an image of what a tight diamond would look like. If you'd like to drive it, this is the Kickapoo Turnpike over 23rd Street near Harrah. That's where this image is. It'll be actually a little narrower than what's shown because when that was opened it had cash collection still, and that cash collection caused us to have to have an extra-wide lane there, so 12 or so feet narrower on each side of the roadway.

President Harroz spoke at this point: Joe, I appreciate you presenting. This couldn't be more important. And it's important to define, and I want to make clear I'm right on this. I spoke in front of the OTA, and I appreciated the courtesy of letting me speak there. There's been a lot of years of conversation where individuals were impacted by the southern extension. And the University did not enter into that conversation. That conversation has been resolved and it's being built. Hard stop. The only question now is not whether the southern extension will be built, and in no way do I want to minimize what that does to property holders. But that's over. That's been decided. The question now, as I understand it, if I'm correct, is whether or not in the state's third largest city, with the research university located in it that is trying to grow, whether or not we have interchanges at two locations, on-off interchanges, as you've indicated, or not. There are no additional rooftops that would be taken by doing this.

What's taking place here is hard feelings about the prior issue, which is over, has been decided. The question now is whether or not there are interchanges at Tecumseh and Alameda. From every lens that I've looked at this through, and I'm happy to be proven wrong, whether you look at economic opportunity, or whether you look at it through the lens of access to OU, or you look at it for travel time or safety in emergency vehicles. In fact, the chief of police for Norman endorses the interchanges because it saves lives and risks lives not to have them. The fire chief did the same thing because it risks lives. Anyone that's driven, certainly during rush hour, down I-35 understands you cannot get through without a great delay. And this is the reason, when we talk about OU and its support for these two interchanges, because we never entered that political fight. That fight's over. It's only a question of whether we have these interchanges or not. And if we don't have these interchanges, it puts lives at risk. It stifles economic opportunity. Through every single lens that I've looked at this, it is a negative.

And I think it's critical that you know OU's position, which is we are 100%, we're not just for it. If we don't have it, it puts students' lives in the future at risk. It puts citizens' lives at risk before you ever get to economic opportunity. I understand political fights. I've won political fights, and I've lost political fights. This is an issue where the political fight has already been settled. And it's a question of whether we have these now at a lower cost or not. I don't understand how we can in good conscience not allow this to go forward. It will inhibit the ability of the University to flourish. But at OU, it's not just about us growing. It's not just about making sure we have more access to the culture and arts that are in Norman. Our first priority is always the safety of our students. Not doing this puts them at risk. Don't trust me. Trust the chief of police. Trust the fire marshal. I implore you and ask you and want to make very clear our position, which is we 100% don't just support this. We desperately need it, and lives depend upon it.

Chair Nagel interposed: I'll add to that just a little bit. As a longtime Norman resident that lives off I-35, I can't imagine I-35 coming through Norman without a way on it or off of it. Sounds kind of actually asinine to think about it in that context. And the turnpike is coming through East Norman here without a way on it or off of it. And that hypothetical analogy is not going to be hypothetical. It's going to be real for the folks out there. They're going to have all the same construction and later the traffic and the noise and

everything that everybody tried to complain about to begin with. I mean, that is inevitable. And so when things are inevitable, I'm pragmatic. How do you get the most out of it? And I do hope that the Norman City Council, and I think they will, if given the opportunity in the right venue, have a chance to kind of reconsider that, sit down, and really be thoughtful about the plan and the effort.

I mean, unfortunately for some of the council members, there's some that are hard no's, there's some that are hard yeses, there's some that were swayed no because of a loud vocal few. And it's their right, obviously, as part of our participatory democracy to get engaged in those discussions. Unfortunately for them, it has been improperly framed as a vote for anything cooperative with the turnpike is a vote for the turnpike, which they view now to potentially put them at risk in their next election. Instead, to your point, the politics of that are now over. How do we all win together as partners in this thing? The City of Norman, the University of Oklahoma, obviously, which we're here to represent, your mission, the Turnpike Authority, and then all the benefits that come from that, the abatement of risk, as you so eloquently put it, to follow.

So I know it's frustrating. You deal with this all the time. I mean, anywhere the turnpike goes, the fights tend to follow. It's always amazing, however, after it's opened up, everybody loves it. And you just got to get through the uncomfortable parts of this, which sometimes has to do with not the merits of the thing, but, to your point, the history that led to it. And so I know politics come and go, but there are no additional homes impacted by these interchanges. And so it truly, and I stand to be corrected, but I want you to know that you have our, whatever we can do to help let common sense prevail here, we'll be a part of.

Director Echelle continued: I think a couple facts that I want to make sure that I state is that these routes have been going to be built since they were validated by the Oklahoma Supreme Court in late 2023. I think it was August, September 2023. So for three years, we've been going to build these. It's going to happen. We've issued bonds. We've purchased right of way on the South Extension. I think we've released 55 parcels to go begin negotiations. We've closed on about 10 of those as of today, and that's just been the last two or three months. When President Harroz came to our Board meeting just a couple months ago, I think that number was two. So we're up eight more, basically hitting about one a week. Right now, we have more design that's being completed and more right-of-way parcels that are being released. To your point, Mr. President, this project is going to be built. It will be sad if we build it without interchanges.

We need a local partner. That's what we are looking for. Somebody with the authority to maintain the roadways that we will improve while we're here. We have a long history of building interchanges recently and further back where we connect to the state highway system, where they are requested, where they make sense. We also, unfortunately, have a long history of not building interchanges where somebody has fought or not wanted one. And I can point to several communities, as soon as the project was complete, and I have the

letters on my desk, we get letters from those communities going, well, we wanted an interchange. Now that it's built, we would like to be able to get on to it. We're not doing anything at Tecumseh or Alameda that will make it impossible for us to do that in the future. But if the City of Norman comes to us, whether that be five years after it's complete, or a year after it's complete, or two decades later, it'll have to fit into the list of the 15, 16 other interchanges that are being asked for. And the way you move up on that list is you pay to build it. We have several locations on our network right now where we are partnering with local entities to build interchanges on our network that are being built on their dime. These two interchanges are going to be, in today's dollars, about $35 million each that we are offering to build today while we're here doing the construction, while we're issuing the bonds, and while that revenue can be captured.

Another statement that comes up from time to time as well: if these interchanges don't get built, then that's going to hurt OTA's bottom line. That's not how it works. I don't know how to compare this, but it'd be like going to Walmart and you had to walk every aisle before you leave. You're going to spend more money. On the turnpike network, if you can only get on at State Highway 9, which, by the way, if that's the only location we build, it's going to have to be a bigger interchange than a diamond to serve the game day traffic, the event traffic, and probably normal traffic that'll take that route. If we only have one interchange, you're going to drive more miles. That's more revenue for OTA, not less. More interchanges mean more access. More economic development usually follows that. That's not what we are interested in. What we're interested in is providing a service, connecting communities, connecting to the City of Norman. And like I said, we're here. We're ready to talk about it at whatever time the City's ready to. And look forward to continuing to work with you and your staff on this endeavor.

And I'm looking forward to getting it open because I have a slide of game day traffic by drone. This is two weeks ago on a Friday. You might be familiar with it. It was a home football game, and traffic was backed up. I was monitoring it from home online, looking at cell phone data. It was backed up from Norman to the Devon Tower. The whole way was shown as yellow or red all the way up to kickoff. So a lot of people didn't make it. What we're talking about providing is capturing a ton of traffic. There are people that are trying to get to a location in Norman that are coming from Texas that now can get off and go something other than Highway 9. We're coming from Tulsa, Shawnee, and all of that direction.

Been working with your staff to get an idea of what that traffic looks like for a game day. And if you go, well, it's silly to design a highway around a game day. During my time at the Department of Transportation, we did just that at I-35 and State Highway 51 when I worked out of Perry, to provide dual off-ramps to get to Highway 51 for Oklahoma State University and for the six or seven home games that they have every year. It's not out of the question. We want to provide something that's safe. When people are trying to leave a ball game, we want them to be able to get out. And this is going to double the capacity or the ability to leave or to get to the University. To not build the interchanges, it would be silly at this point.

President Harroz: You're right. It's not just those six or seven Saturdays. I know that. But it is every single day. It takes an hour during rush hour to get from Oklahoma City to Norman. And the safety implications of that compounding over time put lives at risk. We've got to put politics aside and look at this, and I am in no way minimizing the pain of the individuals who had to have their houses impacted by a turnpike going through it. That is real, and I can't imagine the emotion of that. But that was settled three years ago. This does not involve any additional land being taken from individuals and homes. This is what's going to impact the many here if we don't do this. So let us know what we can do.

Chair Nagel: One clarifying question. I talked to, I'm not going to name them because I don't want to put them on the spot, but I talked to a couple folks that were on the no side that I was surprised were on the no side. Somehow in the meeting, there was a statement made or a reference or inference that this was not going to take pressure off of I-35, or that was not the intent of it. Which seemed strange. I'm not trying to lead you one way or the other, but given all the things we've talked about, given I-35 is the example and what you've just shown, can you clarify that one way or the other?

Director Echelle: I really appreciate the opportunity to clarify this because I've said it multiple ways, and for whatever reason, maybe it's my engineering background, this gets lost in my translation. So let me try this one more time. When we started this, I-35 at Indian Hills Road, that's the place I have in my mind that I know the location, it was carrying around a little over 100,000 cars a day. Last year's numbers that ODOT counted on I-35 at the same location is 122,000 cars a day. So it grew by 12,000 cars over the course of five, six, seven years, right? So a couple thousand cars a day, 1 1/2 people in every car. I know there's no halves, but it's averaged out to 1 1/2. You can't put that kind of growth on a train or on a bus and manage the traffic that is growing on I-35.

What I have said several times is that when we build the South Extension, when we build this partial solution, it doesn't change the need for ODOT to make improvements to I-35, operational improvements, fix the interchanges, work on I-240 and that interchange, and try to get all of those things done. They do not have the ability, the funds, or the right of way to widen I-35 to add additional lanes. They don't have the ability to do that. They can't build a bridge over the top of it. You're multiplying that by 100 on the cost if you try to do something like that. What I'm saying is that when we finish in another 10 years or so, eight years I guess now before the South Extension is complete, but I'll shorten the time frame. In the next 10 years when we complete, I-35 traffic is going to continue to grow by 2,000 cars every year. So how many of those cars are going to jump over and drive on this new turnpike that's going to be built? 12, 15, 20,000 cars in the first couple of years, once they find it. When you open a road, nobody drives on it. And after a few years, five or six, it starts to grow very rapidly and then it plateaus. I think we're going to handle the difference between now and the future. So the traffic on I-35 that you saw pre-COVID in 2019, that's probably still going to be there. ODOT still needs to make a lot of improvements on I-35. We're going to handle the difference.

When I-35 is backed up because there's been a crash, somebody's got a flat tire, we've all driven by things on I-35 that there's no reason to slow down and rubberneck for. When that backs up, these phones that we have in our pocket and that mapping service that's routed into your car will direct you. If you're not trying to get to Oklahoma City, it will take you the fastest route. And it'll say, hey, you want to pay a toll and get there 20 minutes faster or 30 minutes faster, and depending on what the backup looks like, could be an hour, right? And go around to the other side, or maybe you're just trying to get to Tulsa. So we are going to help the traffic on I-35, but that's future traffic.

Chair Nagel: Yes but let me phrase it maybe more simply. If it was open today, would it take pressure off I-35, yes or no?

Director Echelle: Absolutely.

Chair Nagel: That's all I wanted to hear. Thank you. That was what needed to be said. If it was open today, it would absolutely alleviate the traffic pressure on I-35. And obviously, as it's there, you've got a bigger corridor to grow and all that kind of stuff, too.

Director Echelle: All right, thank you. I'm going to use that from now on. When somebody asks, I'm just going to say, if it was built today, yes, it would relieve traffic off I-35.

Chair Nagel: Yes, sir. I'll just hopefully make your job easier. That's what I'm here to do. No, I'm just teasing. Well, thank you again. We appreciate you very much for giving this presentation. Mr. President, I invite you to present your report.

THE UNIVERSITY OF OKLAHOMA

REPORT OF THE PRESIDENT OF THE UNIVERSITY

Our last meeting was June 16th, and unlike my colleagues from Rogers State and Cameron, I don't know why they're pandering to the internal auditor and general counsel. I have no idea what you're hiding, but Tres, others, might want to look into this. That was a lot. I like both of them.

A few things since the last meeting. You've heard the reports. I'm not going to replicate those, but we wind up with the baseball national championship. Skip Johnson and his team, a story that is absolutely one for the ages. We celebrated the five-year anniversary of OU Health, which is one of the great, if not the greatest, stories about an academic health system and its growth in the country and the impact for a population that needs it. We celebrated June 30th, the five-year anniversary of our agreement with the OU Foundation to do fundraising, which has fundamentally powered the strategic plan and changed lives, going from an average of $134 million a year. We just set a record this year, $427 million. Huge thanks to the Foundation and everyone who is a part of that.

And the individual stories, and we talk a lot about community. I just want to recognize that on August 29th, at the age of 92, Barbara Henderson passed away. And George and Barbara Henderson are icons. George and Barbara, they're two of my heroes. They were the first black family to own a home in Norman because of the sundowner laws that existed before that and the prohibition against ownership in Norman, Oklahoma. They, over the years, have become such a part of the love and connection in our community and a true understanding of loving the other even if they're different from you. I just can't say enough how much her passing is a loss to the community and how thankful we are for all she did and how she exemplifies the community and the growth that we've had.

You went through numbers. This is our fourth week of classes of this academic year. The Health Campus loves to say they never stop having classes, so I realize where I am and acknowledge that. Up 45% in six years, up 31%, cresting 4,000 for the first time in this campus's history in terms of students that are here powering that healthcare workforce. It's truly something that's exciting.

And we took a gut punch as a state and as Oklahoma City losing Devon and Expand Energy [formerly Chesapeake]. And a lot of the questions are, okay, what comes next? And one of the things that I love, you've talked about it, our Board's talked about Project 200 and the impact that it will have. And Dr. Kerwin is here right now with us. If you would, could you stand so we can recognize you, Dr. Kerwin? Thank you. Kerwin is one of the Project 200 recruits that came in. He's the new leader of the Harold Hamm Diabetes Center. They just closed on a house and are moving right now, so I appreciate you being here. He comes over his career with over $150 million in NIH funding for diabetes research looking for a cure. We call it translational scientists, taking discoveries and bringing them to individuals to save lives. It's an epidemic. It's a pandemic, diabetes. And he came in not just with research funding and not just as one of the Project 200 hires, but with his own team of four individuals in his research lab.

When you look at the impact of Project 200 and what's going to take place, the economic impact of the loss of Devon and Expand over the next several years will be far outweighed, materially outweighed, by the economic impact, let alone the healthcare impact, of Project 200. And so it's not just replacing those. It's adding to it, and it's doing it in a space that will improve the lives of all Oklahomans. And it will drive the new economy of biosciences that is taking place here. And it will provide life-saving opportunities that weren't available before. So I just want to bring a real face to Project 200, an understanding of the scope and the scale of what's taking place, and the fact that it is not just a hiring initiative for scientists at OU. It is so much bigger than that. And the direct connection for the 150 of the 200, you're right, really 210 that are a part of this, will be part of We Change Lives. That purpose that we have at the center of our strategic plan. And I love that you look up and Dr. Kerwin, I'm not sure when he's in his lab. He seems to be everywhere. And I just want us to understand what's taking place there.

We have a two-minute video, a student spotlight. His name is Kiepher Lester. Mr. Lester had to leave this meeting to go to work. He's originally from Ada, Oklahoma. You'll hear about his connection to Hugo, Oklahoma. He

graduated from the OU College of Nursing in 2025 through the accelerated Bachelor of Science in Nursing, which you can do now in one year if you have already achieved a bachelor's degree. He is now pursuing his Doctor of Nursing Practice as a family nurse practitioner. He'll graduate in 2029, and his work, I think, is a better testament than me blabbing on further.

Via video, Mr. Lester said: Initially working back home in Hugo, Oklahoma, I kind of knew that I was destined for something more. And I was working at that point with kids and inspiring kids and telling them they can be all they could be, but I wasn't living up to my potential. And so through people inspiring me and motivating and encouraging me, I decided to go back to school, but just didn't know what I wanted to go back with yet. I came across nursing because of the ABSN program, which is a fast track. It was 14 now to 12-month program. The opportunity for career advancement was something that I held in high regards. And so just the upward trajectory of what could be and possibilities was the reason why I chose nursing ultimately, but then to continue into graduate school. The overall commitment to excellence was my driving force in picking this program. I knew that when I went to patients' rooms, no matter primary care or where I currently work now, having OU behind that, I know that my patients will get the best care.

So I've received two scholarships in my time as an undergrad student. None in the graduate program yet, cross fingers. But the first one was the Perry Scholarship, and then the second one was the Coney Scholarship. Any amount that went to my education was greatly appreciated. My inspiration has walked the halls every day. Different professors have come up to me to kind of show me that they believe in me. And they encouraged me, but also just sitting in the classrooms and just thinking that could be me one day. Donning the OU logo, teaching the next generation of nurses is something that I hold in high regard.

The Accelerated Bachelor of Science of Nursing program, it was nonstop, all year round, eat, sleep, breathe nursing. And so my advice to new nursing students is stay focused, take a deep breath, There is light at the end of the tunnel and find your friends, find your group, find your community, and know at the end of the day, you're all in it together. My career goals is not a linear trajectory for sure. I'm thinking about after graduating in 2029, maybe teaching, but also maybe opening my own family practice in Hugo and trying to give back. The thing that wakes me up and inspired me most is showing the kids from my hometown that, even if you come from this place, you can achieve more in whatever that looks like for you.

CHAIR'S REMARKS

I love that we continue to showcase our students like this with this video series. It just is a reminder of why we're all here. You know, we get through the agenda items, and it ranges from food handling contracts to purchasing equipment, but this is really what it's all about at the end of the day, and it's about changing these lives. To your point, it's stunning. They ground you in what we're doing and why it matters. So I hope we continue to invest in those. All right, on with the agenda items here.

REQUEST TO NAME PEDIATRIC DENTISTRY CLINIC – HC

The Delta Dental of Oklahoma Foundation has been a valued philanthropic partner of the University of Oklahoma for many years, supporting initiatives that expand access to oral health care through clinics, student externships, and indigent care funding; improve oral health education through undergraduate and DDS scholarships; and strengthen the dental workforce throughout Oklahoma by supporting continuing education and grants. Through its sustained investment in the University of Oklahoma College of Dentistry, the Foundation has helped advance the College's mission of educating future oral health professionals while increasing access to high-quality dental care for underserved populations across the state.

In recognition of this longstanding partnership, the Delta Dental of Oklahoma Foundation has committed to a $5,000,0000 gift for construction and development of the new pediatric dental clinic in the Mark Allen Everett Building on the OU Health campus in Oklahoma City. This investment will enhance the College of Dentistry's ability to provide comprehensive, patient-centered dental care for children while expanding clinical education opportunities for dental and dental hygiene students and residents.

The new pediatric dental clinic will serve as a state-of-the-art teaching and patient care facility designed to meet the growing oral health needs of Oklahoma's children. The clinic will provide an innovative learning environment for future pediatric dental professionals while increasing access to specialized dental services for infants, children, adolescents, and patients with special needs. By combining excellence in education, research, and clinical care, the facility will have a lasting impact on the health and well-being of children and families throughout Oklahoma.

The OU Naming Committee met on August 11, 2026, and approved recommending this naming to the Board of Regents. The naming will remain in effect for the useful life of the facility.

President Harroz recommended that the Board of Regents approve the naming of the new pediatric dentistry clinic, “OU College of Dentistry - Delta Dental of Oklahoma Pediatric Specialty Clinic and Faculty Practice,” located in the Mark Allen Everett Building on the OU Health Campus in Oklahoma City, contingent upon execution of a pledge agreement with Delta Dental.

Regent Waits moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

REQUEST TO NAME GREENS AT THE JIMMIE AUSTIN OU GOLF CLUB – NC

In 1949, in coordination with the Navy and under the leadership of OU President George Lynn Cross, construction began on the OU Golf Course. At that time, renowned golf course architect and native Oklahoman Perry Maxwell was commissioned to design the course, which officially opened for play in January 1951.

In 1996, thanks to the generous support of OU donors – especially namesake Jimmie Austin – the course underwent an extensive renovation. World-renowned golf course architect Robert Cupp led the redesign, preserving many of the features originally envisioned by Maxwell nearly 50 years earlier. Today, the Jimmie Austin OU Golf Club continues to reflect the standard

of excellence associated with The University of Oklahoma. In 2017, working alongside Tripp Davis, golf course architect and member of the 1989 OU Men's National Championship Golf Team, the club completed major renovations to the course, infrastructure, and facilities.

The Jimmie Austin OU Golf Club is currently undertaking a greens renovation project that includes replacing each of the 18 championship greens, the main practice putting green, and three specialty greens, including the chipping green, nursery green, and a secondary practice putting green. The putting green and each of the 18 championship greens represent a $100,000 donation and corresponding naming opportunity. The following donors, in addition to the donors listed in the similar June 2026 Board of Regents Agenda item, have committed their support:

1. Scott Crain #15
2. Jerry Ransom #5, #6, #7 – totaling $300,000
3. Jerry Baker, #11

The three specialty greens represent a $50,000 donation and corresponding naming opportunity; however, no donors have committed support for those namings at this time. The OU Naming Committee met on August 11, 2026, and approved recommending these namings to the Board of Regents. The naming of these greens will remain in effect for the useful life of the green.

President Harroz recommended that the Board of Regents approve the naming of greens at the Jimmie Austin OU Golf Club in honor of donors' financial contributions to the Greens Renovation Project.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

REQUEST TO NAME PERFORMANCE CENTER AT KIMREY FAMILY STADIUM – NC

Toby Keith was one of Oklahoma's most recognizable and influential cultural ambassadors, achieving worldwide success as a singer, songwriter, entertainer, entrepreneur, and philanthropist. Throughout his life, he demonstrated a deep commitment to the State of Oklahoma and to the University of Oklahoma, serving as a passionate supporter of OU Athletics and an advocate for student-athletes. His enduring connection to the University, combined with his dedication to serving others through charitable endeavors, left a lasting impact across Oklahoma and beyond.

The University is currently undertaking a transformational renovation and expansion of Kimrey Family Stadium. The project includes significant upgrades to team facilities, student-athlete development spaces, fan amenities, and infrastructure enhancements designed to position Oklahoma Baseball for sustained success in the Southeastern Conference and nationally. Among the project components is a state-of-the-art indoor performance center that will support player development, training, sports performance, and related team activities.

The proposed naming recognizes anticipated philanthropic support associated with the facility and honors the legacy of Toby Keith and his family. Following Board approval of the naming request, the University anticipates finalizing a pledge agreement in accordance with the Naming and Donor Recognition Policy.

The OU Naming Committee met on August 25, 2026, and approved the recommendation of this naming to the Board of Regents. The naming of the Toby Keith and Family Performance Center will remain in effect for the useful life of the facility.

President Harroz recommended the Board of Regents approve the naming of the new performance center at Kimrey Family Stadium as the "Toby Keith and Family Performance Center" in honor of Toby Keith's extraordinary legacy and his longstanding support of the University of Oklahoma, contingent upon execution of a pledge agreement with the Covel family.

Regent Braught moved approval of the recommendation as amended. The following voted yes on the amended motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

AMENDMENT:

Mister Chairman, I move that the Board approve the naming of the facility as the "Toby Keith Family Performance Center." In doing so, we want to express our deep gratitude and appreciation to the Keith family for their extraordinary generosity, partnership, and enduring commitment to the University of Oklahoma and Oklahoma Athletics.

RATIFICATION – GAYLORD FAMILY – OKLAHOMA MEMORIAL STADIUM EXPERIENCE CENTER CONTRACTS – NC

The President requested interim approval of the Experience Center contracts, and interim approval was given in July 2026 by the Chair, Vice Chair, and Athletics Committee Chair.

The Experience Center supports the ongoing development of the Gaylord Family – Oklahoma Memorial Stadium project. The Board of Regents approved inclusion of the stadium master plan in the Campus Master Plan of Capital Improvements Projects in 2014 and subsequently approved architectural and construction management engagements in 2024 and 2025 to further refine the project scope. The Experience Center will serve as a dedicated sales and marketing venue designed to showcase the planned stadium renovation and other future athletics initiatives. The stadium project represents a transformational investment intended to enhance the Sooner fan experience and support long-term revenue generation for OU Athletics. The approximately 7,000-square-foot facility will be located on the first floor of Five Partners Place and is expected to open around December 2026.

To meet project timelines and sales objectives, work on the Experience Center was required to commence prior to the September 2026 Board meeting.

Funds to cover the costs associated with the project have been identified, are available, and budgeted from Athletics funds.

President Harroz recommended the Board of Regents:

I. Ratify the interim approval given per the Board Bylaws authorizing award of a contract to Jack Porter for Experience Center design, fabrication, materials, and installation services, and a contract to Sun Construction for construction services associated with the Gaylord Family – Oklahoma Memorial Stadium Experience Center; and

II. Approve the awards to Jack Porter not to exceed the amount of $1.8 million and Sun Construction in an amount not to exceed $1.7 million.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

RATIFICATION – SEARCH COMMITTEE, VICE PRESIDENT FOR MARKETING AND COMMUNICATIONS – ALL

To begin the search process for the Vice President for Marketing and Communications without delay, President Harroz requested interim approval of the proposed search committee, subject to ratification by the Board of Regents at its September meeting.

The Regents' Policy governing search committees for vice president positions requires faculty, student, and staff representation and establishes the procedures for nominating members and determining the committee's composition. The proposed committee includes the required representation.

Interim approval for the search committee formation was given by the Chair, Vice Chair, and Chair of the Administration, Finance, Audit, and Risk Committee.

President Harroz recommended the Board of Regents ratify the interim approval given per the Board Bylaws for the below search committee membership for the Vice President for Marketing and Communication.

Chair	Hollye Hunt, Vice President for Executive Affairs and Chief of Staff
Members-at-Large	Stewart Berkinshaw, Senior Vice President for Strategy and Finance
	Lakshmanan "Laku" Chidambaram, Dean, Price College of Business
	Melissa Craft, Dean, College of Nursing
	Mackenzie Dilbeck, Deputy AD for Administration and Stakeholder Relations
	Chelsea Julian, Chief of Staff, Research and Partnerships
	Kesha Keith, Administration Director, Student Affairs
	Jay Khan, Vice President and Chief Advancement Officer, OU Foundation
	Armand Paliotta, Vice President and General Counsel
	Sanam Raza, Chief Executive Officer, OU Education Services
	Milos Savic, Dean, College of Professional and Continuing Studies
Faculty Senate Designee	Eric Howard, Associate Professor, Cell Biology

Staff Senate Designee	Sarah Moran, Office Administrator, Library and Information Studies
Student Government Designee	Emma Eschler, Senior, Entrepreneurship and Venture Management

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

DENTISTRY PRECLINICAL SIMULATION LAB ARCHITECT SELECTION – HC

This project is a new addition to the Campus Master Plan of Capital Improvement Projects for the Health Campus. It involves the renovation of approximately 8,000 square feet of space in the Dental Sciences Building for an expanded pre-clinical simulation laboratory. A study will be required to support the reprogramming of the Dental Sciences Building to accommodate the expanded laboratory footprint. The project will increase the preclinical simulation laboratory workstation capacity and enhance the associated supporting facilities in order to meet future workforce needs, instructional demands, and ensure that facilities align with the evolving needs of dental education. The estimated total project cost is $12,000,000.

At this time, an architectural consultant is needed to assist the University in providing professional services for the College of Dentistry's Pre-Clinical Simulation Lab project. A request for qualifications was sent to the architectural firms that are currently registered with the Construction and Properties Department/Division of Capital Assets Management of the State Office of Management and Enterprise Service, and a committee was formed to evaluate the responses received from ten firms. The committee was composed of the following:

Sarah Zeinalpour, Assistant Director, Architectural & Engineering Services, Chair
Dustin Bozarth, Assistant Vice President, Facilities Management
Paul Manzelli, Senior Associate Vice President for Administration & Finance
Michael Ferguson, Senior Associate Dean for Administration & Finance, College of Dentistry
Edwin Amaya, Senior Capital Project Manager, Architectural & Engineering Services

Proposals to provide the needed professional services for the projects were received from ten architectural firms. Five firms were selected by the interview committee for further evaluation. A detailed review and interview were conducted with the five firms, and the firms were rated from highest to lowest as follows.

1. TAP Architecture, Oklahoma City, OK
2. Miles Architecture, Oklahoma City, OK
3. ADG Blatt, Oklahoma City, OK
4. Ethos Architects, Oklahoma City, OK
5. Childers Architects, Tahlequah, OK

COLLEGE OF DENTISTRY'S PRE-CLINICAL SIMULATION LAB
ARCHITECTURAL FIRM EVALUATION SUMMARY

	TAP Architecture	Miles Architecture	ADG Blatt	Ethos Architects	Childers Architects
Acceptability of Design Services	75	72	63	66	63

	TAP Architecture	Miles Architecture	ADG Blatt	Ethos Architects	Childers Architects
Quality of Engineering (Services)	75	66	51	54	51
Adherence to Cost Limits	21	22	21	19	20
Adherence to Time Limits	21	20	22	20	19
Volume of Changes	22	21	22	19	20
Resources of the Firm	23	23	22	20	18
Total	237	224	201	198	191

President Harroz recommended the Board of Regents:

I. Approve the College of Dentistry's Pre-Clinical Simulation Lab project and the addition of the project to the Campus Master Plan of Capital Improvement Projects for the Health Campus;

II. Rank in the order presented architectural firms under consideration to provide professional services required for the College of Dentistry's Pre-Clinical Simulation Lab project;

III. Authorize the University administration to negotiate the terms of an agreement and a fee, starting with the highest-ranked firm; and

IV. Authorize the President or his designee to execute the consultant contract.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

CHEMISTRY BUILDING RENOVATION ARCHITECT SELECTION – NC

The Chemistry Building Renovation project was first approved as a part of the Campus Master Plan of Capital Improvement Projects for the Norman Campus in May 1999. Following the completion of the Life Sciences Laboratories Building, the Department of Chemistry and Biochemistry will vacate space within the Chemistry and Chemistry Annex buildings. A study to support the reprogramming of the Chemistry Building for other instructional and research uses will be required. A study to support other site and building improvements related to the potential demolition of the Chemistry Annex Building will also be required. The boundary of the site study for civil and landscaping improvements is defined as the land area between Reynolds Performing Arts Center, Elm Avenue, Bizzell Memorial Library, and Parrington Oval. Renovations and improvements will be required to reconfigure interior and exterior spaces, address utility infrastructure, upgrade building systems, and improve accessibility. The estimated total project cost is $26,000,000 with funding proposed from deferred maintenance.

At this time, an architectural consultant is needed to assist the University in providing professional services for the Chemistry Building Renovation project. A request for qualifications was sent to the architectural firms that are currently registered with the Construction and Properties Department/Division of Capital Assets Management of the State Office of Management and Enterprise Service, and a committee was formed to evaluate the responses received from 14 firms. The committee was composed of the following:

Jeffrey Schmitt, Associate Vice President, Architectural & Engineering Services, Chair
Matthew Rom, Ph.D., CEFP., Associate Vice President, Facilities Management
Dennis Glover, Senior Capital Project Manager, Architectural & Engineering Services
P.K. Imbrie, Vice Provost for Faculty Effectiveness
J.P. Masley, Ph.D., Associate Dean for Infrastructure & Operations, Arts & Sciences

Proposals to provide the needed professional services for the projects were received from 14 architectural firms. Five firms were selected by the interview committee for further evaluation. A detailed review and interview was conducted with the five firms, and the firms were rated from highest to lowest as follows.

1. Allford Hall Monoghan Morris, Oklahoma City, OK
2. Beck Design, Oklahoma City, OK
3. GH2 Architects, Oklahoma City, OK
4. GSB, Inc., Architects & Planners, Oklahoma City, OK
5. SmithGroup, Dallas, TX

CHEMISTRY BUILDING RENOVATIONS PROJECT
ARCHITECTURAL FIRM EVALUATION SUMMARY

	Allford Hall Monoghan Morris	Beck Design	GH2 Architects	GSB	SmithGroup
Acceptability of Design Services	63	66	51	48	45
Quality of Engineering (Services)	63	60	54	48	48
Adherence to Cost Limits	17	19	18	16	14
Adherence to Time Limits	16	16	15	16	14
Volume of Changes	20	18	14	17	14
Resources of the Firm	20	18	17	16	16
In-State Preference 1.05	10	10	8	8	0
Total	209	207	177	169	151

President Harroz recommended the Board of Regents:

I. Rank in the order presented below architectural firms under consideration to provide professional services required for the Chemistry Building Renovation project;

II. Authorize the University administration to negotiate the terms of an agreement and a fee, starting with the highest-ranked firm; and

III. Authorize the President or his designee to execute the consultant contract.

Regent Holloway moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

ENGINEERING RESEARCH BUILDING DESIGN DEVELOPMENT – NC

At the March 2024 meeting, the Gallogly College of Engineering Master Plan was added to the Campus Master Plan of Capital Improvement Projects for the Norman Campus. The master plan will address critical space needs for the Gallogly College of Engineering and review possible expansion and/or renovation to several of its existing buildings. The goal of the master plan is to optimize space usage, consolidate programs and to enhance the educational experience for all students. At the March 2024 meeting, the Board ranked MA+ Architecture first among firms considered to provide professional architectural services for the project. At the November 2025 meeting, JE Dunn Construction was selected to provide construction management services.

Emerging from the master plan is the Engineering Research Building which will be located near the Engineering Quad. The Engineering Research Building is a proposed state-of-the-art facility designed to support advanced research and academic growth. Strategically located on the main campus, the building will address a critical shortage of engineering research space by developing interdisciplinary laboratories aligned with the University's designated Research Clusters. In addition to research functions, the facility will include modern classroom spaces to enhance the academic environment. The building is anticipated to be approximately 77,000 gross square feet.

The expected total project cost is $80,000,000 with funding from State of Oklahoma appropriations. It is proposed that the Board of Regents approve the Design Development drawings, attached hereto as Exhibit L, for construction of the project.

President Harroz recommended the Board of Regents approve the design development phase plans for the Engineering Research Building project and authorize preparation of construction documents.

Regent Waits moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

HEALTH AND DENTAL PLAN DESIGN CHANGES AND RATES – ALL

The University offers a range of health and welfare benefit programs for its eligible employees and eligible retirees. There will be no changes to the current vendors in 2027. Blue Cross Blue Shield of Oklahoma will continue to manage medical coverage for active employees and pre-65 retirees, as well as dental coverage for active employees and pre-65 and post-65 retirees. Rightway will continue to manage pharmacy benefits for active employees and pre-65 retirees.

For the 2027 plan year, new plan design changes will be introduced to the University's active and pre-65 retiree medical plan:

- PPO plan deductible increase from $2,000 individual / $4,000 family to $2,500 individual / $5,000 family
- PPO plan specialist copay increases from $35 per visit to $40 per visit
- PPO plan emergency room copay increases from $100 per visit plus 15% to $200 per visit plus 20%
- PPO plan coinsurance increases from 15% to 20%
- HDHP out of pocket maximum increases from $7,750 individual / $15,500 family to $8,500 individual / $17,000 family
- HDHP coinsurance increases from 15% to 20%

For the 2027 plan year, the medical premium rates, attached hereto as Exhibit M, illustrate an increase of 6.77% for active, benefits-eligible employees, and a 7.91% increase for non-Medicare-eligible retirees. Employees enrolled in the PPO plan will see their monthly contributions increase ranging from $4.84 (employee only, Tier 1) to $60.80 (employee + family, Tier 3). Employees in the HDHP will see monthly contribution increases ranging from $1.88 (employee only, Tier 1) to $39.74 (employee + family, Tier 3). These rate changes of 6.77% and 7.91% will also apply to Cameron University and Rogers State University.

Additionally, dental premium rates for employees and retirees will see an increase of 3.73%, with monthly premium increases ranging from $1.28 to $3.66 on the basic plan and $2.12 to $6.06 on the alternate plan.

The University is committed to providing the same health coverage options to eligible retirees as is available for eligible employees. However, the University reserves the right to amend, modify, or terminate any provisions of the policy at any time through a resolution by the Board of Regents.

President Harroz recommended the Board of Regents authorize the President or his designee:

I. To approve the 2027 plan design changes and medical premium rates for active employees and Pre-65 retirees for the following campuses: Norman, Oklahoma City, Tulsa, Cameron University, and Rogers State University; and

II. To approve the 2027 dental premium rates for active employees and retirees for the following campuses: Norman, Oklahoma City, Tulsa, Cameron University, and Rogers State University.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

MEDICARE PLAN RATES AND PLAN DESIGN CHANGES – ALL

The University offers several health and welfare benefit options for Medicare eligible retirees. For the 2027 plan year, the University proposes renewing contracts with its two current vendors:

- Humana: Medicare Advantage Prescription Drug Plan and standalone Medicare Part D prescription drug plan.
- Cigna: Medicare Supplement Plan G and HealthSpring Prescription Drug Plan buy-up option.

2027 Humana Medicare Advantage Plan Design Changes

Benefit	Current Plan	2027 Plan
Medical Deductible	$300	$0
Specialist Visit	$10 copay	$20 copay
Urgent Care Visit	$10 copay	$25 copay
Inpatient Surgery	$0 after deductible	$200 copay/per day
Outpatient Surgery	$0 after deductible	10% coinsurance
Skilled Nursing	$0 after deductible for up to 100 days	Days 1-6: $0; days 7-20: $20 per day; days 21-100: $110 per day
Part B Pharmacy & Certain Medical Supplies	$0	15%-20% coinsurance; insulin capped at $35 per month
Prescription Drug Deductible	$0	$250
Private Duty Nursing	100%, $5,000 combined max per year	Not Covered
Tier 4 Drugs, 30-Day Retail Supply	50% coinsurance; maximum $100	20% coinsurance
Prescription Drug Formulary	Open formulary	Hybrid formulary

2027 Monthly Premium Rates

Plan	Current Monthly Premium	2027 Monthly Premium	Increase
Humana Medicare Advantage Prescription Drug Plan	$85.72	$168.09	96%

Plan	Current Monthly Premium	2027 Monthly Premium	Increase
Humana standalone prescription drug plan	$173.73	$251.04	44.5%
Cigna Medicare Supplement Plan G with prescription drug coverage	$439.43	$491.20	11.7%

The Humana standalone prescription drug plan and Cigna Medicare Supplement Plan G with HealthSpring Prescription Drug Plan are optional buy-up plans available to OU retirees and will not have any plan design changes.

The University remains committed to providing health coverage options to eligible retirees. The University reserves the right to amend, modify, or terminate plan provisions through a resolution approved by the Board of Regents.

President Harroz recommended the Board of Regents authorize the President or his designee to approve the 2027 Medicare premium rates and plan design changes for Medicare-eligible retirees for the following campuses: Norman, Oklahoma City, Tulsa, Cameron University, and Rogers State University.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

ADVANCEMENT SERVICES AGREEMENT EXTENSION – ALL

Since 2021, The University of Oklahoma Foundation, Inc. (the "Foundation") has provided advancement services to the University pursuant to the Advancement Services Agreement approved by the Board of Regents as part of the transition of advancement operations from the University to the Foundation. During this period, the University and the Foundation have worked collaboratively to support the University's strategic priorities through integrated fundraising, alumni engagement, donor stewardship, and advancement operations.

The advancement services model has enabled greater alignment between fundraising strategy and the management of private philanthropic resources, while providing a coordinated approach to donor engagement and institutional advancement. The relationship has supported the University's efforts to expand fundraising capacity, strengthen donor relationships, and advance institutional priorities.

Given the success of the current model and the continued need for coordinated advancement services, the University and the Foundation have negotiated an extension of the Advancement Services Agreement. The extension continues the Foundation's provision of advancement services to the University and reflects updates based on operational experience and evolving institutional needs.

The Advancement Services Agreement, as extended, will contain the following key terms:

- Continued development and execution of annual and multi-year fundraising plans aligned with the University's strategic priorities.
- Continued responsibility of the Foundation for the recruitment, hiring, supervision, and management of advancement personnel, with ongoing University consultation regarding key leadership positions and organizational effectiveness.
- Continued provision of fundraising, donor relations, alumni engagement, advancement operations, and related support services by the Foundation on behalf of the University.
- The University will pay the Foundation approximately $10.5 million annually for services under the Agreement with an annual index to inflation.
- Performance expectations, reporting requirements, and collaborative strategic planning processes between the University and the Foundation.
- A dispute resolution process with escalating administrative and governance review mechanisms to facilitate effective partnership and issue resolution.
- Renewal and termination provisions establishing the framework for continuation of the relationship with annual renewal terms.

The extended Advancement Services Agreement will preserve the integrated advancement model established in 2021 while providing a framework for continued collaboration between the University and the Foundation in support of the University's mission, strategic goals, and fundraising objectives.

President Harroz recommended the Board of Regents:

I. Approve an extension of the Advancement Services Agreement between the University of Oklahoma and The University of Oklahoma Foundation; and

II. Delegate authority to the University President, subject to review by the Vice President and General Counsel, to negotiate, finalize, and execute the extended agreement and any ancillary agreements or amendments necessary to implement its terms.

Regent Williams moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

SALE OF MIDWEST CITY CLINIC BUILDING – HC

The Board of Regents' Real Property Disposition Policy (formerly Regents' Policy 3.1.1.1) authorizes the Board to dispose of property that, among other things, (1) is not required for University expansion or to protect other University lands and facilities; (2) is not economical to operate and maintain and does not provide other benefits; (3) is not in a primary expansion

zone contiguous to the Campus or other University land holdings and is not required for future development; and (4) can be converted to more liquid assets for other immediate needs or long-term requirements. The Midwest City Clinic ("MWC Property") satisfies each of these criteria.

The University acquired the MWC Property in July of 2016 along with the former Oklahoma City Clinic building on the Health Campus and additional properties. The primary purpose of that acquisition was to acquire the Oklahoma City Clinic building with the expectation of selling the other properties. The other properties have been sold; however, despite having been actively marketed for eight (8) years, the MWC Property has not sold.

The MWC Property is not required for University expansion or protection of University land and facilities. It is not required or intended for future development, and it is not in a primary expansion zone to a University land holding. Moreover, the continued ownership of the MWC Property requires ongoing operational expenses without offsetting benefit to the University. In addition to routine maintenance, $300,000 was expended in recent years to replace roofing and HVAC systems. Converting the MWC Property to sale proceeds will eliminate these carrying costs and allow the University to redirect the resulting liquid assets to other institutional needs, consistent with the Board's policy favoring disposition of property that can be converted to more liquid assets.

The proposed gross sales price of $1,445,000 is less than the most recent independent appraisal; however, the University's marketing history for the MWC Property supports the reasonableness of the proposed price. A 2017 independent third-party appraisal estimated the then property market value at $1,850,000. An update in 2018 documented that the asking price of $2.4 million exceeded the probable market value, citing the number of nearby medical clinics and vacant properties in the area, as well as the MWC Property's location and size. The MWC Property also failed to sell at auction in 2025, and there are no other current valid offers. Given the property's background and historical attempts to sell, University Administration recommends proceeding to sell at the proposed sales price of $1,445,000 which represents a reasonable price for the MWC Property.

President Harroz recommended the Board of Regents:

I. Approve the sale of the Midwest City Clinic located at 600 National Avenue in Midwest City to Midwest City Memorial Hospital Authority for a gross sales price of no less than $1,445,000; and

II. Authorize the University Administration to negotiate and execute, with the advice of the University's Vice President and General Counsel, all related contracts and other instruments deemed necessary or desirable for the closing.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

UNIVERSITY HOSPITALS TRUST EASEMENT AGREEMENT FOR CHILDREN'S HEART CENTER – HC

The State of Oklahoma has a need to expand pediatric patient care and further medical education. The development of a new Children's Heart Center will expand patient care and support medical research and education, which are core to the University's Oklahoma City mission. UHT intends to design, construct, own, and maintain a new Children's Heart Center on

land owned or controlled by UHT adjacent to University property on the University's Oklahoma City Health Campus. Construction of the Children's Heart Center will require: (i) placement of structural support pillars and associated foundation components on and beneath certain portions of University property; (ii) extension of the building structure into the airspace above certain portions of University property; and (iii) relocation of a campus drive currently located on University property.

The University intends to enter into the Agreement to allow UHT to complete the construction of the Children's Heart Center. Pursuant to the Agreement, the University will grant permanent surface/subsurface and airspace easements that will run with the land, subject to termination by the University upon the occurrence of certain events, including demolition of the Children's Heart Center, an unapproved assignment, or cessation of the Children's Heart Center's use for clinical healthcare services and/or medical education, teaching, and research. The University will also grant temporary easements for drive relocation and construction access that will terminate upon completion of the relocated drive and completion and restoration following construction, respectively. The University will retain fee title to all property, and the Agreement expressly preserves the University's reserved rights. The legal descriptions of the easements are attached hereto as Exhibit N.

President Harroz recommended the Board of Regents:

I. Authorize University Administration to negotiate and execute an Easement Agreement ("Agreement") with University Hospitals Trust ("UHT") to permit UHT to construct, build, and maintain a new Children's Heart Center by granting UHT the following: (i) a permanent surface and subsurface easement for structural support pillars and foundation components; (ii) a permanent airspace easement for the above-grade portions of the building; (iii) a temporary drive relocation easement to vacate the existing campus drive corridor and to construct and maintain a relocated campus drive; and (iv) a temporary construction access easement, with such Agreement containing such other terms and conditions as deemed necessary or appropriate by University Administration with the advice of the University's Vice President and General Counsel; and

II. Authorize University Administration to negotiate and execute, with the advice of the University's Vice President and General Counsel, all related contracts and other instruments deemed necessary or desirable to accomplish the foregoing.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, and Hilliary. Regent Williams abstained. The Chair declared the motion approved.

FISCAL YEAR 2026-2027 PROPOSED INTERNAL AUDIT PLAN – ALL

According to the Internal Audit Charter for the University of Oklahoma Board of Regents, the Board retains the responsibility to approve the internal audit function's risk-based internal audit plan. To support this oversight, the Chief Audit Executive is tasked with developing and submitting a risk-based annual internal audit plan.

The proposed plan for Fiscal Year 2026-2027 details the strategy to provide independent, risk-based, and objective assurance, advice, insight, and foresight across the institutions under the Board's governance. This includes planned activities for the Norman Campus and Health Campus.

The engagements outlined in the proposed plan attached hereto as Exhibit O are designed to identify emerging organizational risks and will be executed in conformance with the mandatory elements of The Institute of Internal Auditors' Global Internal Audit Standards.

President Harroz recommended the Board of Regents approve the Fiscal Year 2026-2027 Proposed Internal Audit Plan for the University of Oklahoma.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

ACQUISITION OF REAL PROPERTY, ELM AVENUE – NC

It is in the strategic interest of the University to consider acquisitions of real property that abut campus borders when such properties are listed for sale. The property is located at 1017 Elm Avenue near other property that the University owns. As this property borders campus and is near other properties owned by the University, it is in the best interest of the University to purchase the property for strategic purposes.

President Harroz recommended the Board of Regents:

I. Authorize University Administration, upon consultation with the General Counsel, to negotiate the acquisition of a property on Elm Avenue in Norman, OK; and

II. To enter into any Agreements and execute and acquire such deeds or other instruments that may be necessary to effectuate the transfer(s) of title for the transaction(s) on behalf of the Board of Regents of the University of Oklahoma.

Regent Braught moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

ACADEMIC PERSONNEL ACTIONS – ALL

Health Campus:

LEAVE(S) OF ABSENCE:

Kientz, Emma, Professor of Nursing. Return from leave of absence on July 21, 2026.

NEW APPOINTMENT(S):

Axelrod, Christopher, MEd, Assistant Professor of Research in Medicine (endocrinology) and Senior Director, Integrated Physiology and Molecular Medicine (IPMM) Translational Research Program at the Harold Hamm Diabetes Center; annualized rate of $180,000 for 12 months, July 31, 2026, through June 30, 2027. New Limited Term Appointment. Includes an administrative supplement of $60,000 while serving as Senior Director.

Chen, Weiqin, PhD, Professor of Biochemistry & Physiology and Associate Director of Basic Research for the Harold Hamm Diabetes Center; annualized rate of $195,000 for 12 months, June 29, 2026, through June 30, 2027. New Tenured Appointment. Includes an administrative supplement of $10,000 while serving as Associate Director.

Chaubal, Tanay, BDS, MDS, Assistant Professor of Diagnostic and Preventative Sciences, Dentistry; annualized rate of $150,000 for 12 months, June 29, 2026, through June 30, 2026. New Consecutive Term Appointment.

Diler, Rasim, MD, Professor and Chair of Psychiatry & Behavioral Sciences and Paul & Ruth Jonas Chair in Mental Health; annualized rate of $230,000 for 12 months at .40 time, June 28, 2026, through June 30, 2027. New Tenure Track Appointment. Includes an administrative supplement of $170,000 while serving as Department Chair.

Fuqua, Jordan, PhD, Assistant Professor and Helen and Will Webster Foundation Endowed Professorship (#1); annualized rate of $165,000 for 12 months, July 1, 2026, through June 30, 2027. New Tenure Track Appointment.

Grelet, Simon, PhD, Associate Professor of Oncology Science; annualized rate of $200,000 for 12 months, June 22, 2026, through June 30, 2027. New Tenure Track Appointment.

Jennings, Derek, PhD, Professor of Family and Community Medicine, Associate Director for NAACHE Community Outreach and Engagement; annualized rate of $190,000 for 12 months, August 31, 2026, through June 30, 2027. New Tenure Track Appointment. Includes an administrative supplement of $10,000 while serving as Associate Director.

Johnson, Michelle, PhD, Professor of Pediatrics, Co-Program Leader NAACHE, and Director of Indian Health Child Trauma Center; annualized rate of $283,500 for 12 months, July 12, 2026, through June 30, 2027. New Tenured Appointment. Includes an administrative supplement of $10,000 while serving as Co-Program Leader and $40,000 while serving as Director.

Raghuraman, Nandini, MD, Associate Professor of Obstetrics and Gynecology and Vice Chair of Obstetrical Research; annualized rate of $244,031 for 12 months at.50 time, July 20, 2026, through June 30, 2027. New Tenured Appointment. Includes an administrative supplement of $97,612 while serving as Vice Chair.

Somma, Sara, CRNA, Clinical Assistant Professor of Nurse Anesthesia; annualized rate of $181,444 for 12 months, October 12, 2026, through June 30, 2027. New Limited Term Appointment.

Tao, Jianning, PhD, Associate Professor of Oncology Science; annualized rate of $200,000 for 12 months, June 22, 2026, through June 30, 2027. New Tenure Track Appointment.

CHANGE(S):

Alleman, Anthony, Professor of Radiological Sciences; title revised to Clinical Professor; title(s) of Department Chair of Radiological Sciences and Bob G. Eaton Chair in Radiological Sciences deleted; salary changed from annualized rate of $195,325 for 12 months, to annualized rate of $0 for 12 months, May 30, 2026, through June 30, 2027. Decrease of $195,325 due to effort decrease from .20 time to 0.00 time for reduction in University effort and move to OUH dual appointment.

Baber, Usman, Professor of Medicine (Cardiology); title of Residency Program Director deleted; salary changed from annualized rate of $253,006 for 12 months to annualized rate of $266,088 for 12 months, July 12, 2026, through June 30, 2027. Increase of $13,082 for Correction of COM comp plan benchmarking rate.

Bedwell, Susan, Associate Professor of Child and Family Health Sciences, DNP Program Director, Track Coordinator, Neonatal CNS-DNP & PM; salary changed from annualized rate of $146,997 for 12 months to annualized rate of $152,086 for 12 months, June 28, 2026, through June 30, 202. $5,089 Increase for faculty promotion under CON comp plan of and FY27 Salary Merit Program.

Bhatti, Faizah, Professor of Pediatrics; salary changed from annualized rate of $149,898 for 12 months to annualized rate of $172,832 for 12 months, June 28, 2026, through June 30, 2027. Increase of $22,934 for faculty promotion benchmark adjustment from OUH and COM comp plan.

Bigelow, Simone, Assistant Professor of Family and Community Medicine - Tulsa; title of Associate Residency Program Director deleted; given additional title of Residency Program Director; salary changed from annualized rate of $124,125 for 12 months to annualized rate of $164,125 for 12 months, June 21, 2026, through June 30, 2027. Increase of $40,000 for administrative supplement while serving as Residency Director.

Bonds, Morgan, Assistant Professor of Surgery, UME Neurology Clerkship Director, UME CES Member, and Interim Associate Dean for Admissions; salary changed from annualized rate of $217,524 for 12 months, to annualized rate of $185,423.60 for 12 months, June 28, 2026, through June 30, 2027. Decrease of $32,101 due to effort decrease from .76 time to .50 time for shift in clinical from research effort.

Buck, Tara, Associate Professor of Psychiatry– Tulsa and Oxley Foundation Chair in Child and Adolescent Psychiatric Research; August 09, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

Carment, John, Associate Professor of Internal Medicine – Tulsa and George Kaiser Family Foundation Professorship of Community Medicine #21a; July 12, 2026, through June 30, 2026. Renewal of three-year term endowed chair appointment.

Catteneo, John, Associate Professor of Internal Medicine – Tulsa and George Kaiser Family Foundation Professorship of Community Medicine #20b; July 12, 2026, through June 30, 2026. Renewal of three-year term endowed chair appointment.

Cavanagh, LaMont, Professor and Chair of Family and Community Medicine – Tulsa and Founders Doctors' Hospital Chair in Family Medicine - Tulsa; May 17, 2026, through June 30, 2026. Renewal of five-year term endowed chair appointment.

Chaaban, Hala, Professor of Pediatrics; salary changed from annualized rate of $149,898 for 12 months to annualized rate of $172,832 for 12 months, June 28, 2026, through June 30, 2027. Increase of $22,934 for faculty promotion benchmark adjustment from OUH and COM comp plan.

Chenoweth, Brian, Assistant Professor of Orthopedic Surgery; title of Associate Residency Program Director (Orthopedic Surgery) deleted; given additional title(s) of Residency Program Director (Orthopedic Surgery) and Assistant Residency Program Director (Hand Fellowship); salary changed from annualized rate of $84,871 for 12 months to annualized rate of $333,423 for 12 months, July 12, 2026, through June 30, 2027. Increase of $248,552 due to effort increase from .14 time to .55 time for shift in administrative effort from clinical effort.

Chinthalapally, Venkateshway, George Lynn Cross Professor of Medicine (Hematology/ Oncology); salary changed from annualized rate of $246,333 for 12 months to annualized rate of $299,035 for 12 months, May 17, 2026, through June 30, 2027. Increase of $52,702 due to effort increase from .87 time to 1.00 time for shift in University effort from Veterans Affairs effort.

Ciesla, David, Clinical Associate Professor of Developmental Sciences and Residency Program Director; given additional title of title of Pediatric Dentistry Devision Head; salary changed from annualized rate of $150,400 for 12 months to annualized rate of $170,400 for 12 months, July 1, 2026, through June 30, 2027. Increase of $20,000 for administrative supplement while serving as Division Head.

Corbett, Audrey, Associate Professor and Interim Chair of Internal Medicine – Tulsa, Associate Dean of Clinical Affairs - Tulsa and C.S. Lewis Jr. MD, Chair in Internal Medicine - Tulsa; May 17, 2026, through June 30, 2026. Renewal of five-year term endowed chair appointment.

Dresser, Susan, Associate Professor of Biobehavioral Health Sciences, Nursing; title of CNS DNP & PM Track Coordintor deleted; salary changed from annualized rate of $160,104 for 12 months to annualized rate of $154,879 for 12 months, July 1, 2026, through June 30, 2027. Decrease of $5,225 for removal of administrative supplement.

Due, Cody, Assistant Professor of Emergency Medicine - Tulsa; title of Associate Residency Program Director deleted; given additional title of Residency Program Director; salary changed from annualized rate of $104,635 for 12 months to annualized rate of $160,184 for 12 months, June 28, 2026, through June 30, 2027. Increase of $42,510 for administrative supplement while serving as Residency Director and FY27 Salary Merit Program.

Dwyer, Kathleen, Professor of Population Health and Health Science Systems, Nursing and Freede Endowed Chair in Nursing; title of Department Chair of Population Health and Health Science Systems deleted; salary changed from annualized rate of $203,758 for 12 months to annualized rate of $187,689 for 12 months, July 13, 2026, through June 30, 2027. Decrease of $16,069 for the removal of Chair administrative supplement.

Dwyer, Kathleen, Professor of Population Health and Health Science Systems, Nursing; title of Freede Endowed Chair in Nursing deleted; salary changed from annualized rate of $187,689 for 12 months to annualized rate of $176,977 for 12 months, July 27, 2026, through June 30, 2027. Decrease of $10,712 for the removal of Endowed Appointment supplement.

Fazendin, Jessica, Associate Professor of Surgery, UME Clerkship Director, UME Career Advisor Lead, UME Clerkship Vice Chair of Education, and Vice Chair of Surgery Education; salary changed from annualized rate of $148,338 for 12 months to annualized rate of $182,048 for 12 months, June 28, 2026, through June 30, 2027. Increase of $33,710 for faculty promotion benchmark adjustment from OUH and COM comp plan.

Gentges, Joshua, Professor of Emergency Medicine – Tulsa and Associate Dean of Undergraduate Medical Education - Tulsa; title of Director of Emergency Medicine Research deleted; salary changed from annualized rate of $275,991 for 12 months to annualized rate of $239,290 for 12 months, June 28, 2026, through June 30, 2027. Decrease of $40,000 for removal administrative supplement. Includes FY27 Salary Merit Program increase.

Gold, Karen, Associate Professor of Obstetrics & Gynecology - Tulsa; title revised to Clinical Associate Professor; title of Department Chair of Obstetrics & Gynecology - Tulsa deleted; salary changed from annualized rate of $613,912 for 12 months, to annualized rate of $32,700 for 12 months, June 28, 2026, through June 30, 2027. Decrease of $581,212 due to effort decrease from 1.00 time to .20 time.

Hansen, Karl, Professor of Obstetrics and Gynecology, Department Chair of Obstetrics and Gynecology, and Senior Associate Dean, College of Medicine; given additional title of Interim Department Chair of Neurosurgery; salary changed from annualized rate of $391,831 for 12 months to annualized rate of $449,410 for 12 months, July 12, 2026, to June 30,207. Increase of $57,579 while serving as Interim Department Chair due to effort increase from .42 time to .52 time for shift in administrative effort from clinical effort.

Henning, Monica, Associate Professor of Obstetrics & Gynecology - Tulsa and George Kaiser Family Foundation Professorship in Community Medicine #23b; May 31, 2026, through June 30, 2026. Renewal of three-year term endowed chair appointment.

Henning, Monica, Associate Professor of Obstetrics & Gynecology - Tulsa; title of Clerkship Director deleted; given additional title of Residency Program Director; salary changed from annualized rate of $161,826 for 12 months to annualized rate of $215,756 for 12 months, July 26, 2026, through June 30, 2027. Increase of $53,930 for administrative supplement while serving as Residency Director.

Hudson, Mary, Professor of Commnication Sciences and Disorders, Allied Health; title of Interim Department Chair of Commnication Sciences and Disorders deleted; salary changed from annualized rate of $156,330 for 12 months to annualized rate of $126,330 for 12 months, May 31, 2026, through June 30, 2027. Decrease of $30,000 for the removal of Interim Chair supplement.

Jea, Andrew, Professor of Neurosurgery; title of Department Chair of Neurosurgery deleted; salary changed from annualized rate of $203,124 for 12 months, to annualized rate of $0 for 12 months, June 22, 2026, through June 30, 2027. Decrease of $203,124 due to effort decrease from .25 time to 0.00 time for reduction in University effort and move to OUH dual appointment.

Jelley, Martina, Professor of Internal Medicine - Tulsa and Julian Rothbaum Chair in Community Health Research; July 1, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

John, Andrew, Associate Professor of Communication Sciences and Disorders, Allied Health; title of Assistant Dean for Engagement and Strategic Operations deleted; given additional title of Associate Dean for Academic Affairs; salary changed from annualized rate of $143,291 for 12 months to annualized rate of $153,291 for 12 months, June 28, 2026, through June 30, 2027. Increase of $10,000 for administrative supplement change while serving as Associate Dean.

Jones, Andrea, Assistant Professor of Family and Preventative Medicine, UME Clerkship Director, UME Department Admin Manager, UME Community Mentor, and UME PPD Facilitator; salary changed from annualized rate of $199,511 for 12 months, to annualized rate of $187,775 for 12 months, June 28, 2026, through June 30, 2027. Decrease of $11,736 due to effort decrease from .85 time to .80 time for shift in clinical effort from administrative effort.

Jones, Emily, Professor of Child and Family Helath Sciences, Nursing, and PhD Program Director; title(s) of Department Chair of Child and Family Helath Sciences and Cyndy Ellis-Purgason Endowed Chair in Child Health deleted; salary changed from annualized rate of $204,082 for 12 months, to annualized rate of $177,957 for 12 months, June 28, 2026, through June 30, 2027. Decrease of $26,125 for removal of administrative and endowed supplements.

Kadioglu, Onur, Clinical Professor in Developmental Sciences, Dentistry, Division Head of Orthodontics, and Ram S. Nanda Chair in Orthodontics; May 1, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

Kendrick, David, Clinical Associate Professor in Medical Informatics – Tulsa, Associate Vice Provost for Strategic Planning, and George Kaiser Family Foundation Chair in Community Medicine #1; May 17, 2026, through June 30, 2026. Renewal of three-year term endowed chair appointment.

Krisnamoorthy, Parasuram Melarcode, Clinical Associate Professor of Medicine (Cardiology); salary changed from annualized rate of $101,202 for 12 months to annualized rate of $151,803 for 12 months, May 31, 2026, through June 30, 2027. Increase of $50,601 due to effort increase from .20 time to .30 time for shift in research effort from clinical effort.

Laurent, John, Assistant Professor of Psychiatry - Tulsa and George Kaiser Family Foundation Professorship in Community Medicine #22a; August 9, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

Lesselroth, Blake, Associate Professor of Medical Informatics – Tulsa, Vice Chair of Medical Informatics – Tulsa, and George Kaiser Family Foundation Chair of Community Medicine #17; June 14, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

Lee, Eric, Associate Professor of Emergency Medicine - Tulsa; title of Residency Program Director deleted; given additional title of Director of Clinical Operations; salary changed from annualized rate of $178,700 for 12 months to annualized rate of $168,155 for 12 months, June 28, 2026, through June 30, 2027. Decrease of $14,000 for administrative supplement change while serving as Director. Includes FY27 Salary Merit Program increase.

Lewis, T.R., Associate Professor of Orthopedic Surgery and Associate Dean for Student Affairs, College of Medicine; salary changed from annualized rate of $352,817 for 12 months to annualized rate of $382,218 for 12 months, July 12, 2026, to June 30,207. Increase of $29,401 while serving due to effort increase from .60 time to .65 time for shift in administrative effort from clinical effort.

Markey, Caroline Michelle, Associate Professor of Obstetrics & Gynecology - Tulsa; title of Residency Program Director deleted; given additional title of Interim Department Chair of Obstetrics & Gynecology - Tulsa; salary changed from annualized rate of $216,349 for 12 months to annualized rate of $277,349 for 12 months, July 26, 2026, through June 30, 2027. Increase of $61,000 for administrative supplement while serving as Interim Chair.

Mason, Nita, Assistant Professor of Radiological Sciences; title of Associate Residency Program Director deleted; given additional title of Residency Program Director; salary changed from annualized rate of $43,789 for 12 months, to annualized rate of $175,154 for 12 months, July 12, 2026, through June 30, 2027. Increase of $131,365 due to effort increase from .10 time to .40 time for shift in administrative effort from clinical effort.

Mather, Keith, Associate Professor of Pediatrics – Tulsa, Department Chair of Pediatrics - Tulsa and Daniel C. Plunket Chair in Pediatrics; May 17, 2026, through June 30, 2027. Renewal of five-year term endowed chair appointment.

Mushtaq, Nasir, Professor of Family and Community Medicine - Tulsa and George Kaiser Family Foundation Chair in Public Health #7a; July 26, 2026, through August 4, 2029. Renewal of three-year term endowed chair appointment.

O'Neal, Katherine, Professor of Pharmacy: Clinical and Administrative Sciences; given additional title of Vice Chair for Operations; salary changed from annualized rate of $152,408 for 12 months to annualized rate of $162,408 for 12 months, June 28, 2026, through June 30, 2027. Increase of $10,000 for administrative supplement while serving as Vice Chair.

Parker, Hilary, Assistant Professor of Psychiatry – Tulsa and Oxley Foundation Chair in Child and Adolescent Psychiatric Education; August 9, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

Pasque, Charles, Professor of Orthopedic Surgery; title of Residency Program Director deleted; given additional title of Associate Residency Program Director and UME Career Advisor Lead; salary changed from annualized rate of $270,136 for 12 months, to annualized rate of $228,865 for 12 months, July 12, 2026, through June 30, 2027. Decrease of $41,271 due to effort decrease from .36 time to .305 time for shift in clinical from administrative effort.

Price, Jameca, Associate Professor of Obstetrics & Gynecology - Tulsa and George Kaiser Family Foundation Chair in Community Medicine #14; June 14, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

Saleh Velez, Faddi Ghassan, Assistant Professor of Neurology; salary changed from annualized rate of $45,504 for 12 months to annualized rate of $186,343 for 12 months, May 17, 2026, through June 30, 2027. Increase of $143,725 due to effort increase from .15 time to .40 time for shift in research effort from clinical effort.

Smith, Michael, Professor of Pharmacy: Clinical and Administrative Sciences; title of Acadmic and Student Affairs deleted; salary changed from annualized rate of $177,083 for 12 months to annualized rate of $152,083 for 12 months, June 28, 2026, through June 30, 2027. Decrease of $25,069 for the removal of administrative supplement.

Teague, T. Kent, Professor of Family and Community Medicine – Tulsa, Associate Dean for Research, and George Kaiser Family Foundation Chair in Community Medicine #2; May 17, 2026, through June 30, 2026. Renewal of five-year term endowed chair appointment.

Thomas, Cody, Associate Professor of Pathology; title of Residency Program Director deleted; given additional title(s) of Assistant Residency Program Director, UME Career Advisor Lead, UME Elective Admin Manager, UME CBL facilitator; salary changed from annualized rate of $148,556 for 12 months to annualized rate of $156,156 for 12 months, June 28, 2026, through June 30, 2027. Increase of $7,600 due to correction of COM comp plan benchmarking rate.

Tiwana, Paula, Clinical Professor in Surgical Sciences, Dentistry, Department Chair of Surgical Sciences, Division Head of Oral and Maxillofacial Surgery, and Reichmann-Staples Chair in Oral and Maxillofacial Surgery; April 30, 2026, through June 30, 2027. Renewal of three-year term endowed chair appointment.

Tryggestad, Jeanie, Professor of Pediatrics and Paul and Ruth Jonas Chair in Diabetes; salary changed from annualized rate of $149,024 for 12 months to annualized rate of $187,573 for 12 months, June 28, 2026, through June 30, 2027. Increase of $38,549 for faculty promotion benchmark adjustment from OUH and COM comp plan.

Touchet, Bryan, Professor of Psyciatry – Tulsa, Associate Dean for Faculty Affairs, and George Kaiser Family Foundation Chair in Community Medicine #6; May 17, 2026, through June 30, 2026. Renewal of five-year term endowed chair appointment.

Wagner, Jason, Professor of Radiological Sciences, UME Case Based Learning Facilitator; title(s) of UME Curriculum Lead and UME Curriculum Thread deleted; given additional title of Director of Radiology/Ultrasound Thread; salary changed from annualized rate of $224,851 for 12 months to annualized rate of $247,089 for 12 months, June 28, 2026, through June 30, 2027. Increase of $22,238 due to effort increase from .455 time to .50 time for shift in administrative effort from clinical effort.

Wetherill, Marianna, Professor of Health Promotion Sciences, College of Public Health, Professor of Family and Community Medicine – Tulsa, Associate Director of Culinary Medicine, School of Community Medicine, Director of Oklahoma Food is Medicine Initiative, and George Kaiser Family Foundation Chair in Population Healthcare; salary changed from annualized rate of $180,792 for 12 months to annualized rate of $195,000 for 12 months, June 28, 2026, through June 30, 2027. $14,208 Increase for faculty promotion and FY27 Salary Merit Program.

NEPOTISM WAIVER(S):

Chen, Weiqin, Professor of Biochemistry and Physiology and Associate Director of Basic Research for the Harold Hamm Diabetes Center (Supervisor Role) (spouse) and Zhou, Hongyi, Assistant Professor of Research in Biochemistry and Physiology (spouse). Weiqin Chen will not review or approve Hongyi Zhou's travel, expenditures, time off, schedule or financial requests. Dr Julia Busik, Chair of Biochemistry and Physiology Department will review travel expenditures, approve his time off, set his schedule, and approve his financial requests. Hongyi Zhou's performance evaluations will be performed by Dr. Julia Busik who will be his supervisor for these and all operations purposes and who will approve any changes in compensation and promotion.

Corbett, Audrey, Associate Professor of Internal Medicine – Tulsa, Associate Dean of Clinical Affairs – Tulsa, and Interim Department Chair – Internal Medicine – Tulsa (Supervisor Role) (spouse) and Corbett, David, Preceptor in Internal Medicine – Tulsa (spouse). Dr. Audrey Corbett will not evaluate, make decisions regarding assignments, or be consulted on assignments regarding Dr. Daniel Corbett. The School of Community Medicine Associate Dean for Undergraduate Medical Education (UME) will serve as Dr. Daniel Corbett's supervisor regarding evaluations and teaching assignments. Compensation and travel recommendations are not applicable for this unpaid faculty appointment. Dr. Audrey Corbett's responsibilities as Associate Dean of Clinical Affairs and Interim Chair for the Department of Internal Medicine do not involve any authority over the Associate Dean of UME, or vice versa. Dr. Audrey Corbett and the Associate Dean UME both report to the SCM Dean.

Grelet, Simon, Associate Professor of Oncology (Supervisor Role) (spouse) and Obellianne, Clemence, Laboratory Research Manager (spouse). Dr. Simon Grelet will report directly to the Department of Oncology Science Chair, Dr. Pankaj Singh. Clemence Obellianne will not report to Dr. Grelet, either directly or indirectly, within the Department of Oncology Research or the Stephenson Cancer Center. Ms. Obellianne will report to the Chair of the Department of Oncology Science, Dr. Pankaj Singh, PhD. Ms. Obellianne has no shared, delegated, or assumed authority or responsibility in place of or on behalf of Dr. Grelet. This includes periods when Dr. Grelet may be absent from the lab. Dr. Grelet's authority and responsibility may be delegated to other personnel within the lab, excluding Ms. Obellianne. In the absence of a delegate, authority belongs to Dr. Grelet's supervisor, Dr. Pankaj Singh. Ms. Obellianne has no authority over personnel matters within the lab. The only exception is for personnel assigned specifically to Ms. Obellianne as their supervisor. Ms. Obellianne is not authorized to conduct background checks on lab personnel, including but not limited to checking references and verifying credentials. Within the Department, all performance evaluations and recommendations for compensation, promotion, tenure, awards, scheduling, and travel approval for Ms. Obellianne will be made by the Chair of the Department of Oncology Science. Any expenditures for Ms. Obellianne will be reviewed and approved in advance of commitment by the Chair of the Department of Oncology Science, who will also be the sole approver of any travel, time off, and schedule assignments for Ms. Obellianne.

RESIGNATION(S) AND/OR TERMINATION(S):

De Souza Santos Sachs, Viviane, Associate Professor of Family and Community Medicine – Tulsa and Paul E. Tietze, M.D. Chair in Family Medicine-Tulsa, June 21, 2026.

Gaardbo Kuhn, Katrin, Associate Professor of Biostatistics and Epidemiology and Vice Chair Department of Biostatistics and Epidemiology, August 7, 2026.

Kempe, Kelly, Associate Professor of Surgery – Tulsa, Vascular Fellowship Program Director, and George Kaiser Family Foundation Professorship of Surgery, June 30, 2026.

Motta, Fernando, Assistant Professor of Surgery – Tulsa, Medical Director – Tulsa, July 1, 2026.

Nelson, Michael, Professor of Surgery – Tulsa, Department Chair of Surgery – Tulsa, and Shepard Thompson Clingan Chair in Surgery, June 30, 2026.

Ryan, Hannah, Assistant Professor of Medicine (Geriatrics) and Donald W. Reynolds Chair in Geriatric & Palliative Medicine #1, June 30, 2026.

Terese-Koch, Denise, Professor of Department of Restorative Sciences and Associate Dean of Academic Affairs, August 14, 2026.

Zettl, Rachel, Clinical Assistant Professor of Psychiatry & Behavioral Sciences, August 8, 2026.

RETIREMENT(S):

Asch, Adam, Professor of Medicine (Hematology/Oncology), July 2, 2026. Named Professor Emeritus of Medicine.

BigFoot, Dolores, Professor of Pediatrics, August 2, 2025. Named Professor Emeritus of Pediatrics. Approval of Emeritus title only. Retirement previously approved by the Board of Regents in September, 2025.

Ding, Wei-Qun, Professor of Pathology, July 1, 2026.

Ding, Xi-Qun, Professor of Cell Biology and Joanne I. Moore Professorship of Pharmacology, October 2, 2026. Named Professor Emeritus of Cell Biology.

Funderburk, Beverly, Professor of Research in Pediatrics, February 8, 2025. Named Professor Emeritus of Pediatrics. Approval of Emeritus title only. Retirement previously approved by the Board of Regents in March, 2025.

Kientz, Emma, Professor of Nursing, August 8, 2026. Named professor Emeritus of Nursing.

Loper, Tracy, Assistant Professor of Psychiatry & Behavioral Sciences, July 11, 2026.

Ostermeyer, Britta, Professor and Department Chair of Psychiatry & Behavioral Sciences and Paul and Ruth Jonas Chair in Mental Health, July 2, 2026. Named Professor Emeritus of Psychiatry & Behavioral Sciences.

Sekar, Krishnamurthy, Professor of Pediatrics, June 27, 2026. Named Professor Emeritus of Pediatrics. Approval of Emeritus title only. Retirement previously approved by the Board of Regents in March, 2026.

Wilkes, Paul, Clinical Assistant Professor in Prosthodontics, August 1, 2026.

Yu, Xichun, Professor of Research in Medicine (Endocrinology), September 1, 2026.

Norman Campus:

LEAVE(S) OF ABSENCE:

Marino, Alberto M., Associate Professor of Physics and Astronomy and Ted S. Webb Presidential Professor, leave of absence without pay, August 16, 2026 through May 15, 2027. Working with Oak Ridge National Laboratory in collaboration with OU.

Sabbatical Leaves of Absence – Spring Semester 2027 (with full pay)

Atiquzzaman, Mohammad, Professor of Computer Science, Edith Kinney Gaylord Presidential Professor and Hitachi LTD. Chair in Computer Science

Banas, John A., Professor of Communication

Blum, Rachel, Associate Professor of Political Science and Associate Professor of the Carl Albert Congressional Research and Studies Center

Dohrmann, Robert R., Professor of Visual Arts

Faubert, Cathleen A., Associate Professor of Visual Arts

Flanagan, Leslie J., Associate Professor of Music

Haltiwanger Morrison, Talisha H., Associate Professor of Writing and Director of the Writing Center

Hougen, Dean F., Professor of Computer Science and Lloyd and Joyce Austin Presidential Professor

Jung, Yong Ju, Associate Professor of Library and Information Studies

Kao, Chung, Professor of Physics and Astronomy

Kilic, Mukremin, Professor of Physics and Astronomy and Ted and Cuba Webb Presidential Professor

Kratz, Jonathan R., Clinical Associate Professor of Social Work at Tulsa

Li, Mei, Professor of Marketing and Supply Chain Management

Moore, Abigail J., Associate Professor of Oklahoma Biological Survey and of Biological Sciences

Moses, Paul S., Associate Professor of Electrical and Computer Engineering and Gerald Tuma Presidential Professor

Peltier, Corey, Associate Professor of Educational Psychology and Rainbolt Family Presidential Professor

Rajan, Rakhi, Professor of Chemistry and Biochemistry and Graduate Learners and Apprentices Director in the Department of Chemistry and Biochemistry

Reese, Jacquelyn D., Associate Professor of University Libraries and Head of User Services, Special Research Collections

Salesky, Scott T., Associate Professor and Associate Director in the School of Meteorology

Shehada, Sohail Hassan, Associate Professor of Visual Arts

Weldon, Stephen P., Professor of History of Science, Technology, and Medicine

Sabbatical Leaves of Absence – Spring 2027 and Fall 2027 Semesters (with half pay)

Heidari Matin, Negar, Associate Professor of Interior Design

Jiang, Junle, Associate Professor of Geosciences

NEW APPOINTMENT(S):

Al Dushaishi, Mohammed F., Ph.D., Research Associate of Petroleum and Geological Engineering, annualized rate of $182,000 for 12 months, June 27, 2026. Paid by grant funds; subject to availability of funds.

Kuhn, Nicholas P., Ed.D., Research Scientist of the Advanced Radar Research Center, annualized rate of $190,000 for 12 months, July 27, 2026. Paid by grant funds; subject to availability of funds.

Park, Hee Sun, Ph.D., Professor of Communication, annualized rate of $155,000 for 9 months, August 16, 2027. New tenured faculty.

Potts, Mark, M.A., Assistant Professor of Journalism and Mass Communication and McMahon Centennial Professor of News Communication, annualized rate of $88,889 for 9 months, August 16, 2026 through May 15, 2029. Three-year renewable term appointment.

Reed, Julie L., Ph.D., Professor of History and Merrick Chair in Western American History, annualized rate of $170,000 for 9 months, August 16, 2026. New tenured faculty.

Schaef, Herbert Todd, M.S., Research Professor of Earth and Energy and Executive Director of OU Energy Strategy & Integration in the Office of the Vice President for Research and Partnerships, annualized rate of $250,000 for 12 months, January 4, 2027. New research faculty. Paid by grant funds; subject to availability of funds.

Yuan, Zhenyu, Ph.D., Associate Professor of Management and International Business and Michael F. Price Chair in International Business #1, annualized rate of $248,000 for 9 months, August 16, 2026. New tenured faculty.

REAPPOINTMENT(S):

Bolino, Mark C., David L. Boren Professor of Management and International Business and Michael F. Price Chair in International Business #2, reappointed as Director of the Division of Management and International Business, salary remains at $433,679 for 12 months, July 1, 2026. Includes FY27 Merit Program.

Taite, Phyllis C., Professor of Law, reappointed as Associate Dean for Academic Affairs in the College of Law, salary changed from annualized rate of $237,658 for 12 months to annualized rate of $275,658 for 12 months, July 1, 2026. Includes FY27 Merit Program.

Wei, Wei, reappointed to three-year renewable term Associate Professor of Finance, given additional title Assistant Director of the Division of Finance, salary changed from annualized rate of $176,214 for 9 months to annualized rate of $234,951 for 12 months, July 1, 2026. Includes FY27 Merit Program. Changing from 9-month faculty to 12-month academic administrator.

CHANGE(S):

Abbas, June M., Professor and Director of the School of Library and Information Studies and Edith Kinney Gaylord Presidential Professor, annualized rate of $167,734 for 12 months, additional stipend of $5,000 for serving as Interim Director of the Data Scholarship Program in the Dodge Family College of Arts and Sciences, July 1, 2025 through June 30, 2026; additional stipend of $5,000 for serving as the Co-Director of the Data Scholarship Program in the Dodge Family College of Arts and Sciences, August 16, 2026 through December 31, 2026.

Ahmed, Ramadan M., Professor of Petroleum and Geological Engineering and Mewbourne Chair in Petroleum Engineering #3, annualized rate of $156,335 for 9 months, additional stipend of $35,000 for serving as Interim Director of the Mewbourne School of Petroleum and Geological Engineering, July 1, 2026 through June 30, 2027.

Barker, Kash A., David L. Boren Professor of Industrial and Systems Engineering and Anadarko Petroleum Corporation Presidential Professor, delete title John A. Myers Professor in Engineering, given additional title Madelaine Pfau Chair in Enterprise Leadership for Industrial & Systems Engineering, July 1, 2026; salary changed from annualized rate of $186,550 for 9 months to annualized rate of $199,550 for 9 months, August 16, 2026.

Blume, Doerte, George Lynn Cross Research Professor of Physics and Astronomy, given additional title Avenir Foundation Chair in Atomic, Molecular, and Optical Physics #1, salary changed from annualized rate of $166,981 for 9 months to annualized rate of $179,790.66 for 9 months, January 1, 2026.

Bolino, Ana V., Professor of Management and International Business, annualized rate of $177,394 for 12 months, additional stipend of $20,000 for serving as Associate Dean of Undergraduate Programs in the Michael F. Price College of Law, July 1, 2026 through June 30, 2027.

Brigham, Keith H., Professor of Entrepreneurship and Economic Development and C.S. Trosper Chair in Entrepreneurship, delete title Director of the Tom Love Division of Entrepreneurship, given additional title Executive Director of the Ronni K. Irani Center for the Creation of Economic Wealth, salary remains at $332,759 for 12 months, July 1, 2026.

Brugar, Kristy A., Professor of Instructional Leadership and Academic Curriculum, Robert L. and Nan Huddleston Presidential Professor and Ruth G. Hardman Chair in Education, delete title Chair of the Department of Instructional Leadership and Academic Curriculum, given additional title Associate Dean of the Graduate College, salary changed from annualized rate of $157,438 for 12 months to annualized rate of $169,791 for 12 months, May 16, 2026. Correction to the June 2026 Agenda.

Burge, Gregory S., Professor of Economics and Associate Dean for Academic Programs in the Dodge Family College of Arts and Sciences, given additional title David Ross Boyd Professor of Economics, salary changed from annualized rate of $247,724 for 12 months to annualized rate of $282,034 for 12 months, July 1, 2026. Includes FY27 Merit Program.

Crossley, Steven P., Professor of Sustainable Chemical, Biological and Materials Engineering and Roger and Sherry Teigen Presidential Professor, delete title Sam A. Wilson Professor of Chemical Engineering, given additional title Asahi Glass Chair in Chemical Engineering, July 1, 2026; salary changed from annualized rate of $149,888 for 9 months to annualized rate of $174,887 for 9 months, August 16, 2026. Includes FY27 Merit Program. Compression increase.

Diaz Diaz, Jose D., Research Scientist of Advanced Radar Research Center, salary changed from annualized rate of $178,020 for 12 months to annualized rate of $201,190 for 12 months, June 13, 2026. Correction to the June 2026 agenda.

Ellis, Sarah J., Vice Provost for Faculty in the Office of Senior Vice President and Provost, Professor of Music and Associates Second Century Presidential Professor, salary changed from annualized rate of $240,655 for 12 months to annualized rate of $258,704 for 12 months, July 11, 2026. Market Adjustment. Includes FY27 Merit Program.

Fields, Alison L., Professor of Visual Arts and May Lou Carver Professor #2 of Art and Art History, title changed from Interim Director to Director of the School of Visual Arts, salary changed from annualized rate of $114,453 for 12 months to annualized rate of $154,006 for 12 months, July 1, 2026. Includes FY27 Merit Program.

Filley, Timothy R., Professor of Geosciences and of Geography and Environmental Sustainability, annualized rate of $272,863 for 12 months, additional stipend of $25,000 for serving as Director for the Latin American Sustainability in the Office of the Vice President of Research and Partnerships, July 1, 2026 through June 30, 2027.

Gallagher, Kathleen C., Professor of Instructional Leadership and Academic Curriculum at Tulsa, Director of the Early Childhood Institute and George Kaiser Family/Tulsa Community Foundation Chair in Infant/Toddler Education, annualized rate of $220,631 for 12 months, additional stipend of $20,000 for serving as Associate Director of the Institute for Community and Society Transformation in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Gensler, Steven S., David L. Boren Professor of Law, President's Associates Presidential Professor and Gene & Elaine Edwards Family Chair in Law, annualized rate of $229,743 for 9 months, additional stipend of $20,000 for serving as NCAA Faculty Athletics Representative in the Office of Senior Vice President and Provost, June 30, 2026 through December 31, 2026.

Goodman, Nathan A., Professor of Electrical and Computer Engineering and Kenneth and Janet M. Smalley Presidential Professor, annualized rate of $246,000 for 9 months, additional stipend of $70,000 for serving as Director of Advanced Radar Research Center and Associate Vice President for Research and Partnerships in the Office of the Vice President for Research and Partnerships, July 1, 2026 to June 30, 2027.

Hennes, Karen M., Associate Professor of Accounting and W.K. Newton Chair in Accounting, annualized rate of $347,482 for 12 months, additional stipend of $20,000 for serving as Associate Dean of Graduate Programs in the Michael F. Price College of Business, July 1, 2026 through June 30, 2027.

Hong, Yang, Professor of Civil Engineering and Environmental Science, Director of the Institute for Hydrometeorology and Water Engineering and Gallogly Chair in Engineering #2, given additional title George Lynn Cross Research Professor of Civil Engineering and Environmental Science, July 1, 2026; salary changed from annualized rate of $229,460 for 9 months to annualized rate of $252,406 for 9 months, August 16, 2026. Includes FY27 Merit Program.

Jensen, Matthew L., Professor of Management Information Systems, President's Associates Presidential Professor, W.P. Wood Professor in Management Information Systems and John E. Mertes, Jr. Presidential Professor, annualized rate of $245,416 for 9 months, additional stipend of $20,000 for serving as Associate Director of the Institute for Community and Society Transformation in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Jiang, Junle, Associate Professor of Geosciences, given additional title Lissa and Cy Wagner Professor in Geology and Geophysics, salary remains at $91,350 for 9 months, August 16, 2026.

Johnson, Eric E., Professor of Law, delete title Earl Sneed Centennial Professor of Law, given additional title Puterbaugh Chair in American Enterprise, salary changed from annualized rate of $180,731 for 9 months to annualized rate of $190,249 for 9 months, August 16, 2026; additional stipend of $5,000 for increased teaching duties in the College of Law, August 16, 2026 through December 31, 2026. Includes FY27 Merit Program.

Kazempoor, Pejman, Associate Professor of Aerospace and Mechanical Engineering, annualized rate of $155,250 for 9 months, additional stipend of $10,000 for extra duties in the School of Aerospace and Mechanical Engineering, July 1, 2026 through December 31, 2026.

Kirstetter, Pierre Emmanuel, Professor of Meteorology and of Civil Engineering and Environmental Science and Gerald Tuma Presidential Professor, salary changed from annualized rate of $131,880 for 9 months to annualized rate of $153,369 for 9 months, July 1 2026. Includes FY27 Merit Program. Compression increase.

Kwon, Kyong Ah, Professor of Instructional Leadership and Academic Curriculum and Rainbolt Family Endowed Education Presidential Professor, given additional title David L. Boren Professor of Instructional Leadership and Academic Curriculum, salary changed from annualized rate of $197,334 for 12 months to annualized rate of $224,665 for 12 months, July 1, 2026. Includes FY27 Merit Program.

Lee, Jon J., Professor of Law, annualized rate of $176,985 for 9 months, additional stipend of $15,000 for serving as Associate Dean of Research and Scholarship in the College of Law, July 1, 2026 through June 20, 2027.

Liu, Yingtao, Professor of Aerospace and Mechanical Engineering and Benjamin H. Perkinson Chair in Aerospace and Mechanical Engineering, salary changed from annualized rate of $146,963 for 9 months to annualized rate of $181,963 for 9 months, July 1, 2026. Includes FY27 Merit Program. Compression increase.

Lupia, III, Richard A., Associate Curator and Associate Professor of Sam Noble Oklahoma Museum of Natural History, Associate Professor of Geosciences and Frank A. and Henrietta Schultz Chair in Geosciences, annualized rate of $157,240 for 12 months, additional stipend of $10,000 for serving as Associate Director and Head Curator at the Sam Noble Oklahoma Museum of Natural History, July 1, 2026 through June 30, 2027.

Metcalf, Justin G., Associate Professor of Electrical and Computer Engineering, annualized rate of $153,816 for 9 months, additional stipend of $20,000 for serving as National Security and Defense Research Strategy Associate Director for in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Minthorn, Robin S., Professor and Chair of Educational Leadership and Policy Studies, annualized rate of $152,438 for 12 months, additional stipend of $7,500 for serving as Indigenous Education Director in the Jeannine Rainbolt College of Education, July 1, 2026 through June 30, 2027.

Moore-Russo, Deborah, Professor of Mathematics and Director of First-Year Mathematics, annualized rate of $197,141 for 12 months, additional stipend of $10,000 for serving as Faculty Fellow for New Student Programs in the Dodge Family College of Arts and Sciences, August 16, 2026 through May 15, 2027.

Morvant, Mark C., Senior Vice Provost in the Office of Senior Vice President and Provost and Professor of Chemistry and Biochemistry, salary changed from annualized rate of $271,611 for 12 months to annualized rate of $283,833 for 12 months, July 11, 2026. Market Adjustment. Includes FY27 Merit Program.

Nygaard, Runar, Professor of Petroleum and Geological Engineering and Eberly Family Chair in Petroleum and Geological Engineering, delete title Director of the Mewbourne School of Petroleum and Geological Engineering, salary changed from annualized rate of $242,717 for 12 months to annualized rate of $185,229 for 9 months, July 1 2026. Includes FY27 Merit Program. Changing from 12-month academic administrator to 9-month faculty.

Pan, Chongle, Professor of Computer Science and of Biomedical Engineering, given additional title Lester Wilkonson Chair in Engineering, July 1, 2026; salary changed from annualized rate of $202,550 for 9 months to annualized rate of $242,550 for 9 months, August 16, 2026; additional stipend of $20,000 for serving as Associate Director of the Data Institute for Societal Challenges in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027. Includes FY27 Merit Program.

Papavassiliou, Dimitrios V., David L. Boren Professor and Director of the School of Sustainable Chemical, Biological and Materials Engineering and President's Associates Presidential Professor, delete title C.M. Sliepcevich Professor of Chemical Engineering, given additional title Robert Bob Byron Bird Chair in Chemical Engineering, salary remains at $284,543 for 12 months, July 1, 2026. Includes FY27 Merit Program.

Parthasarathy, Ramkumar, Professor of Aerospace and Mechanical Engineering and Anadarko Petroleum Presidential Professor, delete title Director of the School of Aerospace and Mechanical Engineering, salary changed from annualized rate of $210,374 for 12 months to annualized rate of $154,030 for 9 months, August 16, 2026. Changing from 12-month academic administrator to 9-month faculty.

Pegion, Kathleen V., Professor of Meteorology and Williams Chair in Meteorology, annualized rate of $164,076 for 9 months, additional stipend of $10,000 for serving as Faculty Fellow in the Office of Vice President for Research and Partnerships, August 16, 2026 through August 15, 2027.

Radhakrishnan, Sridhar, Professor of Computer Science and Williams Professor of Engineering, given additional title Regents' Professor of Computer Science, salary changed from annualized rate of $179,196 for 9 months to annualized rate of $197,115 for 9 months, August 16, 2026. Includes FY27 Merit Program.

Richter Addo, George B., George Lynn Cross Research Professor of Chemistry and Biochemistry and President's Associates Presidential Professor, annualized rate of $183,713 for 9 months, additional stipend of $19,722 for serving as Graduate Liaison Assistant Director of Chemistry and Biochemistry, July 1, 2025 through June 30, 2026.

Salazar Cerreno, Jorge L., Associate Professor of Electrical and Computer Engineering, salary changed from annualized rate of $146,825 for 9 months to annualized rate of $196,825 for 9 months, July 1, 2026. Includes FY27 Merit Program. Compression increase.

Schremmer, Joseph A. Professor of Law and Eugene O. Kuntz Chair in Law, annualized rate of $186,609 for 9 months, additional stipend of $5,000 for increased teaching duties in the College of Law, August 16, 2026 through December 31, 2026.

Shah, Shishir K., Professor and Director of the School of Computer Science, Gallogly Chair in Engineering #3 and Chief AI Officer (CAIO) across the OU system, annualized rate of $445,875 for 12 months, additional stipend of $25,000 for serving as Director of Data Institute for Societal Challenges in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Sigmarsson, Hjalti, Professor of Electrical and Computer Engineering and Gerald Tuma Presidential Professor, annualized rate of $166,932 for 9 months, additional stipend of $20,000 for serving as Advanced Radar Research Center Associate Director for Research in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Siler, Cameron D., Professor of Biological Sciences, Director of the Oklahoma Biological Survey and Robert Glenn Rapp Foundation Presidential Professor, annualized rate of $182,752, additional stipend of $22,000 for serving as Chair of the Institutional Animal Care and Use Committee in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Tischler, Joseph G, Associate Professor of Physics and Astronomy and Avenir Foundation Chair in Condensed Matter Physics #1, annualized rate of $159,534 for 9 months, additional stipend of $10,000 for serving as Director of the Center for Quantum Research and Technology in the Dodge Family College of Arts and Sciences, August 16, 2026 through May 15, 2027.

Weng, Binbin, Associate Professor of Electrical and Computer Engineering, Williams Chair in Telecommunications Networking, and Director of the Micro-fabrication Research and Education Center, annualized rate of $177,650 for 9 months, additional stipend of $10,000 for serving as Faculty Fellow in the Data Institute for Societal Challenges and for the Institute for Resilient Environmental & Energy Systems in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

West, Ann H., Professor of Chemistry and Biochemistry, Edith Gaylord Harper Presidential Professor, Joseph Brandt Professor and Grayce B. Kerr Centennial Chair, annualized rate of $191,255 for 9 months, additional stipend of $25,000 for serving as Associate Vice President for Research Development in the Office of the Vice President of Research and Partnerships, August 16, 2026 through December 31, 2026.

Wilhelm, Stefan, Associate Professor of Biomedical Engineering and Stephenson Chair #5 in Biomedical Engineering, annualized rate of $159,208 for 9 months, additional stipend of $30,000 for serving as the Director of the Samuel Roberts Noble Microscopy Laboratory in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Wimberly, Michael, Professor of Geography and Environmental Sustainability, annualized rate of $170,545 for 9 months, additional stipend of $20,000 for serving as Associate Director in the Data Institute for Social Challenges in the Office of the Vice President for Research and Partnerships, July 1, 2026 through June 30, 2027.

Wood, Matthew S., Professor of Entrepreneurship and Economic Development and Michael F. Price Chair in Entrepreneurship, given additional title Director of the Tom Love Division of Entrepreneurship and Economic Development, salary changed from annualized rate of $302,218 for 9 months to annualized rate of $421,090 for 12 months, July 1, 2026. Includes FY27 Merit Program. Changing from 9-month faculty to 12-month academic administrator.

Wright, André-Denis G., Senior Vice President and Provost, Office of the Senior Vice President and Provost, given additional title William J. Crowe Chair in Geopolitics, July 1, 2026. Executive Officer.

Xue, Ming, George Lynn Cross Research Professor of Meteorology, Director of the Center for Analysis and Prediction of Storms and Weathernews Chair in Applied Meteorology, salary changed from annualized rate of $215,953 for 9 months to annualized rate of $226,953 for 9 months, August 16, 2026. Includes FY27 Merit Program. Compression Increase.

Zhai, Shuang, Assistant Professor of Management Information Systems, salary changing from annualized rate of $166,380 for 9 months to annualized rate of $150,000 for 12 months, July 1, 2026. Changing from 9-month tenure-track to 12-month three-year ranked renewable term faculty. Includes FY27 Merit Program.

Zhang, Yan, Professor of Electrical and Computer Engineering and President’s Associates Presidential Professor, salary changed from annualized rate of $153,174 for 9 months to annualized rate of $192,995 for 9 months, July 1, 2026. Includes FY27 Merit Program. Compression Increase.

Zhou, Jizhong, George Lynn Cross Research Professor of Biological Sciences, President's Associates Presidential Professor and Director of Environmental Genomics in Biological Sciences, given additional title Dodge Family Research Chair #2, salary changed from annualized rate of $358,738 for 9 months to annualized rate of $408,738 for 9 months, January 1, 2026. Includes FY27 Merit Program.

NEPOTISM WAIVER(S)

Smith, Mason, Student Employee in the Dodge Family College of Arts and Sciences Dean's Office. Annualized rate of $13.00 per hour ($1,126.67 monthly). Mason Smith is the son of Cherish Smith, Executive Assistant to Dean Michael R. Markham in the Dodge Family College of Arts and Sciences Dean's Office. Ms. Smith will not participate in or influence any personnel, supervisory, financial or employment-related decisions involving Mason. The Human Resources Manager of the Dodge Family College of Arts and Sciences Dean's Office will be making performance evaluations and recommendations for compensation, promotion, and awards. A Nepotism waiver Management Plan has been reviewed and approved.

RESIGNATION(S)/TERMINATION(S):

Froslie, Peter Z., Professor of Visual Arts and Associate Dean in the Weitzenhoffer Family College of Fine Arts, July 11, 2026.

Hamlin, Daniel E., Associate Professor of Educational Leadership and Policy Studies, President's Associates Second Century Presidential Professor and Faculty Director of the Oklahoma Center for Education Policy Innovation, August 15, 2026.

Kinsinger, David L., Lecturer of Entrepreneurship and Economic Development and Director of the Entrepreneurial Law Clinic, June 27, 2026.

Pearl, Michael A., Professor of Law and Chickasaw Nation Chair in Native American Law, May 16, 2026.

Pearl, Tracy L., Professor of Law and William J. Alley Professor of Law, May 16, 2026.

Person, Angela M., Associate Professor of Architecture, Associate Dean of the Christopher C. Gibbs College of Architecture and President's Associates Second Century Presidential Professor, July 11, 2026.

Ye, Hua J., Associate Professor of Management Information Systems, August 8, 2026.

RETIREMENT(S):

Glatzhofer, Daniel T., David Ross Boyd Professor of Chemistry and Biochemistry and President's Associates Presidential Professor, June 1, 2026. Named David Ross Boyd Professor Emeritus of Chemistry and Biochemistry.

Muralidhar, Krishnamurty, Professor of Marketing and Supply Chain Management and Baldwin Chair of Business Administration, August 1, 2026. Named Professor Emeritus of Marketing and Supply Chain Management.

Schleifer, Ronald, George Lynn Cross Research Professor of English, June 1, 2026. Named George Lynn Cross Research Professor Emeritus of English.

Shafer, Mark A., Associate Professor of Geography and Environmental Sustainability and Research Scientist of the Oklahoma Climatological Survey, May 30, 2026. Named Professor Emeritus of Geography and Environmental Sustainability.

President Harroz recommended the Board of Regents approve the academic personnel actions shown.

Regent Ross moved approval of the recommendation. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

DEATH(S):

President Harroz regretted to report the following death(s):

Leseney, Vincent J., Associate Professor of Musical Theatre, June 20, 2026.

Orr, William, Clinical Professor in Medicine (Gastroenterology), August 24, 2026.

ADMINISTRATIVE AND PROFESSIONAL PERSONNEL ACTIONS – ALL

Norman Campus:

NEW APPOINTMENT(S):

*Guthrie, Kendal J., Assistant Coach/Assistant Director of Scouting and Player Development, Coach/Sports Professional III, Baseball, Athletics Department, consideration of appointment, compensation, and contract of employment and to take any necessary action. Professional Nonfaculty.

Hayes, Mark, Food Services Executive Director, Food Services Administration, salary at an annualized rate of $155,000 for 12 months, effective June 15, 2026. Administrative Staff.

*Johnson, Tyler R., Assistant Coach, Coach/Sports Professional III, Baseball, Athletics Department, consideration of appointment, compensation, and contract of employment and to take any necessary action. Administrative Staff.

O'Connor, Abigail, Associate Athletics Director/Performance Nutrition, Athletics Department, salary at an annualized rate of $250,000, July 15, 2026, Administrative Staff.

*Smith, Justin, Head Football Athletic Trainer, Athletics Department, consideration of appointment, compensation, and contract of employment and to take any necessary action. Professional Nonfaculty.

* See amendments on page 40354.

CHANGE(S):

Caperton, Melissa S., Executive Director of Marcom, Public Affairs Administration, title changed to Interim Associate Vice President of Communications, Public Affairs Administration, salary changed from an annualized rate of $117,471 for 12 months to an annualized rate of $164,460 for 12 months, effective July 25, 2026. Administrative Staff. Interim Appointment.

Gaines, Ryan, Chief of Staff/Baseball, Athletics Department, salary changed from an annualized rate of $197,313 to an annualized rate of $215,000, effective August 29, 2026. Professional Nonfaculty.

*Raley, Russell O., Baseball, Athletics Department, consideration of contract of appointment, compensation, title change from Assistant Coach, Coach/Sports Professional I to Assistant Coach/Director of Scouting, Coach/Sports Professional III and to make any necessary adjustments. Professional Nonfaculty. Reclassification.

Robbins, Sarah E., Librarian/Professor, University Libraries to Associate Provost Academic Affairs, Provost Office Administration, salary changed from an annualized rate of $138,210 for 12 months to an annualized rate of $175,000 for 12 months, effective August 22, 2026. Administrative Officer. Promotion.

Schade, Michael A., Senior Counsel, Office of Technology Development, salary changed from an annualized rate of $231,623 for 12 months to an annualized rate of $206,623 for 12 months, removing the administrative supplement for the Interim Executive Director of the Office of Innovation and Corporate Partnerships and Office of Technology Commercialization role, effective September 5, 2026. Administrative Staff. Return from Interim Appointment.

*Venables, Brent, Head Coach, Coach/Sports Professional IV, Football, Athletics Department, review of compensation and contract of employment, and to make any necessary adjustments. Professional Nonfaculty.

*Willits, Reggie, Baseball, Athletics Department, Coach/Sports Professional III, review of compensation and contract of employment, title change from Assistant Coach to Associate Head Coach, and to make any necessary adjustments. Professional Nonfaculty.

NEPOTISM WAIVER(S):

Johnson, Arthur “Skip”, Baseball Head Coach, Athletics and Johnson, Tyler, Assistant Coach/Scouting Director, Athletics. Tyler Johnson is Arthur “Skip” Johnson’s son and will report and be supervised by Gregory Tipton, Deputy Athletic Director Operations, Athletics. Arthur “Skip” Johnson will not be permitted to manage, supervise, evaluate, or make any other employment decisions concerning Tyler Johnson. To eliminate actual or perceived conflicts of interest arising from a familial relationship, the Assistant Coach/Scouting Director will not report to the Head Baseball Coach for employment or personnel matters; instead, the Operations Athletic Director, who is independent of the familial relationship, will serve as the employee's direct supervisor for all employment-related matters, conducting annual performance evaluations and making independent recommendations regarding compensation, contract renewal, promotion, disciplinary action, awards, and other personnel decisions, all of which are submitted to the Director of Athletics, who retains final authority over all employment decisions. The Head Baseball Coach will not participate in or influence decisions regarding the employee's evaluation, compensation, promotion, contract status, disciplinary actions, or other personnel

* See amendments on page 40354.

matters, and may provide factual information about the employee's assigned duties or job performance only if requested by the Operations Athletic Director, without making recommendations or taking part in decision-making. Because the position is part of the baseball coaching staff, the Head Baseball Coach will provide day-to-day operational direction related to the administration of the baseball program, including practice responsibilities, game preparation, recruiting assignments, scheduling of coaching duties, and player development activities, but this operational oversight is limited to coaching and team operations and does not include authority over employment decisions or personnel actions. The Operations Athletic Director will also review and approve travel, professional development opportunities, and any discretionary expenditures associated with the position in accordance with University and Athletics Department policies, and any recommendations concerning compensation, promotion, contract renewal, awards, or other employment actions will be made independently by the Operations Athletic Director and approved by the Director of Athletics, without involvement from the Head Baseball Coach.

RESIGNATION(S) AND/OR TERMINATION(S):

Allman, Jennifer, Associate Provost Academic Affairs, Provost Office Administration, September 2, 2026. Administrative Officer. Resignation.

Butler, Louis, Assistant/Associate Coach III, Athletics Department, June 30, 2026, Professional Nonfaculty, Resignation.

Gress, Jonathan, Head Football Athletic Trainer, Athletics Department, July 10, 2026, Professional Nonfaculty, Resignation.

Hollingshead, Jennifer, Vice President, Marketing & Communications, Public Affairs Administration, September 1, 2026. Executive Officer. Resignation.

Moore, Jeffrey A., Center for the Creation of Economic Wealth Administrator, Center for Creation of Economic Wealth, July 1, 2026. Administrative Staff. Resignation.

Health Campus:

CHANGE(S):

Stanton, Kathleen, Student Affairs Associate Vice President, Health Campus Student Affairs to Student Affairs Associate Vice President and Associate Vice Provost for Student Success, Health Campus Student Affairs, salary changed from an annualized salary of $188,171 for 12 months to an annualized salary of $218,171 for 12 months, that includes $30,000 for serving as the Associate Vice Provost, effective July 12, 2026. Administrative Officer. Pay Increase.

RETIREMENT(S):

MacDurmon, George W., Radiation Safety Officer, Radiation Safety Office, June 11, 2026. Professional Nonfaculty. Retirement.

President Harroz recommended the Board of Regents approve the administrative and professional personnel actions shown.

Regent Braught moved approval of the recommendation with the following amendments that had been presented to the Board and were made available to the public. The following voted yes on the amended motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

AMENDMENTS:

Guthrie, Kendal J., Assistant Coach/Assistant Director of Scouting and Player Development, Coach/Sports Professional III, Baseball, Athletics Department, Professional Nonfaculty, that the appointment be approved effective July 15, 2026, with material terms of the employment agreement to include:

1. An initial term to June 30, 2028.
2. Base Salary of $200,000 annually paid pro rata through standard University payroll procedures, plus University benefits provided to University employees based on only the Base Salary.
3. Performance Bonuses in recognition of special achievement and extraordinary performance for the University's participation in regular or post-season competition.

Additionally, authorize the President and Vice President for Intercollegiate Athletics Programs and Director of Athletics, with the assistance of the Vice President and General Counsel, to negotiate terms of transition and execute the final terms of the agreement to include additional or modified terms and conditions customary and reasonable for agreements of this type, and report back to the Board as may be required under Board policy.

Johnson, Tyler R., Assistant Coach, Coach/Sports Professional III, Baseball, Athletics Department, Professional Nonfaculty, that the appointment be approved effective July 13, 2026, with material terms of the employment agreement to include:

1. An initial term to June 30, 2028.
2. Base Salary of $200,000 annually paid pro rata through standard University payroll procedures, plus University benefits provided to University employees based on only the Base Salary.
3. Performance Bonuses in recognition of special achievement and extraordinary performance for the University's participation in regular or post-season competition.

Additionally, authorize the President and Vice President for Intercollegiate Athletics Programs and Director of Athletics, with the assistance of the Vice President and General Counsel, to negotiate terms of transition and execute the final terms of the agreement to include additional or modified terms and conditions customary and reasonable for agreements of this type, and report back to the Board as may be required under Board policy.

Smith, Justin, Head Football Athletic Trainer, Athletics Department, Professional Nonfaculty, that the appointment be approved effective August 8, 2026, with material terms of the employment agreement to include:

1. An initial term to June 30, 2028.
2. Base Salary of $250,000 annually paid pro rata through standard University payroll procedures, plus University benefits provided to University employees based on only the Base Salary.

3. Performance Bonuses in recognition of special achievement and extraordinary performance for the University's participation in regular or post-season competition.

Additionally, authorize the President and Vice President for Intercollegiate Athletics Programs and Director of Athletics, with the assistance of the Vice President and General Counsel, to negotiate terms of transition and execute the final terms of the agreement to include additional or modified terms and conditions customary and reasonable for agreements of this type, and report back to the Board as may be required under Board policy.

Raley, Russell O., title changed to Assistant Coach/Director of Scouting, Coach/Sports Professional III, Baseball, Athletics Department, approval of an employment agreement effective July 25, 2026, with material terms to include:

1. An initial term to June 30, 2028.
2. Base Salary of $225,000 annually paid pro rata through standard University payroll procedures, plus University benefits provided to University employees based on only the Base Salary.
3. Performance Bonuses in recognition of special achievement and extraordinary performance for the University's participation in regular or post-season competition.

Additionally, authorize the President and Vice President for Intercollegiate Athletics Programs and Director of Athletics, with the assistance of the Vice President and General Counsel, to negotiate terms of transition and execute the final terms of the agreement to include additional or modified terms and conditions customary and reasonable for agreements of this type, and report back to the Board as may be required under Board policy.

Venables, Brent, Head Coach, Coach/Sports Professional IV, Football, Athletics Department, that the employment agreement be modified effective February 1, 2026, with material changes to the terms of the employment agreement to include as follows:

1. Extend the term of the employment agreement to January 31, 2032.
2. Increase Base Salary from $4,025,000 to $5,000,000 annually paid pro rata through standard University payroll procedures, plus University benefits provided to University employees based on only the Base Salary. February 1, 2027, this annualized sum shall increase to $5,100,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2028, this annualized sum shall increase to $5,200,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2029, this annualized sum shall increase to $5,300,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2030, this annualized sum shall increase to $5,400,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2031, this annualized sum shall increase to $5,500,000 annually with a pro rata portion paid through standard University payroll procedures.
3. Increase additional and outside income from unrestricted private funds for personal services, fundraising, promotional, public relations, endorsements, speaking engagements, and all other athletics-related contracts and activities for the University from the annualized sum of $4,025,000 to $5,000,000 annually paid pro rata through standard University payroll procedures. February 1, 2027, this annualized sum shall increase to $5,100,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2028, this annualized sum shall increase to $5,200,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2029, this annualized sum shall increase to $5,300,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2030, this

annualized sum shall increase to $5,400,000 annually with a pro rata portion paid through standard University payroll procedures. February 1, 2031, this annualized sum shall increase to $5,500,000 annually with a pro rata portion paid through standard University payroll procedures.
4. A Signing Bonus of $1,000,000 payable through standard payroll process within thirty (30) days of execution of the employment agreement.
5. Performance Bonuses in recognition of special achievement and extraordinary performance for the University's participation in post-season competition.
6. Provisions for payments on termination by the University and payments upon termination by the Coach as determined appropriate by the Vice President and Director of Athletics with the assistance of the Vice President and General Counsel.

Additionally, authorize the Vice President for Intercollegiate Athletics Programs and Director of Athletics, with the advice and assistance of the Chair of the Board, President, and Vice President and General Counsel, to negotiate and execute the final terms of the agreement to include additional or modified terms and conditions customary and reasonable for agreements of this type.

Willits, Reggie, title changed to Associate Head Coach, Coach/Sports Professional III, Baseball, Athletics Department, that the employment agreement be modified effective July 1, 2026, with material changes to the terms of the employment agreement to include as follows:

1. Extend the term of the employment agreement to June 30, 2029.
2. Maintain Base Salary of $265,000 annually paid pro rata through standard University payroll procedures.
3. Increase additional and outside income from unrestricted private funds for personal services, fundraising, promotional, public relations, endorsements, speaking engagements, and all other athletics-related contracts and activities for the University in the amount of $165,000 to $335,000 annually paid pro rata through standard University payroll procedures.
4. Performance Bonuses in recognition of special achievement and extraordinary performance for the University's participation in regular or post-season competition.

Additionally, authorize the President and Vice President for Intercollegiate Athletics Programs and Director of Athletics, with the assistance of the Vice President and General Counsel, to negotiate and execute the final terms of the agreement to include additional or modified terms and conditions customary and reasonable for agreements of this type.

DEATH(S):

President Harroz regretted to report the following death(s):

Rosado Santiago, William, Golf Course Turf Specialist, July 18, 2026.

CONSENT ITEMS

The Consent Agenda contains items requiring Board approval. Prior to seeking approval of the Consent Agenda, the Chair provided any Board member the opportunity to move an item from the Consent Agenda and onto the Action Agenda to be discussed. Otherwise, the Chair entertained a motion to approve the items on the Consent Agenda as listed. No such request was made regarding these items.

- **AWARDS, CONTRACTS, AND GRANTS – ALL**
- **PROGRAM MODIFICATION – DOCTOR OF MEDICINE – HC**
- **PROGRAM MODIFICATION – DOCTOR OF PHILOSOPHY IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH – HC**
- **PROGRAM MODIFICATION – MASTER OF HEALTH ADMINISTRATION – HC**
- **REQUEST FOR NEW EMBEDDED CERTIFICATE PROGRAM, GRADUATE COLLEGE – HC**
- **REVISIONS TO THE COLLEGE OF MEDICINE BYLAWS – HC**
- **REVISIONS TO THE COLLEGE OF PUBLIC HEALTH BYLAWS – HC**
- **SUBSTANTIVE PROGRAM CHANGES – NC**
- **POLICY REVISION – DEGREE REVOCATION**
- **POLICY REVISION – HONORARY DEGREES**
- **POLICY REVISION – FIREARMS**
- **AUTHORIZING ADMINISTRATIVE HEAD DESIGNATIONS FOR CERTAIN STATE FINAL AGENCY ORDERS AS REQUIRED BY 75 O.S. SECTION 250.3(1) – ALL**
- **ONCOLOGY SCREENING SYSTEM PURCHASE – HC**
- **HIGH-RESOLUTION RESPIROMETRY SYSTEMS PURCHASE – HC**
- **COMBINED HEAT AND POWER PLANT BOILER 1 REHABILITATION – NC**
- **AVIATION ENGINES PURCHASE – NC**
- **MAX WESTHEIMER AIRPORT HANGAR AND INFRASTRUCTURE DEVELOPMENT – NC**

Regent Hilliary moved approval of the consent items as shown. The following voted yes on the motion: Regents Ross, Holloway, Braught, Waits, Williams, and Hilliary. The Chair declared the motion unanimously approved.

AWARDS, CONTRACTS, AND GRANTS – ALL

Systemwide Research Performance
Key performance metrics — June fiscal year-end

Metric	FY24		FY25		FY26		System Change FYTD
	YTD	Total	YTD	Total	YTD	Total	
Proposals Count[#]							
Health Campus	642	642	1040	1040	1168	1168	
Norman Campus	1088	1088	1100	1100	1096	1096	25 v. 24 +24%
System	1730	1730	2140	2140	2264	2264	26 v. 25 +6%
Proposals Dollars[#]							
Health Campus	$418	$418	$1088	$1088	$836	$836	
Norman Campus	$1005	$1005	$953	$953	$1170	$1170	25 v. 24 +43%
System	$1423	$1423	$2041	$2041	$2006	$2006	26 v. 25 -2%
Awards Count OR							
Health Campus	687	687	573	573	507	507	
Norman Campus	720	720	632	632	572	572	25 v. 24 -14%
System	1407	1407	1205	1205	1079	1079	26 v. 25 -10%

Metric	FY24		FY25		FY26		System Change FYTD
	YTD	Total	YTD	Total	YTD	Total	
Awards OR							
Health Campus	$184	$184	$132	$132	$139	$139	
Norman Campus	$183	$183	$165	$165	$191	$191	25 v. 24 -19%
System	$367	$367	$297	$297	$330	$330	26 v. 25 +11%
Expenditures OR							
Health Campus	$133	$133	$132	$132	$129	$129	
Norman Campus	$158	$158	$157	$157	$148	$148	25 v. 24 -1%
System	$291	$291	$289	$289	$277	$277	26 v. 25 -4%
Expenditures OSA, PS and Instruction							
Health Campus	$39	$39	$53	$53	$34	$34	
Norman Campus	$11	$11	$15	$15	$23	$23	25 v. 24 +36%
System	$50	$50	$68	$68	$57	$57	26 v. 25 -16%

Because June closes the fiscal year, YTD and full-year totals are identical.
OR = Organized Research, OSA = Other Sponsored Activity, PS = Public Service
#Includes OR, OSA, PS, Instruction, and Outreach. Dollars in millions.

Strategic Annual Indicators

Metric	FY22	FY23	FY24	FY25	FY26
NSF HERD					
Ranking	71	76	74	–	–
Dollar Amount	$417	$443	$474	$517#	$520*
Blue Ridge					
Ranking	129	122	102	98	–
Dollar Amount	$60	$65	$75	$81	–

*Projected. #Submitted, not final. Dollars in millions.

Large Dollar Awards ($1M+) – From April 9, 2026, through June 30, 2026

Amount	Agency	Title	PI	Department
$26,810,210	U.S. Department of Transportation, Federal Aviation Administration | DOT-FAA	Runway Reconfiguration: FAA Grant	Lamkin, Lance	Campus Safety
$13,630,188	State of Oklahoma, Department of Human Services | OK-DHS	(Outreach) Child Support Services Employer Education & Service Center FY27	Deberry, James	Ctr For Public Management
$10,219,683	State of Oklahoma, Department of Human Services | OK-DHS	(OUTREACH) TANF Impact Program	Deberry, James	Ctr For Public Management
$8,982,982	Oklahoma State Department of Health	OSDH RHTP Rural Residency	Lees, Jason	Dean's Office, College of Medicine

Amount	Agency	Title	PI	Department
$8,329,500	Okla Tobacco Settlemt Endowmt Trust Fund	TSET - Tulsa/Mobile Units	Mannel, Robert S	Stephenson Cancer Center
$2,940,812	Oklahoma State Department of Health	2026 OSDH RHT MFM	Williams, Marvin	Obstetrics & Gynecology
$2,643,995	State of Oklahoma, Department of Human Services | OK-DHS	(Outreach) Child Welfare New Specialist Training	Deberry, James	Ctr For Public Management
$2,153,750	State of Oklahoma, Department of Human Services | OK-DHS	(Outreach): Oklahoma Successful Adulthood Program	Charles, Kristi	National Resource Ctr For Yth.
$2,129,950	Natl Inst of General Medical Sciences	Oklahoma Center for Biomedical Research Excellence in Sensory Biology	Tsiokas, Leonidas	Cell Biology
$2,031,939	National Cancer Institute	Stephenson Cancer Center- Cancer Center Support Grant	Mannel, Robert S	Stephenson Cancer Center
$2,006,085	State of Oklahoma, Department of Human Services | OK-DHS	(Outreach) Resource Family Training	Charles, Kristi	National Resource Ctr For Yth.
$1,659,191	Universidad Nacional de San Agustin | IN-UNSA	UNSA Institute for Global Change and Human Health Research - Phase 2	Filley, Timothy	Geography& Envir Sustainabilit y
$1,290,000	National Cancer Institute	A Lead Academic Participating Site in Oklahoma for the Design and Conduct of NCTN Clinical Trials	Furqan, Muhammad	Medicine Hematology/ Oncology
$1,276,945	Merck Research Labs, Inc.	SCRI-GYN 145-MK-5909-003-00	Richardson, Debra L	Stephenson Cancer Center
$1,066,575	Sooner Neuron | SNEU	Hailstone	Yeary, Mark	Electrical & Computer Engineer
$1,033,564	National Heart, Lung and Blood Institute	Estrogen signaling in chronic asthma	Venkatachal em, Sathish	Internal Medicine, Pulmonary, Critical Care & Sleep Medicine
$1,025,002	Health Resources & Services Admin	Geriatrics Workforce Enhancement Program	Jennings, Lee A	Internal Medicine

President Harroz recommended that the Board of Regents ratify the awards and/or modifications submitted with this Agenda Item.

PROGRAM MODIFICATION – DOCTOR OF MEDICINE – HC

Oklahoma State Regents for Higher Education Policy 3.4.3. requires that instructional programs obtain approval for modifications to existing programs. Current admission prerequisites are redundant. Updating the prerequisites will provide applicants direction as to which courses will help them achieve the knowledge needed to perform well on the Medical College Admission Test (MCAT®). The current and proposed admission and/or graduation requirements are detailed in Table 1. The current and proposed prerequisite requirements are detailed in Table 2. Both tables are attached hereto as Exhibit P.

President Harroz recommended the Board of Regents approve a modification to the Doctor of Medicine degree to update prerequisite and admissions requirements to support a commitment to academic medicine professional readiness.

PROGRAM MODIFICATION – DOCTOR OF PHILOSOPHY IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH – HC

Oklahoma State Regents for Higher Education Policy 3.4.3. requires that instructional programs obtain approval for modifications to existing programs. Current admission prerequisites are overly burdensome and have impacted degree enrollment. By updating the prerequisites, the program expects to increase overall applications, stabilize enrollment, and position the program for future growth. The current and proposed admission and/or graduation requirements are detailed in Table 1, attached hereto as Exhibit Q.

President Harroz recommended the Board of Regents approve a modification to the Doctor of Philosophy in Occupational and Environmental Health degree to update prerequisites and admissions requirements and to reduce admissions barriers.

PROGRAM MODIFICATION – MASTER OF HEALTH ADMINISTRATION – HC

Oklahoma State Regents for Higher Education Policy 3.4.3. requires that instructional programs obtain approval for modifications to existing programs. These modifications to reduce the overall hours and offer an online-delivery option will shorten the time-to-degree thereby reducing total costs for students and will improve the program's competitiveness in recruiting both early-career students and working healthcare professionals. The current and proposed curriculum requirements for the Master of Health Administration (MHA) are detailed in Table 1. The current and proposed curriculum for the executive MHA (eMHA) is detailed in Table 2. The current and proposed admission and/or graduation requirements for eMHA are detailed in Table 3. All three tables are attached hereto as Exhibit R.

President Harroz recommended the Board of Regents approve modifications to the Master of Health Administration degree to provide additional delivery methods and degree options. Specifically, President Harroz recommended the Board of Regents approve modifications to reduce the total number of credit hours, to make available an online delivery option format, and to recognize prior experience in healthcare. These modifications will maintain program rigor, streamline the curriculum by consolidating courses, offer options that allow professionals to remain in the workforce while pursuing a degree, and align the program with other national norms for Master of Health Administration degrees.

I. Reduce the traditional Master of Healthcare Administration program total hours from 52 to 42.
II. Offer an online delivery option format for the traditional Master of Health Administration program.
III. Update the executive Master of Health*care* Administration program name to executive Master of Health Administration.
IV. Reduce the executive Master of Health Administration total hours from 42 to 36 in recognition of prior experience in healthcare.

REQUEST FOR NEW EMBEDDED CERTIFICATE PROGRAM – GRADUATE COLLEGE – HC

The standard pathway for becoming a clinical medical physicist includes completing a graduate degree in a Commission on Accreditation of Medical Physics Education Programs (CAMPEP)-accredited Medical Physics program, followed by a CAMPEP-accredited residency, capped by board certification by the American Board of Radiology (ABR) consisting of passing a three-part examination. Eligibility for the ABR exam requires completion of either a CAMPEP-accredited MS or PhD in Medical Physics or a CAMPEP-accredited certificate program.

Individuals who hold a PhD in Physics or a related field or who have a degree in Medical Physics from a non-CAMPEP program are effectively prevented from entering the profession. To address this need, 39 programs in the United States and Canada currently offer CAMPEP-accredited certificate programs.

The Department of Radiological Sciences currently offers MS and PhD degrees in Medical Physics. Adding a certificate program would allow post-doctoral researchers with backgrounds in Physics or related disciplines from a non-CAMPEP program to pursue a pathway into the medical physics profession. The field is highly attractive due to its combination of strong employment prospects, competitive salaries, and the opportunity to apply physics directly to patient care in diagnosis, treatment, and disease monitoring.

For the University of Oklahoma, this addition provides two major benefits. First, it offers researchers in physics and related fields a viable professional pathway, making the program competitive with other institutions nationwide. Second, the certificate program would use existing facilities and courses already offered within our accredited graduate program, allowing the program to expand enrollment and degree options, an explicit goal of the College of Medicine. It would also increase the number of students graduating with combined MS and certificate degrees. The proposed admissions and/or graduation requirements are detailed in Table 1. The proposed curricular requirements are detailed in Table 2.

Table 1. Proposed Admissions and/or Graduation Requirements, Graduate College.

Proposed Program Admissions and/or Graduation Requirements
Admissions Requirements • An applicant must have a doctoral degree in a field related to medical physics (Physics, Biomedical Engineering, Non-CAMPEP-accredited degree in Medical Physics). • An applicant must have a 3.00 GPA in the last 60 hours of coursework applied to the degree. • The applicant must be in good standing with the college or university where currently enrolled or last attended.

Proposed Program Admissions and/or Graduation Requirements
• Applicants are expected to have acquired a high degree of proficiency in physics with coursework equivalent to exceeding a baccalaureate minor in physics. • Applicants must present clear evidence of a strong foundation in Chemistry and Mathematics, as well as in written and spoken English by meeting all Prerequisite Requirements (below). • Applicants are required to have completed verbal and quantitative portion of the GRE. Although a minimum combined score in Graduate Record Examination (GRE) is not used, these are used in conjunction with all supporting documents in the selection process. GRE tests taken over 5 years ago are reviewed by the Admission Committee and combined GRE scores of 310 or higher may be accepted for admission. • Applicants for whom English is a second language are required to submit Test of English as a Foreign Language (TOEFL) internet-based scores with at least 4.5 score under the new scoring system (79 in the previous scoring system) or International English Language Testing System (IELTS) scores of at least 6.5 designated score on another approved test. TOEFL/IELTS is waived for an applicant who has earned a baccalaureate or master's degree from a U.S. institution. • Applicants are required to provide three letters of reference, as well as a Statement of Purpose. Prerequisite Requirements • Calculus (8 semester hours) • Differential Equations (3 semester hours) • Calculus-based General College Physics (8 semester hours) • Modern Physics (3 semester hours) • Two other upper-level undergraduate Physics courses (6 semester hours) • General Chemistry (4 semester hours) • Human Anatomy and Physiology (4 semester hours) is recommended Additional Graduation Requirements • Seminar attendance and participation is required. • Ethics and Professionalism requirements are met by completing the online CITI modules as well as the completion of 4 or more online modules from AAPM/RSNA. • Successful completion of the comprehensive post-course oral evaluation.

Table 2. Proposed Curricular Requirements, Graduate College.

Proposed Curriculum	
Course Title	Credit Hours
RADI 5024 Radiation Detection and Measurement	4
RADI 5102 Radiation Protection and Shielding	2
RADI 5222 Introduction to Radiation Biology	2
RADI 5303 Clinical and Radiological Anatomy	3
RADI 5824 Production and Absorption	4
RADI 6864 Radiological Physics I – Physics of Radiation Therapy	4
RADI 6874 Radiological Physics II – Physics of Nuclear Medicine	4
RADI 6884 Radiological Physics III – Physics of Medical Imaging	4
Total Credit Hours	27

President Harroz recommended the Board of Regents approve a new embedded, post-doctoral certificate in the Graduate College's Radiological Sciences program entitled Certificate in Medical Physics.

REVISIONS TO THE COLLEGE OF MEDICINE BYLAWS – HC

The College of Medicine Faculty Bylaws have been reviewed and revised and the proposed updates reflect current institutional terminology, administrative structure, and governance practices.

The proposed changes are primarily technical and organizational in nature. Revisions include updates to campus naming conventions, clarification of department and division terminology, updates to the composition, terms, and voting eligibility of faculty governance committee, and conforming references to the University of Oklahoma Health Campus Faculty Handbook and other existing governing documents.

The proposed revisions also include non-substantive editorial and organizational changes intended to improve clarity and consistency within the Bylaws. The changes modify the procedure for future bylaw amendments by removing Board of Regents' administrative review, however, do not otherwise change Board of Regents' authority or Regents' policies governing faculty appointments, promotion and tenure, or Professional Practice Plan requirements.

Attached hereto as Exhibit S is a clean copy of the revised Bylaws for consideration. Revisions are summarized below:

- Renamed the institution throughout the Bylaws from the "University of Oklahoma Health Sciences Center" to the "University of Oklahoma Health Campus."
- Clarified the definition of affiliated institutions and the relationship of general faculty with those institutions through dual employment.
- Revised definition of voting faculty membership, aligning eligibility with the Health Campus Faculty Handbook.
- Removed sections that are duplicative of what is already provided in the Faculty Handbook.
- Clarified the academic naming convention used within the College of Medicine.
- Removed the requirement of providing the names of Admissions Board members to the Regents on an annual basis.
- Clarified that the Medical Education Committee (MEC) has responsibility for both the MD and the dual degree MD programs.
- Clarified the membership, voting eligibility, and terms of the COM committees and subcommittees.
- Added of a reference to the Post Tenure Review Committee, which previously existed in policy but not in the bylaws.
- Clarified that all promotion and tenure decisions will follow established policies and procedures defined in the Health Campus Faculty Handbook and, where more specific, the COM handbook, with the Health Campus Faculty Handbook governing in case of conflict.
- Clarified that where conflict exists with federal or state law, accreditation standards, Board of Regents' policies, or University policy, the higher authority prevails, and the bylaws shall automatically stand amended when necessary to concur with the stated authority.
- Clarified of the internal approval pathway for future Bylaw amendments, reflecting a change in administrative review from formal Board of Regents action to review and approval by the Dean and the Senior Vice President and Provost.

President Harroz recommended approval of revisions to the College of Medicine Faculty Bylaws as proposed.

REVISIONS TO THE COLLEGE OF PUBLIC HEALTH BYLAWS - HC

The College of Health Faculty Bylaws have been reviewed and revised and the proposed updates reflect current institutional terminology, administrative structure, and governance practices.

The proposed changes are primarily technical and organizational in nature. Revisions include updates to campus naming conventions; clarification of department and division terminology; updates to the composition, terms, and voting eligibility of faculty governance committee; and conforming references to the University of Oklahoma Health Campus Faculty Handbook and other existing governing documents.

The proposed revisions also include non-substantive editorial and organizational changes intended to improve clarity and consistency within the Bylaws. The changes do not modify existing Board of Regents' authority or Regents' policies governing faculty appointments, promotion and tenure, or Professional Practice Plan requirements.

Attached hereto as Exhibit T is a clean copy of the revised bylaws for consideration. Revisions are summarized below:

- Renamed the institution throughout the bylaws from the "University of Oklahoma Health Sciences Center" to the "University of Oklahoma Health Campus," and updated references identifying the college as the "Hudson College of Public Health."
- Revised definition of voting faculty membership, aligning eligibility with the OU Health Campus Faculty Handbook.
- Removed sections that are duplicative of what is already provided in the Faculty Handbook.
- Clarified Faculty Board governance, including a quorum standard based on eligible voting faculty, decoupling of officer elections from committee elections, defined one-year officer terms, and a new requirement that the Board receive periodic reports on enrollment, strategic priorities, and the College's financial condition.
- Revised process for creating, merging, eliminating, or reorganizing academic Departments, with recommendation and approval by the Dean, Senior Vice Provost, and, as appropriate, the President and Board of Regents. Removed the prior requirement for Oklahoma State Regents for Higher Education to confirm Department names, and requires the Dean to solicit faculty input before recommending such changes.
- Removed the fixed requirement that each Department hold at least one faculty meeting per month, replaced with general language requiring regular meetings throughout the academic year.
- Clarified process for Dean succession and requiring that any Acting Dean designated by the Dean be subject to Senior Vice President and Provost approval. The appointment of Dean remains subject to Board of Regents approval.
- Permitted the Dean to personally serve as Interim Department Chair during a vacancy, in addition to the existing option of appointing an interim chair from the Department's faculty.
- Established a new standing Post Tenure Review (PTR) Committee, composed of five tenured faculty members appointed by the Dean, to conduct post-tenure reviews consistent with Health Campus policy.
- Reorganized the Promotion and Tenure Committee provisions, including a revised alternate-member process for review of promotion to Professor and a new requirement that College-wide promotion and tenure criteria be documented in a policy approved by the College faculty, Dean, and Senior Vice President and Provost.

- Updated election procedures, including electronic voting at a secure site rather than by mail or email ballot.
- Clarified the internal approval pathway for future Bylaw amendments, reflecting a change in administrative review from formal Presidential action to review and approval by the Dean and the Senior Vice President and Provost.

President Harroz recommended approval of revisions to the College of Public Health Faculty Bylaws as proposed.

SUBSTANTIVE PROGRAM CHANGE(S) – NC

The Oklahoma State Regents for Higher Education (OSRHE) require that all substantive changes in degree programs be presented to the institution's governing board for approval before being forwarded to the Office of the Oklahoma State Regents. The proposed academic program listed below was previously approved by the appropriate faculty, academic units, and deans; reviewed by the Academic Programs Council and/or Graduate Council; and approved by the Senior Vice President and Provost. It is being submitted to the Board of Regents for recognition of the modification made by the OSRHE to the program title.

DODGE COLLEGE OF ARTS AND SCIENCES

Social Work, Bachelor of Applied Studies in Social Work (RPC TBD, MC TBD)

Approve the modification of a 90-credit hour specialty degree with a Level I and II degree title of Bachelor of Applied Studies in Social Work and a Level III program name of Social Work. The program requires 90 total hours with 47 hours in the major, 12 hours in major support, and 31 hours of general education coursework. Admission to the program requires a minimum combined GPA of 2.50, and successful completion of prerequisite courses in one social science (sociology or psychology), one biological science, and Introduction to Social Work with a grade of C or better. Completion of the degree requires students to earn at least a 2.50 overall grade average, at least 2.50 grade average in required social work courses, and at least a C in all required social work courses and major support requirements.

Reason for request:

This proposal introduces a ninety-credit hour Bachelor of Applied Studies in Social Work program that preserves the full integrity of the accredited social work curriculum while creating a more accessible and workforce responsive pathway for students. The major and major support requirements are the same as the B.A. in Social Work in order to maintain full accreditation alignment. The narrative is framed to match the anticipated thirty-hour general education model under consideration by the State Regents. In practice, the degree map includes forty-three hours of coursework that meet Oklahoma general education requirements, which is three hours more than the current minimum. The program retains core expectations in English composition, government, history, science, and the humanities. This structure reflects early guidance about potential statewide shifts in general education policy and aligns with growing interest in ninety-hour bachelor's degree options in high-need fields. The goal is to maintain a strong general education foundation while offering a streamlined and affordable route into a critically needed professional workforce.

Currently there is a desperate shortage of social workers in Oklahoma. This program is an efficient proposal as Oklahoma faces a significant workforce shortage in behavioral health and human services, and the demand for licensed social workers far exceeds current capacity. Oklahoma faces a substantial shortage of bachelor's level social workers, and the current pipeline cannot meet statewide demand. Agencies across healthcare, child welfare, behavioral health, and justice involved settings report persistent vacancies and a need for more professionally trained staff. A 90-credit hour program directly addresses these needs by reducing cost, barriers, and time to completion for paraprofessionals, peer recovery support specialists, behavioral health case managers, and other workers who are already serving vulnerable populations. Streamlining the pathway into the profession strengthens the workforce pipeline, increases accessibility for working adults, and accelerates the movement of qualified graduates into high demand roles across the state.

President Harroz recommended the Board of Regents approve the proposed change in the Norman Campus academic program.

POLICY REVISION – DEGREE REVOCATION – ALL

The Degree Revocation Policy establishes the process to be followed when a question arises as to whether a degree previously conferred on a student should be revoked. The proposed revisions include an update to the policy's reference to Oklahoma State Regents for Higher Education (OSRHE) Policy 3.14.4.A to reflect OSRHE's Chapter 3 revisions distributed in May 2026. A minor change to the voting requirement in Section 2(c) was made to resolve an issue created by requiring a two-thirds vote of "those present and voting" on a three-person committee. An updated copy of the policy is attached hereto as Exhibit U.

President Harroz recommended the Board of Regents approve revisions to the Regents' Degree Revocation Policy.

POLICY REVISION – AWARDING HONORARY DEGREES – ALL

Institutions in the Oklahoma State System are authorized to confer honorary degrees, granted by the Oklahoma State Regents for Higher Education (OSRHE), upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, professional, or public service accomplishments. OSRHE recently revised its own Honorary Degrees policy (OSRHE Policy 3.14.5), and this revision is proposed so that the University's policy remains consistent with that revision. Key changes include adding policy language to align with OSRHE's revised policy, allowing awards of up to five honorary degrees during an academic year, updating the composition and titles of the executive officers who serve on the committee, and revising the approval process so that honorary degrees no longer require OSRHE approval, only notification to OSRHE from the University. An updated copy of the policy is attached hereto as Exhibit V.

President Harroz recommended the Board of Regents approve revisions to the Regents' Degrees Granted by the Oklahoma State Regents for Higher Education: Awarding Honorary Degrees Policy.

POLICY REVISION – FIREARMS – ALL

The University's ability to govern the possession and use of firearms on its campus is derived from 21 O.S. § 1277 which prohibits the possession and use of firearms on University property, subject to certain exceptions, including where the President of the University consents in writing. In the Firearms Policy, the University affirms the existing statutory prohibition of firearms on most University property, subject to certain exceptions. The Firearms Policy has not been revised since 2019.

The University proposes minor revisions in compliance with 21 O.S. § 1277 and 21 O.S. § 1289.23. These revisions are intended to reflect changes in organization, enhance the safety of performances on campus, maintain consistency with applicable law, and allow for continued research in accordance with the University's Strategic Plan. All revisions have been reviewed by relevant stakeholders including University of Oklahoma Police Department ("OUPD"), Office of Risk Management, and the Office of Legal Counsel. An updated copy of the policy is attached hereto as Exhibit W. Proposed revisions include:

- Updates to align with changes to the organization of OUPD;
- Affirming that off-duty police officers may carry firearms as provided in 21 O.S. § 1289.23;
- Affirming that personnel from the Sam Noble Museum may possess and use firearms in connection with approved research activities and pursuant to written policy; and
- Clarifying that use of firearms by the RUF/NEKS must be under the direct supervision of an assigned OUPD Officer. The revisions further specify that, when discharge is necessary as part of a RUF/NEKS performance, blank ammunition shall be used.

President Harroz recommended the Board of Regents approve revisions to the Regents' Firearms Policy.

AUTHORIZING "ADMINISTRATIVE HEAD" DESIGNATIONS FOR CERTAIN STATE FINAL AGENCY ORDERS AS REQUIRED BY 75 O.S. SECTION 250.3(1) – ALL

Although the Board of Regents of the University of Oklahoma is generally exempt from the Act, certain financial matters require its institutions to conduct individual proceedings and to issue final agency orders in accordance with the procedures of the Act. Therefore, it is in the best interests of the Board of Regents to designate the respective President of each of its institutions, or their designees, as the administrative heads responsible for issuing these orders under 75 O.S. § 250.3(1). For purposes of this authorization, "financial matters" means individual proceedings of a financial nature in which the University is required by law to issue a final agency order under the Act including, without limitation, proceedings to make a claim against a taxpayer's state income tax refund under 68 O.S. § 205.2 and other proceedings involving the collection, offset, assessment, or refund of institutional debts, accounts, fees, or charges. This authorization does not extend to any matter committed by law or Board policy to the exclusive authority of the Board, or another designated officer, nor to student disciplinary, academic, employment, or other non-financial proceedings.

It is recommended that the Board of Regents authorize the respective President of each of its institutions, or their designees, to issue final agency orders in financial matters on behalf of their respective institutions. Each issued order shall constitute the final agency order of

the Board of Regents for purposes of the Act, subject to any request for rehearing, reopening, or reconsideration under 75 O.S. § 317 and to judicial review under 75 O.S. § 318 without the need for further action by the Board. This authority shall remain in effect until amended or rescinded by the Board.

President Harroz recommended the Board of Regents:

I. Delegate to each of its constituent institutions the authority to act, or designate a designee to act, as the institutions' "administrative head" for purposes of the Oklahoma Administrative Procedures Act (the "Act"); and

II. Authorize the Presidents or their designees to review and issue "final agency orders" as contemplated by the Act.

ONCOLOGY SCREENING SYSTEM PURCHASE – HC

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

The Department of Oncology Science seeks to purchase a Yokogawa CV8000 High-Content Screening System with a four-camera, four-laser spinning disk confocal imaging configuration, CellPathfinder analysis software, integrated BioAssemblyBot organoid automation platform, Liconic StoreX automated incubator, installation, training, freight, and a four-year manufacturer-supported service agreement. This advanced research platform will enable automated, high-throughput imaging and quantitative analysis of patient-derived organoids, spheroids, live-cell assays, and other complex three-dimensional cellular models.

The acquisition will significantly enhance the University's capacity for translational cancer research, precision medicine initiatives, and drug discovery efforts. The system will support existing and future federally sponsored research programs, increase competitiveness for external research funding, and provide investigators with capabilities not currently available through existing imaging resources.

The platform will operate as a research resource supporting multiple investigators and collaborative research programs. Yokogawa Corporation of America is the sole provider of the fully integrated imaging, organoid automation, analytical software, and service solution required to meet the University's research objectives. Inclusion of installation, training, and a four-year service agreement will ensure reliable operation and maximize the long-term value of the University's investment. The estimated FY2027 expenditures are $1,615,116.35.

This purchase has undergone review and approval by the College of Medicine Dean's Office, the Provost's Office, and the Stephenson Cancer Center (SCC), confirming alignment with the University's research priorities, strategic objectives, and capital planning processes.

Funding for this purchase will be provided through the Department of Oncology Science.

President Harroz recommended the Board of Regents approve the purchase of a Yokogawa CV8000 High-Content Screening System for the Department of Oncology Science in the amount of $1,615,116.35.

PURCHASE HIGH-RESOLUTION RESPIROMETRY SYSTEMS – HC

The OU Health Harold Hamm Diabetes Center is expanding under its new Executive Director and Vice Provost for Diabetes Programs, adding approximately 40 faculty and staff and building shared research facilities in support of the University's Project 200 initiative. This request establishes the Center's core measurement facility.

Mitochondria are the structures in every cell that convert food and oxygen into usable energy. When they fail, the body stores energy as fat and cells lose their normal response to insulin, the central mechanism underlying obesity, type 2 diabetes, and fatty liver disease. The Oroboros O2k measures mitochondrial function in a few milligrams of human tissue and is the internationally recognized standard instrument for that measurement, used in more than 5,000 published studies.

Each measurement runs on freshly collected tissue for several hours and cannot be stored and batched, so instrument capacity limits how many patients a study can enroll. Ten units allow multiple clinical trials to run simultaneously and create one of the largest facilities of its kind in the United States, operated as a shared resource for investigators across the OU Health Campus. Laboratory space is prepared and installation requires no further renovation.

Funding has been identified and is available within the Harold Hamm Diabetes Center.

President Harroz recommended the Board of Regents authorize the purchase of ten high-resolution respirometry systems and associated modules, accessories, warranty, and training from Oroboros Instruments GmbH, Innsbruck, Austria, the sole manufacturer, for the OU Health Harold Hamm Diabetes Center, at a total cost not to exceed $1,800,000.

COMBINED HEAT AND POWER PLANT BOILER 1 REHABILITATION – NC

The Combined Heat and Power Plant (CHPP) is one of two utility plants that provide distributed steam service to the Norman campus. Boiler 1 has experienced multiple heating tube failures and Facilities Management contracted with Atlantic Fabrication through an RFP to implement a restoration program to address the issues. Further inspection revealed that the entire superheater header assembly must also be replaced. Given that all tubes must already be removed to complete the header replacement, replacing the remaining tubes at this time is the most practical and cost-effective approach, rather than deferring the work to future years.

Funding for the project has been identified and is available and budgeted from the utility system capital budget.

President Harroz recommended the Board of Regents:

I. Approve an estimated project budget of $1,750,000 for the rehabilitation of Boiler 1 at the Combined Heat and Power Plant; and

II. Authorize the University Administration to execute the necessary agreements and change orders with Atlantic Fabrication and Design of Oklahoma City, Oklahoma, to complete the Combined Heat and Power Plant Boiler 1 Rehabilitation project within the approved project budget and applicable statutory limitations.

AVIATION ENGINES PURCHASE – NC

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports anticipated purchases from Air Power for specialized aircraft engine replacements requested specifically by the College of Atmospheric and Geographic Sciences. Approval is requested to authorize $1,750,000 for the phased purchase of 32 replacement aircraft engines over a three-year period to support the School of Aviation's flight training fleet. These engines are required replacements for aircraft that have reached, or will reach, the manufacturer's mandatory 2,400-hour time between overhaul (TBO), ensuring continued compliance with FAA safety requirements and maintaining the operational readiness of the University's training fleet.

Replacement aircraft engines currently have an estimated 24- to 26-month manufacturing lead time. Because of these extended procurement timelines, replacement engines must be ordered well in advance of anticipated maintenance requirements. Procuring only enough engines to meet immediate needs leaves the fleet vulnerable to unexpected engine failures requiring premature replacement, resulting in aircraft being grounded while awaiting replacement engines.

Approval of this request will enable the school to establish a proactive replacement schedule that aligns with mandatory overhaul requirements, accommodates continued enrollment growth, minimizes costly aircraft downtime, and ensures the continued safe and reliable operation of the University's flight training program over the next three years.

Funding for this purchase will be provided through the School of Aviation's flight training fee revenue. The replacement engine purchases are supported by dedicated program revenues generated through student flight fees and represents a reinvestment of those revenues into the continued operation, safety, and reliability of the University's flight training fleet.

President Harroz recommended the Board of Regents authorize the phased purchase of 32 replacement aircraft engines from Air Power over a three-year period in the amount of $1,750,000 to support the School of Aviation's flight training fleet.

MAX WESTHEIMER AIRPORT HANGAR AND INFRASTRUCTURE DEVELOPMENT – NC

The Max Westheimer Airport Hangar and Infrastructure Development project was approved as part of the 2026 Campus Master Plan of Capital Improvements Projects for the Norman campus. At the June 2024 meeting Parkhill was selected as the Architect of Record for the project.

This project constructs a single 15,600 square foot general aviation hangar as part of the south development. The project will also include an apron rated for jet traffic to allow a community hanger.

On June 26, 2026 bids for construction were received from four firms. The bids have been evaluated by the project architect and the following representatives of the University administration:

Sarah Zeinalpour, Assistant Director, Architectural and Engineering Services
Chris Hancock, Capital Project Manager, Architectural and Engineering Services
Melissa Walker, Project Manager, Parkhill

It is recommended that a contract in the bid amount of $3,184,843.88 be awarded to Stronghold Construction, LLC, the low bidder, and an estimated total project budget of $4,250,000 be approved by the Board of Regents. A complete tabulation of the bids is shown below.

State statutes allow change orders to be issued for work not included in bid alternates or unit prices in a cumulative amount up to ten percent of the construction cost. Board approval of this phase of the project will authorize the President or his designee to sign the Agreement for Construction and will allow issuance of necessary change orders within statutory and project budget limitations.

Funding for the Max Westheimer Airport Hangar and Infrastructure Development project is identified, available, and budgeted from a combination of Federal Aviation Administration and Oklahoma Department of Aerospace and Aeronautics grants, airport auxiliary funds, and University funds.

TABULATION OF BIDS
MAX WESTHEIMER AIRPORT HANGAR AND
INFRASTRUCTURE DEVELOPMENT PROJECT

Contractor	Downey Contracting, LLC	Federal Constructors, Inc.	Stronghold Construction, LLC	W.L. McNatt & Company
Base Bid	$2,872,822.75	$3,571,896	$2,264,911.88	$2,747,726
Alternate 1	$1,178,529.00	$1,305,104	$919,932.00	$1,343,883
Bid Total	$4,051,351.75	$4,877,000	$3,184,843.88	$4,091,609

The University intends to accept Alternate 1-Construct Apron.

President Harroz recommended the Board of Regents:

I. Approve an estimated total project budget of $4,250,000 for the Max Westheimer Airport Hangar and Infrastructure Development project;

II. Award a contract in the amount of $3,184,843.88 to Stronghold Construction LLC, low bidder, for construction of the Max Westheimer Airport Hangar and Infrastructure Development project; and

III. Authorize the President or his designee to sign the Agreement for Construction and the necessary change orders during construction within the statutory and project budget limitations.

FOR INFORMATION ONLY ITEMS

The listed items were identified, by the administration, in each agenda item as "For Information Only." Although no action was required, the opportunity to discuss or consider any of them individually was provided.

- **ENTERPRISE FLEET MANAGEMENT SERVICES - NC**
- **STAFFING SERVICES FOR INOFORMATION TECHNOLOGY PROJECTS - ALL**
- **IT EQUIPMENT AND SOFTWARE RESELLER - ALL**
- **ORACLE PRODUCTS - ALL**
- **PREFERRED COMPUTER RELATED TECHNOLOGY PURCHASE AGREEMENT – ALL**
- **DATA CABLE INSTALLATION SERVICE PROVIDER - ALL**
- **DIGICOM NETWORKING EQUIPMENT AND SPARE PARTS - ALL**
- **CISCO PRODUCTS AND SERVICES PURCHASE - ALL**
- **CRUISE AVIATION FUEL AGREEMENT RENEWAL - NC**
- **ORCHESTRATE HR AGREEMENT - NC**
- **PRINCIPAL GIFTS TO THE UNIVERSITY OF OKLAHOMA – ALL**
- **QUARTERLY REPORT OF ON-CALL ARCHITECTS, ENGINEERS, CONSTRUCTION MANAGERS, AND CONSTRUCTION SERVICES – ALL**
- **QUARTERLY REPORT OF PURCHASES – ALL**
- **QUARTERLY FINANCIAL ANALYSIS – ALL**

ENTERPRISE FLEET MANAGEMENT SERVICES – NC

Board of Regents' policies require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports the anticipated activity for fleet management services for Fiscal Year 2027 with an estimated annual expenditure of $1,300,000. The fleet management services are used for managing the Norman Campus' leased vehicles and are needed to maintain a reliable fleet of vehicles, including adding and retiring vehicles as needed.

The contract to Enterprise, of Oklahoma City, is available through a competitive bid according to state purchasing rules and complies with Board of Regents Policies and Procedures regarding competition relative to the acquisition of products and services.

Funding has been identified, is available and budgeted within the Parking and Transportation Services operating accounts.

This report was presented for information only. No action was required.

STAFFING SERVICES FOR INFORMATION TECHNOLOGY PROJECTS – ALL

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports the anticipated activity for external staffing services for various Information Technology (IT) projects for FY2027, estimated to be $1,400,000, compared with actual FY2026 expenditures of $1,260,345. This is for all university campus locations in Norman, Oklahoma City, and Tulsa and is part of the ongoing IT shared services strategy. The staffing resources augment project team staff during large implementations of IT campus projects, adding consulting services for various upgrades and enhancements, and specialized support for other projects. This provides a cost-effective method for procuring highly specialized skill sets on an "as needed" basis instead of maintaining full-time permanent staff. Examples of uses include specialized systems administration skills, advanced coding and design skills, and expertise in next generation applications such as data warehousing and portals. The purchase of these services will be made utilizing vendors who competitively bid on Oklahoma State Contract SW1025.

The following firms are available for selection based on an as-needed basis:

Addison Group	Chicago, Illinois
Gideon Taylor Consulting	Pleasant Grove, Utah
Huron Consulting Group	Chicago, Illinois
Inceed, Inc.	Oklahoma City, Oklahoma
Information Services Group, Inc	The Woodlands, Texas
Robert Half International, Inc.	Oklahoma City, Oklahoma
TEK Systems	Oklahoma City, Oklahoma
Secure Technologies, LLC	Waldorf, Maryland
Titan	Edmond, Oklahoma
Triovix	Charlotte, North Carolina

Funding for services will be identified on a project-by-project basis.

This report was presented for information only. No action was required.

IT EQUIPMENT AND SOFTWARE RESELLER – ALL

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports the anticipated activity for the acquisition of software and hardware licenses, maintenance, services and other products available from the resellers where the manufacturer does not sell directly to the end user. The resellers also provide value-added services that include program management, logistics support, on-site support technicians, and specialized training for university staff. The estimated annual expenditure for FY2027 is expected to be $3,400,000, compared with the actual FY2026 expenditures of $3,247,826.

The multi-vendor contract was awarded to the following firms through a competitive bid process to support the information Technology Department's commitment to assure all staff, students, and faculty have the tools necessary to perform their work on the Norman, Health Sciences Center, and Tulsa campuses. This was approved by the Board of Regents at its March 9th, 2022, meeting.

CDW Government, LLC	Vernon Hills, Illinois
Presidio Networked Solutions Group, LLC	Irving, Texas
EC America dba Immix Group, Inc.	McLean, Virginia
SHI International Corp.	Somerset, New Jersey
GovConnection, Inc	Merrimack, New Hampshire

Funding has been identified and is available and budgeted within Information Technology.

This report was presented for information only. No action was required.

ORACLE PRODUCTS – ALL

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports the anticipated activity for the Oracle maintenance supplier contract for fiscal year 2027, estimated to be $2,200,000, compared with actual FY2026 expenditures of $2,100,209. Oracle provides software supporting many of the University's administrative systems used by Norman, Health Sciences Center, and Tulsa campuses.

The supplier contract encompasses database maintenance, and maintenance for payroll, human resources, financial, training, and other applications. The contract to Oracle Corporation of Irving, Texas is available through the State of Oklahoma from a competitive bid according to state purchasing rules and satisfies the Board of Regents policies regarding competition for the acquisition of products and services.

Funding has been identified, is available and budgeted within Information Technology.

This report was presented for information only. No action was required.

PREFERRED COMPUTER RELATED TECHNOLOGY PURCHASE AGREEMENT – ALL

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

Technology is an integral part of the day-to-day business of the University of Oklahoma in almost every role. As business needs continue to evolve, the University requires a mechanism to procure technology in the most efficient and cost-effective manner. The value of a preferred provider agreement has been demonstrated in past years as our business requirements have evolved. Technology acquired with this agreement may include endpoint computer devices, complex software, and computer hardware purchases.

The Master Service Agreement with Dell Marketing, L.P. supports the University's Information Technology related purchases. The term of the current agreement is July 1, 2022, through June 30, 2027. The estimated annual expenditure for FY2027 is expected to be $3,750,000, compared with actual FY2026 expenditures of $4,590,356.

Funding will be identified from respective departmental budgets on a per-purchase basis.

This report was presented for information only. No action was required.

DATA CABLE INSTALLATION SERVICE PROVIDER – ALL

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports the anticipated activity for the outsourcing of cable installation services for the Information Technology (IT) departments on the Norman, Oklahoma City, and Tulsa campuses for FY27. These just-in-time contracts provide the necessary personnel for the timely completion of data cable installation needs for all campus locations. The estimated annual renewal is expected to be $1,400,000 to meet current and future demands, compared with actual FY2026 expenditures of $1,292,731.

The contract was awarded to Sequoyah through a competitive bid process to ensure fair and competitive pricing, the ready availability of specialized skills, and terms and conditions addressing the University's requirements. This was approved by the Board of Regents at its March 9th, 2022, meeting. Each project will be evaluated on scope, skills required, time, and costs.

Funding has been identified and is available and budgeted within Information Technology.

This report was presented for information only. No action was required.

DIGICOM NETWORKING EQUIPMENT AND SPARE PARTS FOR RESALE – ALL

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports the anticipated activity for the acquisition of digital commercial merchandise for resale and spare parts program to supply merchandise and parts to University departments for their use. The purchases are governed by the terms and conditions of a multi-supplier award with agreements that were arrived at competitively. Total expenditures are estimated at $1,400,000 for FY2027, compared with actual FY2026 expenditures of $1,292,481.

The multi-vendor contract was awarded to the following firms through a competitive bid process to support the information Technology Department's commitment to assure all staff, students, and faculty have the tools necessary to perform their work on the Norman, Health Sciences Center, and Tulsa campuses. This was approved by the Board of Regents at its June 21st, 2022, meeting.

Anixter	Dallas, TX
Graybar	Oklahoma City, OK
Synergy	Oklahoma City, OK

Funding has been identified and is available and budgeted within Information Technology.

This report was presented for information only. No action was required.

CISCO PRODUCTS AND SERVICES PURCHASE – ALL

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports the anticipated activity for Cisco branded networking products as well as costs associated with the campus-wide purchase of a next-generation voice system for all three campus locations. The networking products contract supports the University's network infrastructure by establishing pricing and availability of Cisco branded networking products and services at significant discounts. Cisco products are the standard for campus switched networks. The purchase of these products and services will be made utilizing vendors who competitively bid on Oklahoma State Contract SW1006C. The next generation voice system provides services to a variety of campus tenants, including college students, teaching faculty, administrative staff, sensitive researchers, law enforcement, first responders, clinicians, and health care professionals. In addition, the system supports life-critical services such as campus 911, hospital operations, a poison control hotline, and the Oklahoma Trauma One Center.

Total FY2027 expenditures are estimated to be $4,000,000 for Cisco network products, maintenance, services for the Cisco network program, and the next generation voice system. FY2026 expenditures were $7,511,454 due to implementation of a new Voice-Over IP implementation (Cisco/Webex).

Funding has been identified and is available and budgeted within Information Technology.

This report was presented for information only. No action was required.

CRUISE AVIATION FUEL AGREEMENT RENEWAL – NC

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed $1,000,000 annually.

This item reports anticipated purchases from Cruise Aviation for specialized aviation fuel requested specifically by the College of Atmospheric and Geographic Sciences. As previously approved by the Board at its November 2024 meeting, Cruise Aviation was selected as a sole-source purchase for aviation fuel.

This item reports estimated Fiscal Year 2026 activity of $1,245,000. Activity for Fiscal Year 2027 is estimated to range between $1,500,000 and $1,800,000 due to continued volatility in aviation fuel prices and an anticipated increase in flight training hours driven by student enrollment.

Funding is derived, in part, from a fuel surcharge implemented by the School of Aviation and assessed to students. This surcharge is intended to offset the overall aviation fuel expense resulting from volatility in the fuel market.

This report was presented for information only. No action was required.

ORCHESTRATE HR AGREEMENT – NC

Board of Regents policies and procedures require that acquisition contracts establishing unit pricing, availability, and other terms and conditions, but which are indefinite as to quantity and delivery, be reported to the Board of Regents when cumulative expenditures are expected to exceed $1 million annually.

This item reports an agreement that permits the Athletics Department to obtain third-party administrator services for student-athlete medical claims. Orchestrate HR was selected through a competitive solicitation process for third-party administrator services related to student-athlete medical claims. The initial term of the agreement began July 1, 2024, and includes renewal options through June 30, 2030.

Fiscal Year 2026 expenditures totaled $963,840.82. Annual expenditures under the agreement are projected to total approximately $1,452,084 in Fiscal Year 2027 and may increase to as much as $2.0 million annually during the remaining term of the agreement through June 30, 2030, due to anticipated growth in medical claims activity.

Funds to cover the costs associated with this agreement have been identified, are available, and budgeted within the Athletics Department operating budget.

This report was presented for information only. No action was required.

PRINCIPAL GIFTS TO THE UNIVERSITY OF OKLAHOMA

The following gifts and commitments have been received by the OU Foundation:

- $2,325,008 from the Harold Hamm Foundation to benefit the Harold Hamm Diabetes Center.
- $1,500,000 from Joseph and Laura Street to support the Inspiring Champions Fund.
- $1,500,000 from Gore Energy to benefit OU Athletics.
- $1,403,780 from Children's Health Foundation to benefit multiple funds across the OU Health system.
- $1,025,000 planned gift from an anonymous donor to support the College of Medicine Department of Neurosurgery.

- $1,000,000 planned gift from an anonymous donor to support the College of Medicine.
- $1,000,000 from The Boyce Family Foundation to benefit OU Athletics.
- $1,000,000 from Matthew Basinger to support The Steven Randall Basinger Epilepsy Research Chair within the College of Medicine.

This report was presented for information only. No action was required.

QUARTERLY REPORT OF ON-CALL ARCHITECTS, ENGINEERS, CONSTRUCTION MANAGERS AND CONSTRUCTION SERVICES – ALL

In March 2023, the Board of Regents authorized a group of architectural and engineering firms to provide professional on-call services and authorized a group of construction management firms to provide on-call services for minor construction and renovation projects. The Board of Regents' policy governing the buying and selling of goods and services states that purchase obligations between $50,000 and $1,000,000 must be reported quarterly to the board as an information item.

Work completed during the fourth quarter of Fiscal Year 2026 by on-call architectural, engineering, and construction management firms are summarized below.

Firm Name	*Date Initiated*	*Work Performed*	*Fee*
For the OU-Norman Campus			
CEC Corporation	November 19,2025	FM LNC Seat Platform-Structural	1,737
CEC Corporation	February 6, 2026	FM Cross Village Pavillion & Drainage Civil	25,000
CEC Corporation	October 24,2025	FM South Oval Sidewalk Civil	16,880
CEC Corporation	February 6, 2026	FM 5 Classrooms MEP	14,996
CEC Corporation	February 6,2025	FM Campus Safety Stairs-Structural	4273
CEC Corporation	January 15, 2026	FM Broce Lab MEP	4,936
CEC Corporation	March 17, 2026	Collings Hall 150W & 150E-MEP	7,733
CEC Corporation	April 24, 2026	FM McCasland Fieldhouse-Structural	1,917
CEC Corporation	May 22, 2026	FM Stephenson Life Sciences – Helium	1,757
CEC Corporation	May 22, 2026	FM LNC Loge Boxes	1,167
GSB, Inc	June 13, 2025	MWA Terminal Feasibility Study	59,250
Gwin Engineering	July 31, 2025	UP4 CHW Treatment - MEP	7,500
Gwin Engineering	August 19, 2025	OU CHPP Boiler Feedwater Pump Replacement	4,040
Kimley Horn	January 8, 2026	Norman Parking/Paving-Surface Lot Feasibility Study	30,000
Kimley Horn	March 20, 2026	MWA Hangar & Infrastructure IFE	7,500
Parkhill,Smith & Cooper, Inc.,dba Lemke Land Surveying	November 21, 2025	MWA AWOS System Survey	3,001
KFC-Kirkpatrick Forest Curtis PC	January 17, 2024	Freshman Housing-Tornado Shelter South	1,353

Firm Name	*Date Initiated*	*Work Performed*	*Fee*
For the OU-Norman Campus			
KFC-Kirkpatrick Forest Curtis PC	April 25, 2025	Sarkeys Fitness Steel Truss Investigation	7,135
KFC-Kirkpatrick Forest Curtis PC	May 15, 2025	Asp Ave Stadium Garage	569
KFC-Kirkpatrick Forest Curtis PC	July 31, 2025	Catlett Cast Stone Cap Repair	3,660
KFC-Kirkpatrick Forest Curtis PC	October 24, 2025	Sarkey's Energy Lab Renovation	5883
KFC-Kirkpatrick Forest Curtis PC	February 5, 2026	OU Bike Warehouse Reroofing Project	11,020
Laud Design	June 10, 2026	Landscape Design Canyon Garden	17,270
Parkhill,Smith & Cooper, Inc.,dba Lemke land Surveying	November 21, 2025	Housing Sanitary Sewer Survey Ph 2	2,066
Parkhill,Smith & Cooper, Inc.,dba Lemke Land Surveying	February 23, 2026	MWA Hangar Infrastructure II Survey	11,000
Rated Engineering, PLLC	August 28, 2025	Fire Protection System Carpenter Hall	12,115
ZFI Engineering	September 10, 2025	Carpenter Hall Elevator Addition	3,500
For the Health Campus - Oklahoma City:			
Gwin Engineering	June 6, 2024	BSEB Auditorium East AHU Replacement	2,150
Gwin Engineering	October 7, 2024	OUHSC O'Donoghue Research Bldg. Generator	11,825
Parkhill, Smith & Cooper, Inc.	July 1, 2025	HSC Service Center Sewer Relocation	17,443
KFC-Kirkpatrick Forest Curtis PC	September 18, 2025	BSEB Retaining Wall	3,165
For the OU-Tulsa Campus:			
Beck Design	February 16, 2026	Tulsa Polytech Institute Interior Remodel	1,000
GH2 Architects	August 5, 2025	SHSC Tandy Sim Center Renovation	11,361
Phillips& Gomez, Inc	July 11, 2025	Tandy Education Steam System MEP	3,465

Cumulative Total Professional Architectural, Engineering, and Construction Management Fees for work completed by On-calls through the fourth quarter of Fiscal Year 2026 is summarized below.

For the OU Norman Campus:

Firm Name	Total Fees
CEC Corporation Civil	62,930
CEC Corporation Structural	7,927
CEC Corporation MEP	30,589

Firm Name	Total Fees
Parkhill, Smith & Cooper, Inc. dba Lemke land Surveying	18,567
Garver	10,510
GSB, Inc	59,250
Gwin Engineering	35,115
Kimley Horn	34,180
Johnson & Associates	6,500
Kirkpatrick Forest Curtis PC	34,322
Laud Studio	17,270
Miles Architecture	3,630
Rated Engineering	12,115
Wallace Engineering - Structural Consultants, Inc.	5,000
ZFI Engineering	12,401
Total OU Norman Campus	$350,306

For the Health Campus - Oklahoma City:

Firm Name	Total Fees
Frankfurt-Short-Bruza Associates, P.C.	3,401
Parkhill, Smith & Cooper, Inc.	17,443
Gwin Engineering Consultants, LLC	17,855
Lippert Bros, Inc.	30,139
Kirkpatrick Forest Curtis PC	6,640
ZFI Engineering Co.	2,741
Total Health Campus – Oklahoma City	$78,219

For the OU-Tulsa Campus:

Firm Name	Total Fees
AC Owen Construction	19,602
Beck Design	17,125
GH2 Architects	13,861
LD Kerns Contractors, Inc.	24,113
Total OU Tulsa	$74,701
Total for Architects, Engineers and CM's – ALL Campuses	$503,226

Work completed during the fourth quarter of Fiscal Year 2026 is summarized below; construction services selected through the competitive bidding process.

Firm Name	*Date Initiated*	*Work Performed*	*Contract*
Sports Interiors	December 15, 2025	Headington Tennis	$177,446

This report was presented for information only. No action was required.

QUARTERLY REPORT OF PURCHASES – ALL

Section 4.11.7 of the Board of Regents Manual requires that certain purchases "must be reported to the Board of Regents at least quarterly." The report for May 1, 2026, to June 30, 2026, is attached hereto as Exhibit X. This report includes a synopsis of contracts entered to acquire goods and services by category and funding source. This data does not include purchasing card purchases or travel costs because such purchases do not fall within University Procurement. Additionally, these do not include certain small-dollar purchases made through the University purchasing platforms like office supplies, lab supplies, and standard IT equipment.

The report is sorted by funding source (e.g., Construction Projects, Educational & General, Sponsored, etc.), then by campus, supplier name, and department. As required by Section 4.11.7, the report identifies sole source purchases.

This report was presented for information only. No action was required.

QUARTERLY FINANCIAL ANALYSIS – ALL

By request of the Board of Regents, the Health Campus and the Norman Campus *Statements of Net Position* as of June 30, 2026, and *Statements of Changes in Net Position* for the twelve months then ended are attached hereto as Exhibit Y. The statements are unaudited and are presented for management use only.

This report was presented for information only. No action was required.

There being no other business, the meeting adjourned at 6:46 p.m.

Mackenzie Wilfong, J.D.
Executive Director and Secretary of the
Board of Regents

EXHIBIT A

CU Easement Location
Segra for Lawton Public Schools



Image received from land surveyors; location is across the north side of the former Cameron House property, at the corner of Gore Boulevard and 38th Street.

FY27 Proposed Audit Plan — Cameron University

Four proposed engagements • Total budget hours: 945

#	Audit Area	Scope/Objectives	Budget Hours
1	**IT & Vendor Mgmt / Prior Finding Remediation**	Validate prior cyber remediation; assess IT vendor security due diligence, cloud/SBITA monitoring, and SLA oversight.	320
2	**Athletics / NCAA Eligibility Certification**	Test eligibility certification controls and documentation for NCAA and conference compliance.	205
3	**Purchasing & P-Card**	Assess procurement approvals, competitive sourcing, allowable P-Card use, support, reconciliations, vendor oversight, and conflicts.	320
4	**Alternate Claims**	Statutorily required review of pre-claim process and claims administration controls.	100



CAMERON UNIVERSITY

EXHIBIT B

CU Strategic Plan: "Go for Gold 2030"

Pillar 1: Drive Enrollment Growth through Market Expansion, Innovation, and Program Development

Goal 1.1: Reach New Students

- Identify and engage new geographic and demographic student markets
- Increase visibility of Cameron University across Southwest Oklahoma
- Standardize and streamline administrative processes in enrollment management
- Build early engagement strategies that deepen prospective student connection

Goal 1.2: Support Education Completion

- Strengthen retention, persistence, and timely graduation
- Streamline processes for transfer students
- Promote Reach Higher opportunities and scholarships to recruit students for degree completion
- Expand range of flexible course modalities to meet the needs of working, remote, and nontraditional students
- Increase resources for digital learning & accessibility support to meet the needs of a wider range of students

Goal 1.3: Expand Academic Offerings

- Introduce new degree programs and non-degree pathways that align with regional workforce needs and student interests
- Expand fully-online program opportunities
- Increase graduate offerings
- Expand course offerings at CU-Duncan as well as opportunities for remote learners

KPIs for Pillar 1

- *Increase the number of First Time, Full Time Bachelor's Degree Seeking (FTFTBDS) students by 1% annually*
- *Increase the 1st to 2nd year Fall Retention rate (percent of FTFTBDS students returned to 2nd fall) to 70% by 2030 (CU/s current rate is 66%)*
- *Increase the 6-year Graduation Rates for Bachelor Degrees (FTFTBDS) to 36% by 2030 (CU's current rate is 32%)*

Pillar 2: Strengthen & Nurture Meaningful Community Partnerships

Goal 2.1: (Re)Build Partnerships with Neighboring Tribal Governments

- Improve communication and collaboration with neighboring tribes
- Create a Tribal Liaison position to connect and collaborate with Tribal governments, Tribal education offices, and Tribal industries
- Institute a Tribal Partners President's Advisory Council and invite stakeholders from Tribal governments and organizations to participate in advisory boards and university programs
- Facilitate mutually beneficial partnerships with tribal employers supporting student success and regional development

Goal 2.2: Strengthen Alumni Engagement and Partnership

- Connect with alumni as active partners in advancing Cameron University's mission of student success and community impact
- Increase alumni leadership, advocacy, and involvement in advisory boards and university programs

Goal 2.3: Enhance Collaboration with Regional Educational Institutions

- Streamline communication and resource-sharing with educational institutions across the region
- Increase CU's presence at and programs with local K-12 districts and schools across the region, including public, private, and Bureau of Indian Affairs institutions

Goal 2.4: Strengthen Connection with Ft. Sill

- Improve outreach to Ft. Sill employees and military students
- Invite stakeholders from Ft. Sill, Department of Defense, and defense contractors to participate in CU advisory boards and university programs

Goal 2.5: Develop Partnerships with Local Industry and Non-Profits

- Pursue industry partnerships that benefit student learning and community impact
- Develop programs to support rural entrepreneurship and local non-profits while providing opportunities for student involvement

- Invite stakeholders from local industry and non-profits to participate in CU advisory boards and university programs

Goal 2.6: Foster Community Engagement Within Southwest Oklahoma

- Position Cameron University as a regional hub for innovation and engagement by hosting conferences, cultural events, and public forums on CU campuses
- Improve communication, marketing, and outreach to the community about our programs and offerings
- Invite community members to participate in advisory boards and university programs

KPIs for Pillar 2

- *Launch Tribal Partners President's Advisory Council and have regular meeting beginning in 2026*
- *By July 2027, create a mechanism by which to track alumni participation across campus in meaningful activities (event attendance, volunteerism, mentorship, board participation, philanthropy, etc.).*
- *By August 2027, create an alumni mentorship program to support Cameron students and engage alumni*
- *Starting in 2026, engage one new high school each year to visit campus and participate in Ole Kim Days, adding five new schools to the rotation by 2030.*
- *Increase local industry and non-profit stakeholder participation in CU Advisory Boards and university programs by at least two new organizations per year starting in 2027*
- *Increase social media engagement and website traffic by 10% annually beginning in 2027*

Pillar 3: Foster Academic Distinction

Goal 3.1: Support Excellence in Teaching

- Enhance funding for innovative instructional practices and equipment
- Offer faculty professional development in pedagogical best practices, curriculum design, digital learning, and accessibility
- Expand the number of endowed lectureships, endowed professorships, and endowed chairs across all departments and fields of study

Goal 3.2: Champion Student Learning

- Increase opportunities for experiential learning and co-curricular activities that offer students leadership development, competitive experiences, and possibilities for awards
- Expand internship and career exploration opportunities at both CU campuses
- Build employer partnerships aligned with academic programs
- Celebrate student successes publicly by expanding opportunities for students to share their scholarly and creative accomplishments with peers and the public and by communicating student achievements across a wider range of media

Goal 3.3: Enhance our Research Profile

- Increase opportunities and support for faculty and student research in all disciplines
- Celebrate and elevate faculty and student research accomplishments
- Create opportunities for on-campus research symposia, conferences, and presentations
- Pursue interdisciplinary and community-engaged research partnerships and initiatives

KPIs for Pillar 3

- *Increase total number of endowed faculty support funds by 3% annually*
- *Increase the total number of endowed professorships and endowed chairs across the university by 25% by 2030*
- *Increase the number of students who participate in academic internships across the university by 10% annually*
- *Increase the number of students who participate in undergraduate research by 30% across the university by 2030*

Pillar 4: Cultivate an Exceptional Workplace which Empowers Faculty and Staff

Goal 4.1: Make CU an Employer of Choice in Southwest Oklahoma

- Attract, develop, and retain high-performing talent
- Develop a strategic salary plan and structured pathways for promotions and raises
- Enhance onboarding and training processes to welcome and integrate new employees

Goal 4.2: Enhance Workflow and Operations

- Empower faculty and staff with greater autonomy in decision making
- Optimize organizational structure to effectively meet evolving service demands
- Evaluate current faculty and staff workload and support
- Modernize technology for efficient workflow management
- Centralize, standardize, and continually enhance training on core processes and standard procedures across all roles

Goal 4.3: Foster an Environment Where Faculty and Staff Feel Connected, Supported, Appreciated, and Engaged

- Expand access to professional development opportunities
- Formalize career growth pathways that promote advancement, succession planning, and long-term employee engagement
- Recognize and communicate outstanding faculty and staff achievements
- Steadfastly support shared governance and academic freedom

KPIs for Pillar 4

- *Develop comprehensive salary plan by FY2028*
- *Reduce salary disparity with PEER institutions by 30% by 2030*
- *Benchmark current professional development opportunities and increase by 30% by FY2030*

Pillar 5: Increase University Visibility and Pride through Athletic Success and Performance

Goal 5.1: Build a Championship Environment

- Diversify revenue streams including strategic fundraising, philanthropic support, and corporate partnerships
- Invest in team facilities, staffing, technology, equipment, nutrition, and recruiting
- Provide coaches with the resources to meet sport-specific performance standards

Goal 5.2: Unite and Expand Our Athletic Community

- Enhance game-day experiences to encourage increased attendance
- Design purposeful outreach and engagement strategies to deepen relationships with alumni, fans, donors, corporate partners, and regional stakeholders
- Leverage CU Athletics as a driver of school spirit and community unity

Goal 5.3: Position Student-Athletes for Holistic Success

- Expand health and wellness support, including comprehensive mental health resources, targeted to student athletes
- Support student athletes in leadership growth and career preparation
- Develop an academic structure within Athletics to ensure athletes meet or exceed institutional and conference benchmarks in GPA, retention, and graduation
- Coordinate across campus offices and departments to provide student athletes with wrap-around support for academic achievement and personal development

KPIs for Pillar 5

- *Increase athletic revenue by 7-10% annually*
- *Increase attendance at CU sporting events by 10% annually*
- *Have every CU athletic team have a cumulative GPA of above 3.0 annually by 2028*

Pillar 6: Amplify the Cameron Experience

Goal 6.1: Enliven Campus Life

- Reinvigorate campus traditions and events to nurture school spirit and belonging
- Provide students with transformative experiences that extend beyond the classroom
- Create events that allow students from all backgrounds to engage their whole self with Cameron
- Develop unique and memorable CU Duncan events and traditions
- Expand student engagement opportunities for on-campus events such as performances, speakers, workshops, arts and culture, and conferences
- Renew and strengthen Cameron University's institutional identity

Goal 6.2: Elevate Facilities on Cameron's Campuses

- Renovate campus facilities, including student housing, classroom buildings, and community gathering spaces
- Expand available resources at CU Duncan campus
- Evaluate facility scheduling practices to improve coordination and ensure campus spaces are used effectively
- Elevate bookstore and McMahon Centennial Complex services to better meet campus community needs
- Assess and enhance dining options and availability

Goal 6.3: Enhance Technology Infrastructure

- Update computing and technology infrastructure and systems across all campuses
- Expand assistance for technical support for all users
- Pursue equipment and systems to extend support for distance learning and remote participation in university events

Goal 6.4: Expand Resources & Support

- Undertake a comprehensive needs assessment to align service offerings with areas where we can provide meaningful support to students
- Explore continued expansion of healthcare offerings and availability to meet student needs
- Expand support for alumni and graduated students to connect with careers
- Leverage alumni connections for career exploration and mentoring of current students

KPIs for Pillar 6

- *Offer at least 1 event online/streaming each semester starting in the 2026 which allows distance learning students to experience an on-campus opportunity*
- *Complete a comprehensive needs assessment to better understand how we can support our students by July 2027*
- *Annually monitor system downtimes and decrease by 10% annually*

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Accounting-BACC (305)

Previous Review

Date (Year) of Last Review: 2021

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

Based on the previous five-year review, the following were the specific goals established by and specific recommendations made to the McMahon School of Business (MSOB):
Goals of the program included three broad goals:

- Goal 1: Improve the program by adding accounting certifications and a Digital Analytics course.
- Goal 2: Increase accounting enrollment to grow the program.
- Goal 3: Encourage more accounting students to prepare for, take, and pass professional exams, especially the CPA exam.

Specific recommendations from the previous 5-year program review include:

- The program should focus on ensuring that it meets external standards (CPA certification).
- The program should expand to offer Accounting Certifications/Badging/Microcredentials.
- The program should develop supplemental accounting courses, such as a Digital Analytics course.
- The program should continue needed program maintenance for ACBSP accreditation.

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

Since the last program review, Cameron University (CU) has experienced significant leadership transitions at multiple levels of administration, including a new university president, a new VPAA, a new Dean of the College of Graduate and Professional Studies, and a new chair of the MSOB. These changes introduced new perspectives, priorities, and strategic initiatives that continue to shape institutional planning, academic oversight, and program development. The MSOB has worked collaboratively with this new leadership team to maintain continuity while also aligning with evolving institutional goals and expectations. In 2023, the Bachelor of Accounting in Accounting (BACC) and other programs received reaffirmation of Association of Collegiate Business Schools and Programs (ACBSP) accreditation with no notes or conditions. More recently (in AY 25-26), CU renamed its schools as colleges (the College of Arts and Sciences and the College of Graduate and Professional Studies), which allowed for the renaming of the MSOB. In AY 25-26, the McMahon Foundation awarded the Department of Business $3 million, transforming the department into the MSOB. Key elements of the financial gift include scholarship funding for students; funding for collaborative faculty-student research; funding for professional development and conference participation; two new endowed chairs; two new endowed professorships; funding for an executive-in-residence; and funding for summer camps. The infrastructure portion of the gift will support a new innovation lab, a $500,000 building endowment, and $500,000 for immediate technology and facility upgrades.

The BACC program exceeded the minimum number of majors, continues to experience strong enrollment, and produces graduates who enter the workforce, start businesses, and attend graduate school. The program worked to achieve the goals set in the previous five-year program by continuing efforts to improve student learning through an expansion to include embedded microcredentials in accounting courses and updating the curriculum to meet current CPA content requirements. In 2022, four microcredentials that align with workforce needs were approved: Calculator Fundamentals, Essentials of Cost/Managerial Accounting, Essentials of Financial Accounting, Fundamentals of Accounting. In 2023, two microcredentials that align with workforce needs were approved: Fraud Examination and Government and Not-for-Profit Accounting. Additionally, FA26 introduces a seminar titled Professional Practice, designed to introduce students to the daily practice of accounting.

Current Review

Date (Year) of Current Review 05/31/2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The BACC includes four SLOs: (1) Students will apply critical thinking skills necessary to make effective business decisions; (2) Students will recognize the communication skills conducive to positive business relationships; (3) Students will demonstrate: a. financial accounting; b. cost accounting; c. federal taxation, and d. external auditing knowledge; (4) Students will demonstrate an understanding of the broad foundations of business.

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

Achievements of Graduates: During the five-year report cycle, the BACC graduated 96 students (SP26 graduates included but not finalized). Those graduates have gone on to enter the workforce, start businesses, or continue their education, including completing the CPA exam.

Curriculum: Cameron's BACC degree provides students with a deep knowledge of accounting practices, supplemented by the broader, business-specific skills employers look for. The program requires completion of 40 hours of general education courses, 7 credit hours of university requirements, 72 credit hours of core courses, and 24 credit hours of specialization courses. The program may be completed in person or in hybrid format, with multiple classes available fully online.

Academic Resources: BACC students have access to on-campus and online resources, including the Student Enrichment Center, the University Library, Financial Aid, the Student Development Office, the Student Wellness Center, and IT Support Services.

Access to Information Technology Resources: Cameron ITS provides direction and strategic planning for CU in information delivery and computing standards, resources, and management. CU ITS offers computer support, email support, networking administration, computer lab maintenance, audio/visual support, wireless connectivity, basic mobile device assistance, and distance learning services. Cameron ITS is dedicated to providing high-quality customer support and upholding a vision of technological excellence for CU. Cameron Aggie Tech Support (ITS Help Desk), provides BACC students and the entire Cameron community with tech assistance and guidance. The Help Desk is the BACC student's single point of contact for all tech issues, questions, and service requests. Cameron Aggie Tech Support provides information and consultations for any university computer technology and/or connectivity issues. CU has recently upgraded to Blackboard Ultra, which includes multiple embedded programs to improve student accessibility.

Special Services Provided to Students and/or Community: CU's BACC program provides students with networking opportunities with prospective employers in the community through on- and off-campus events, such as the Thunder Stir. As well, BACC students have opportunities to attend on-campus forums, such as the Bill Burgess, Jr. Research Center Fall and Spring forums, which explore economics topics specific to the concerns of Southwest Oklahoma.

Evaluation of Program Against Industry or Professional Standards: The BACC program maintains accreditation from the ACBSP. Further, since our curriculum can be completed completely online, each of our required major courses is certified through Quality Matters.

Student Achievement Data: Below is a snapshot of our student achievement data over the past five-year cycle:

Category	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Headcount	221	192	177	192	206
DFW Rates	24.2%	24.2%	19.3%	15.32%	14.47%

Regional or National Reputation of the Program: The regional reputation of the CU BACC program is reflected in our graduates' employment outcomes. CU Accounting graduates work for employers such as Cotton Electric Cooperative, Hatch, Croke & Associates, Arvest Bank, BancFirst Lawton, EZ Go, Liberty Tax, City National Bank, and Navy Federal Credit Union.

Faculty Qualifications: There are ten (10) full-time faculty members and one (1) part-time faculty member within the MSOB. The MSOB provides quality instruction through highly qualified faculty. Among the full-time faculty, 6 of 10 (60%) hold terminal degrees in their respective disciplines. Three of ten (30%) faculty members hold professional certifications or licenses.

A.3 Minimum Productivity Indicators:

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	94	20
2022-2023	82	15
2023-2024	79	22
2024-2025	74	14
2025-2026	90	25*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.* Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book. *Degrees awarded in SP26 are included but not yet finalized.*

A.4 Other Quantitative Measures:

A.4.a. Number and enrollment in courses taught exclusively for the major for each of the last five years:
All of the courses listed below are shared with the BBA in Business Administration. Additionally, ACCT 2013, ACCT 2023, BUS 1113, BUS 2113, BUS 2903, ECON 2023, and FIN 2113 are also shared with the AS in Business. Numbers represent the proportion of BACC majors in these courses. MIS 2113, MIS 3013, and STAT 2613 are also required for the program, but are not housed in the MSOB.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
ACCT 2013	2.1	33.9	101.8	1.9	30.7	92.1	1.5	27.8	83.4	1.5	28.7	86.1	1.6	30.0	90.0
ACCT 2023	1.2	23.0	69.1	1.1	14.6	43.8	0.8	18.2	54.7	0.9	17.9	53.7	1.4	20.7	62.0
BUS 1113	2.6	53.2	159.5	2.1	47.4	142.3	2.5	45.2	135.6	3.8	43.3	129.9	4.5	52.5	157.5
BUS 2113	1.4	23.3	69.8	1.3	21.3	63.8	1.2	23.4	70.3	1.5	23.2	69.6	1.4	25.9	77.7
BUS 2903	0.9	24.0	71.9	1.1	22.8	68.3	0.8	20.3	61.0	0.9	22.8	68.3	0.9	21.6	64.8
BUS 3213	1.3	24.6	73.9	1.0	21.3	63.9	1.0	18.6	55.8	1.2	21.2	63.6	1.0	23.8	71.5
BUS 4633	1.6	21.7	65.1	1.2	16.2	48.5	1.0	15.3	45.8	1.4	14.9	44.8	2.1	17.7	53.1
ECON 2023	1.4	22.1	66.2	1.1	15.9	47.7	1.2	15.8	47.3	0.9	19.0	57.0	1.1	20.2	60.7
FIN 2113	2.1	33.5	100.4	1.5	29.2	87.6	1.5	29.4	88.3	1.8	29.6	88.8	2.0	32.3	96.8
FIN 3603	1.6	27.8	83.4	1.2	18.6	55.8	1.0	22.2	66.6	1.4	21.5	64.4	1.5	28.5	85.4
MGMT 3013	1.9	30.7	92.1	1.7	20.1	60.2	1.4	19.6	58.7	1.4	23.6	70.9	1.5	22.6	67.7
MGMT 4053	1.1	23.0	69.1	0.7	13.5	40.4	1.0	19.6	58.7	0.7	17.1	51.3	1.3	21.0	63.1
MKTG 3413	1.6	28.3	85.0	1.5	22.3	66.8	1.7	22.7	68.0	1.2	22.9	68.7	1.5	29.5	88.5
Totals	**20.9**	**369.1**	**1107.4**	**17.4**	**293.7**	**881.0**	**16.5**	**298.1**	**894.3**	**18.7**	**305.7**	**917.1**	**21.9**	**346.3**	**1038.8**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.b Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for last five years: These numbers include all major core courses taught in the MSOB. Numbers represent the proportion of BACC Majors in these sections.

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	160	142	136	130	158	567	113.5
2000	479	403	405	423	452	1711	342.2
3000	334	247	249	268	313	1098	219.6
4000	134	89	105	96	116	424	84.8
Totals	**1107**	**881**	**894**	**917**	**1039**	**3800**	**760.0**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program*	20.9	17.4	16.5	18.7	21.9
Number of courses (sections) taught in the department	214	216	202	233	238
Percentage of courses sections) taught exclusively for program	9.77%	8.06%	8.17%	8.03%	9.20%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*
**Numbers represent the proportion of BACC Majors in these courses.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	9.77%		8.06%		8.70%		8.03%		9.20%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	27,000	2,638	27,000	2,176	27,000	2,349	27,000	2,168	27,000	2,484
Departmental Travel	8,000	782	8,000	645	8,000	696	8,000	642	8,000	736
Faculty Salaries	1,299,489	126,960	1,317,466	106,188	984,663	85,666	947,343	76,072	924,343	85,040
Staff Salaries	23,500	2,296	25,500	2,055	26,500	2,306	27,000	2,168	27,000	2,484
Fringe Benefits	490,224	47,895	503,489	40,581	390,215	33,949	390,624	31,367	406,195	37,370
Adjunct Wages	70,000	6,839	72,000	5,803	81,000	7,047	81,000	6,504	131,000	12,052
Student Wages	17,280	1,688	19,000	1,531	19,000	1,653	19,000	1,526	19,000	1,748
Total	**1,935,493**	**189,098**	**1,972,455**	**158,980**	**1,536,378**	**133,665**	**1,499,967**	**120,447**	**1,542,538**	**141,913**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
***Calculated using percentage of courses taught exclusively for program and total budget for department based on the number of BACC majors in those courses.*

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):
While several courses in the department (ECON 2003, ECON 2013) support the Gen Ed component, these courses are not exclusive to the BACC.

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Brammer, Stephen	MBA Business Management, and Marketing	OSU-Main Campus
Brue, Krystal	PhD Business Administration	Northcentral U
Ellis, Jennifer	MBA Business Administration	George Washington U
Hardin, Karen	MA English, Language, and Literature	U of Dallas
Helm, Mittie	PhD Business Administration	National U
Hunt, C. Shane [CU President]	PhD, Marketing	OSU
Lawter, Jason	MS Finance MS Economics	OK City U American U
Lonzanida, Bernadette	MBA Business Administration	CU
Restivo, Lisa	DBA Business Administration	Northcentral U
Soylu, Ali	PhD Human Resources Management	Temple U
Sukar, Abdulhamid	PhD Economics	Texas Tech U
Walton, Aubree	JD Law	OU
Adjuncts & Prior Faculty serving during program review period		
Abram, Teresa [Adjunct]	MS Education	U of Wyoming
Ahmed, Syed [Prior Faculty]	PhD Economics	Simon Fraser U
Bannon, Roger [Adjunct]	MBA Finance and Financial Management	CU
Barger, Lacey [Adjunct]	Master's degree, Accounting & Related Services	CU
Barnaby, Joel [Adjunct]	JD Law	OU
Billen, Lindsey [Adjunct]	MBA Accounting and Related Services.	CU
Clemmer, Rhonda [Adjunct]	MS Human Resources	OSU-Main Campus
Clinton, M. (Suzanne) [Adjunct]	DBA Business Administration	Mississippi State U
Dragosljvich, Carole [Adjunct]	MBA, Management and Operations	SESU
Duncan, Joshua [Adjunct]	MBA, Finance and Financial Management	SESU
Dupler, Cody [Adjunct]	MBA, Marketing	SWOSU
Evert, Amanda [Adjunct]	PhD Agricultural Public Services	OSU-Main Campus
Gaines Mattielean [Adjunct]	MBA, Management and Operations	CU
Garibay, Sean [Adjunct]	MBA, Finance	CU
Hayes, Brian [Adjunct]	MSOL, Organizational Leadership, Management	CU
Hensley, Jason [Adjunct]	BA, Management and Operations	CU
Johnk, David [Adjunct]	PhD Finance and Financial Management Services	UT-Pan American
Kelly, George [Adjunct]	PhD Marketing	Northcentral University
Lankford, Samantha [Adjunct]	PhD, Linguistic, Comparative, and Related Language Studies and Services	U of North Carolina
Lawson, Catherine [Adjunct]	PhD Economics	U of Colorado Boulder
Lawson, Larry [Adjunct]	PhD Economics	U of Colorado Boulder

Mandal, Sonik [Prior Faculty]	PhD Finance	Old Dominion U
Massie, Andrew C. [Adjunct]	MS, Human Resources Management and Services	OU
Masters, John (Ken) [Prior Faculty]	PhD Business Administration	U of North Texas
Merritt, Kimberly L. [Adjunct]	DBA, Management Information Systems and Services	Argosy U-Sarasota
Paz, Veronica [Adjunct]	DBA Business Administration	Nova Southeastern U
Penick, Mary [Prior Faculty]	Med Educational/Instructional Media Design	OU
Scott, Ryan [Adjunct]	DBA Business Administration	Abilene Christian
Simons, Lauren [Adjunct]	PhD Anthropology	OU
Smith, Jamie [Adjunct]	MS Psychology, General	CU
Steyn, T. (Derik) [Adjunct]	PhD Marketing	Potchefstroom U
Stine-Cheyne, Kelleen [Adjunct]	PhD, Business Administration, Management and Operations	Texas A&M-College Station
Su, Jingjie [Adjunct]	PhD Business Administration, Management and Operations	UT-Arlington
Treadwell, Gregory W. [Prior Faculty]	DBA Accounting and Related Services	Northcentral U
Veal, John [Adjunct]	MBA Management and Operations MS Accounting and Related Services	OK City U
Wernette, Mark [Adjunct]	MBA Business/Commerce, General	Midwestern State U

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Jacob Brown			MBA–CU
Natalie Martin			MBA–CU
Shalei Okamura			MBA–CU
Matthew Townsend	Georgia- Pacific	Transformation Process Leader	MBA–CU
Melvin Hernandez Ortiz			BBA–Management CU
Mi Hwa Cha			MBA–CU
LilliAnn Glenn			MBA–CU
Trinity Maldonado			MBA–CU
Dona Perkins			MBA–CU
Andrew Durst	Self Employed		
Taylor Rowley	Priority One	Territory Manager	
Jesse Torres	Perkins Insurance and Realty	Insurance Producer	
Jan Wiseley	Duncan Regional Hospital Health Foundation	Staff Accountant	
Dona Perkins	Glenn Oil Company	Accountant	
Colton Williams	IRS	Field Agent	MBA–CU
Hallie Beadles	Local CPA	Staff Accountant	
Felica Ruiz	Haliburton	Staff Accountant	
Jana Wright	Latch, INC.	Senior AR Analyst	
Chaz Jones	Local CPA	Staff Accountant	
Chelsea Lazenby	Local CPA	Staff Accountant	Master of Accountancy–Emporia State U
Tracy Lindsey			MBA–CU
Kimberly Myers	FSNB		MBA–CU
Cindy Santos	CCMH		MBA–CU

Helton, Jayme	Great Plains Technology Center	Accounts Payable	
Bender, Rachael	Lawton Country Club	Accountant	
Nooner, Rosemarie	Bank of Commerce	Accounts Payable	

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available

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
The MSOB should establish a Business Innovation Lab to provide hands-on learning opportunities for Accounting students.	Complete design phase in Year 1 (AY 26-27)	Open lab to students, faculty, and alumni by Year 2 (AY 27-28)
The MSOB should establish a Duncan area accounting "Lunch and Learn" to help create potential awareness of the program	Hold a Duncan area Lunch and Learn to help make connections and spread awareness of the Accounting program and mentorship/internship opportunities at CU	AY 26-27
The MSOB should create an Accounting Advisory Board to connect with accounting professionals in SW Oklahoma.	Hold an in-person Accounting Advisory Board meeting at Ross Hall on the CU Lawton Campus.	AY 26-27

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Agriculture-BS (400)

List Program Options: Agribusiness Management
Agronomy
Animal Science
General Agriculture

Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
The 2021 Five-Year Program Review found that the Agriculture program exceeded OSRHE minimum productivity standards and recommended that the program be maintained at its current level. Over the 2016–2021 review cycle, the program averaged 74.4 majors per year, with enrollment ranging from 75 majors in 2016–2017 to 69 majors in 2020–2021, and awarded 70 total degrees, averaging 14 graduates annually. Graduate outcomes were strong, with approximately 43% of graduates securing employment directly related to agriculture, 10% continuing into graduate education, 38% employed outside the field, and 9% with unknown placement data. These outcomes demonstrate the program's continued effectiveness in preparing students for employment and continued educational advancement. Assessment findings indicated strong student achievement across most learning outcomes. Students met benchmark expectations at high rates, including 94% benchmark attainment in both agricultural science and agricultural economics, 80% attainment in applying scientific literature, and 100% benchmark attainment in both written and oral communication measures. The review also highlighted significant program improvements since the previous cycle, including major curriculum revisions, modernization of agricultural facilities, renovation of the Animal Science and Plant Science buildings, construction of two new greenhouses, renovation of the university barn, and updated instructional equipment. These enhancements strengthened experiential learning opportunities and positioned the program well for continued growth and student success.

2. What developments and actions have taken place since the last review?
Since the previous review cycle, the Agriculture program has made several significant improvements to strengthen curriculum delivery and expand student opportunities. The program hired two new full-time faculty members, increasing instructional capacity and allowing the department to offer courses that had not been available in several years. This has improved course rotation, expanded student access to specialized coursework, and strengthened the overall curriculum. The department also submitted a request to add an embedded associate degree, which will provide students with an additional credentialing option and create a more efficient pathway to workforce entry while maintaining progress toward the bachelor's degree. The associate's degree has received full final approval and will begin admitting students in Fall 2026. In addition, the program has continued to enhance its instructional facilities through ongoing renovations and infrastructure improvements, including upgrades to existing facilities and the addition of new greenhouse space, further strengthening hands-on learning opportunities for students. Collectively, these developments have improved instructional flexibility, increased academic options for students, and positioned the program for continued growth and responsiveness to workforce needs.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The mission of the Cameron University BS in Agriculture program is to provide service to Southwest Oklahoma in the areas of advancing, integrating, broadening, and communicating knowledge of the science and technology of agriculture, natural resource utilization and conservation, and related agricultural and food policy. Through a multi-disciplinary approach to learning, discovery, and citizen engagement in the fields of agriculture and natural resources we strive to make a positive difference on society by enhancing agricultural productivity and environmental sustainability. Program faculty and staff assist students in developing as scholars, mentors, and responsible citizens of the State of Oklahoma, the United States, and the world. We continually seek input from our key stakeholders, including practitioners in agricultural production and businesses, agricultural leadership, and natural resource managers and conservationists, that will in turn enable us to provide a premier academic experience, effective outreach, and encourage relevant scholarship.

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

Over the past 5 years, the Agriculture program has demonstrated strong overall program quality through consistent graduate placement, ongoing assessment-driven improvement, and faculty engagement in continuous program evaluation. During this period, the program graduated 55 students, with at least 22 graduates securing employment directly in agriculture-related fields or family agricultural operations, 5 graduates continuing their education, and only 9 graduates with unknown outcomes, indicating strong placement and continued academic advancement among graduates with known outcomes. Assessment findings across these cycles indicate that students consistently met benchmarks in most student learning outcomes, particularly in communication and applied agricultural knowledge, while isolated cohort weaknesses were identified in targeted areas including plant science, soil science, animal science, agricultural economics, and broader discipline-specific content measured through the ACAT senior assessment. Program faculty have used these findings to guide instructional improvements through restructuring lecture and laboratory content, increasing hands-on learning opportunities, reinforcing difficult concepts throughout the curriculum, and expanding assessment measures earlier in the degree sequence to identify student learning gaps prior to the senior year. Recent assessment cycles also reflect a deliberate effort to strengthen program assessment infrastructure through the development of multiple measures for each student learning outcome rather than relying primarily on the senior-level ACAT examination. All faculty members have participated in collecting, analyzing, and interpreting assessment data and have collaboratively used those results to inform curricular adjustments and action planning. Collectively, these findings demonstrate a program committed to evidence-based improvement, student success, and continuous refinement of curriculum and assessment practices to meet workforce and academic preparation.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Degrees: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	66	4
2022-2023	71	17
2023-2024	61	14
2024-2025	46	6
2025-2026	58	14*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Deg Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book..*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
AGRC 1124	2	31	124	2	30	120	1	13	52	1	23	92	1	22	88
AGRC 1124L	2	31	0	2	30	0	1	13	0	1	23	0	1	22	0
AGRC 1214	1	15	60	3	28	112	1	16	64	1	20	80	1	16	64
AGRC 1214L	1	15	0	1	28	0	1	16	0	1	20	0	1	16	0
AGRC 2123	1	10	30	0	0	0	0	0	0	1	11	33	0	0	0
AGRC 2124	1	20	80	2	20	80	1	14	56	1	12	48	1	17	68
AGRC 2124L	1	20	0	1	20	0	1	14	0	1	12	0	1	17	0
AGRC 3001	0	0	0	1	7	7	0	0	0	0	0	0	0	0	0
AGRC 3002	1	18	36	2	32	64	1	5	10	1	7	14	0	0	0
AGRC 3303	2	13	39	2	12	36	1	13	39	1	10	30	1	14	42
AGRC 3413	0	0	0	0	0	0			0	1	16	48	1	10	30
AGRC 3513	1	21	63	1	16	48	1	16	48	1	14	42	1	18	54
AGRC 3613	2	21	63	3	23	69	1	9	27	1	14	42	1	14	42
AGRC 3813	1	15	45	1	10	30	1	10	30	1	12	36	1	4	12
AGRC 4223	1	15	45	1	27	81	0	0	0	1	12	36	1	17	51
AGRC 4321	0	0	0	0	0	0	1	1	1	1	2	2	0	0	0
AGRC 4322	0	0	0	0	0	0	1	6	12	0	0	0	0	0	0
AGRC 4323	3	11	33	2	15	45	1	2	6	0	0	0	0	0	0
AGRC 4333	2	12	36	2	9	27	1	10	30	1	5	15	1	12	36
AGRC 4422	1	1	2	0	0	0	0	0	0	0	0	0			0
AGRC 4423	0	0	0	0	0	0	2	2	6	0	0	0	1	1	3
AGRC 4572	1	13	26	2	18	36	1	14	28	1	10	20	1	9	18
AGRN 3213	0	0	0	2	11	33	0	0	0	1	11	33	1	5	15
AGRN 3513	1	11	33	1	1	3	1	15	45	0	0	0	1	2	6
ANIM 3103	1	12	36	0	0	0	0	0	0	0	0	0	0	0	0
ANIM 3103L	1	12	0	0	0	0	0	0	0	0	0	0	0	0	0
ANIM 3133	0	0	0	3	40	120	1	12	36	1	13	39	1	13	39
ANIM 3143	1	15	45	0	0	0	0	0	0	1	21	63	0	0	0
ANIM 3653	1	24	72	1	13	39	0	0	0	1	12	36	1	12	36
ANIM 4113	0	0	0	0	0	0	1	7	21	0	0	0	0	0	0
ANIM 4113L	0	0	0	0	0	0	1	7	0	0	0	0	0	0	0
ANIM 4123	0	0	0	0	0	0	0	0	0	0	0	0	1	4	12
ANIM 4123L	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0
ANIM 4133	1	11	33	0	0	0	0	0	0	0	0	0	0	0	0

ANIM 4133L	1	11	0	0	0	0	0	0	0	0	0	0	0	0	0
ANIM 4423	0	0	0	1	11	33	0	0	0	0	0	0	0	0	0
ANIM 4434	2	23	92	2	16	64	1	6	24	0	0	0	1	6	24
ANIM 4434L	1	23	0	2	16	0	1	6	0	0	0	0	1	6	0
Totals	**34**	**424**	**993**	**40**	**433**	**1047**	**24**	**227**	**535**	**21**	**280**	**709**	**23**	**261**	**640**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	184	232	116	172	152	856	171
2000	287	236	203	246	218	1190	238
3000	432	449	235	383	276	1775	355
4000	267	286	128	73	144	898	180
Totals	**1170**	**1203**	**682**	**874**	**790**	**4719**	**944**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	34	40	24	21	23
Number of courses (sections) taught in the department	210	212	188	196	199
Percentage of courses sections) taught exclusively for program	16.2%	18.9%	12.8%	10.7%	11.6%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total # of courses taught exclusively for program/Total # of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	16.2%		18.9%		12.8%		10.7%		11.6%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$96,150	$15,576	$101,150	$19,117	$101,150	$12,947	$107,650	$11,519	$110,150	$12,777
Departmental Travel	$12,000	$1,944	$12,000	$2,268	$12,000	$1,536	$12,000	$1,284	$12,000	$1,392
Faculty Salaries	$1,005,018	$162,813	$976,561	$184,570	$896,466	$114,748	$898,468	$96,136	$876,566	$101,682
Staff Salaries	$83,240	$13,485	$88,680	$16,761	$91,680	$11,735	$93,180	$9,970	$93,180	$10,809
Fringe Benefits	$440,687	$71,391	$429,957	$81,262	$401,699	$51,417	$420,367	$44,979	$429,330	$49,802
Adjunct Wages	$60,000	$9,720	$62,000	$11,718	$82,667	$10,581	$82,667	$8,845	$82,667	$9,589
Student Wages	$29,340	$4,753	$32,600	$6,161	$32,600	$4,173	$32,600	$3,488	$24,600	$2,854
Totals	**$1,726,435**	**$279,682**	**$1,702,948**	**$321,857**	**$1,618,262**	**$207,138**	**$1,646,932**	**$176,222**	**$1,628,493**	**$188,905**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
AGRC 2013	4	59	177	3	52	156	2	49	147	2	55	165	2	50	150	795
Totals	4	59	177	3	52	156	2	49	147	2	55	165	2	50	150	795

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Kasuni Haputhanthri Gamage	PhD	Kansas State University
Destiny Wahweah	MS	Oklahoma State University

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Erin Singleton			Indigenous Peoples Law MLS Online
Kinsey Black			MS-Undeclared-Org Leadership
Alexis Woodford			Behavioral Sciences
Johnston, Matthew W.			
Poston, Braiden L.	Vet Clinic		
Ely, Steven	Duncan PD		Interdisciplinary Studies
White, Miya M.			Liberal Arts
Schmidt, Emma K.	Vet Clinic		

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information Not Available

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
Keep better track of graduates' status after graduation	Keep a list of contact data and communicate with graduates one year after program completion	Spring 2031
Increase enrollment in the program	Promote new Associate's program	Spring 2027
Make better use of resources for hands-on lab activities (Greenhouse and Farm)	Encourage faculty members to take their students to these locations and develop course activities that utilize these	Spring 2028
Add assessment measures to get a better indication of student performance throughout the program	Work with department faculty to identify courses and topics that should be assessed	Spring 2028

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Allied Health Sciences-AS (565)

Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
The Allied Health Sciences (AHS) program remains a productive and valuable program that supports Cameron University's mission of preparing students for nursing and related health professions. While majors declined from 489 to 317 over the review period, degree completion remained stable at an average of 62.4 graduates annually, and the program consistently exceeded minimum productivity standards, generating 20,221 student credit hours over five years. Assessment results show strong student performance in public health and improving outcomes in tissue and organ function, though challenges remain in anatomical identification, anatomical relationships, and physiological problem solving. In response, faculty revised key courses. Program strengths include strong transfer preparation for nursing pathways, regional distinctiveness, and high-quality instructional resources. Key challenges include declining enrollment and increased competition from institutions offering greater asynchronous delivery. The review recommends maintaining the program while focusing on increasing enrollment, retention, online delivery options, and nursing program acceptance rates.

2. What developments and actions have taken place since the last review?
Since the 2021 review, several actions have been implemented to improve student success and retention within the program. Teaching Assistants have been added to Human Anatomy to provide supplemental academic support. These assistants are students who previously excelled in the course and now assist with cadaver dissections and student questions during laboratory instruction. Assessment measures have also been reviewed and refined to provide more meaningful data for evaluating student learning outcomes and identifying areas for curricular improvement. In response to changes in admission requirements for regional nursing programs, including OU Nursing, the mathematics requirement was revised from College Algebra to Functions and Modeling. This change is expected to better align the curriculum with transfer requirements and may allow students to complete the program more efficiently.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:
The AHS major is designed to meet the needs of students who are preparing to apply to associate and baccalaureate degree programs in fields such as nursing, occupational and physical therapy, medical imaging, radiation sciences, and nutritional sciences. The degree was designed to be flexible to meet the diverse sets of prerequisite courses required for admission to these professional fields. Cameron's faculty work closely with several nursing programs in the southwest Oklahoma region, including those offered by the OU College of Nursing in Lawton, OK and the associate degree program at Western Oklahoma State College with nursing campuses in Altus and Lawton, OK.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
The AHS program demonstrates generally appropriate student ability for an associate-level health science pathway. Across assessment years, students consistently perform well on broad concepts in gross anatomy, physiology, and public health principles. The main recurring weakness is not overall preparedness, but performance on finer details of microscopic anatomy, anatomical relationships, physiological processes, and critical application of scientific information. Students who complete Human Biology appear to perform better on assessments than those entering through other freshman-level biology options. Student success after graduation is primarily reflected through continued education in health-related fields, especially nursing. In 2020–2021, 61% of 64 students continued their education; in 2022–2023, 68% of 53 graduates continued; in 2023–2024, 62% continued; and in 2024–2025, 42% continued, with additional students working in AHS fields. The most common pathway is continued preparation for or enrollment in associate or bachelor's nursing programs. A significant limitation is that a large percentage of graduates do not disclose their post-graduation plans, with unknown outcomes ranging from 32% to 57% depending on the year. Overall, the program shows evidence of ongoing assessment-based improvement. Faculty have identified persistent performance gaps in Human Anatomy and Human Physiology and have responded with instructional revisions, additional review opportunities, open labs, office-hour support, practice exams, Blackboard assignments, and changes in content delivery. Recent changes include creating an upper-division anatomy course for students pursuing graduate-level health science pathways and refocusing sophomore anatomy toward associate and bachelor's degree students. More recent planned improvements include smart boards, microscope cameras, peer-led review sessions, low-stakes quizzes, sequencing drills, concept mapping, and think-pair-share activities. The program quality indicators suggest that AHS students are generally successful in foundational health science preparation and often continue into nursing or other health-related programs. The primary area for improvement is deeper mastery and application of anatomy and physiology content, which the program is actively addressing through targeted instructional and assessment changes.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 25; Grads: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	252	51
2022-2023	232	53
2023-2024	225	58
2024-2025	219	40
2025-2026	222	43*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
AHS 1003	5	118	354	5	108	324	5	119	357	6	113	339	5	101	303
Totals	5	118	354	5	108	324	5	119	357	6	113	339	5	101	303

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	1,346	1,136	1,169	1,371	1,335	6,357	1,271
2000	1,760	1,495	1,563	1,493	1,677	7,988	1,598
Totals	**3,106**	**2,631**	**2,732**	**2,864**	**3,012**	**14,345**	**2,869**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	5	5	5	6	5
Number of courses (sections) taught in the department	210	212	188	196	199
Percentage of courses sections) taught exclusively for program	2.4	2.4	2.7	3.1	2.5

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	2.40%		2.40%		2.70%		3.10%		2.50%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$96,150	$2,308	$101,150	$2,428	$101,150	$2,731	$107,650	$3,337	$110,150	$2,754
Departmental Travel	$12,000	$288	$12,000	$288	$12,000	$324	$12,000	$372	$12,000	$300
Faculty Salaries	$1,005,018	$24,120	$976,561	$23,437	$896,466	$24,205	$898,468	$27,853	$876,566	$21,914
Staff Salaries	$83,240	$1,998	$88,680	$2,128	$91,680	$2,475	$93,180	$2,889	$93,180	$2,330
Fringe Benefits	$440,687	$10,576	$429,957	$10,319	$401,699	$10,846	$420,367	$13,031	$429,330	$10,733
Adjunct Wages	$60,000	$1,440	$62,000	$1,488	$82,667	$2,232	$82,667	$2,563	$82,667	$2,067
Student Wages	$29,340	$704	$32,600	$782	$32,600	$880	$32,600	$1,011	$24,600	$615
Totals	**$1,726,435**	**$41,434**	**$1,702,948**	**$40,871**	**$1,618,262**	**$43,693**	**$1,646,932**	**$51,055**	**$1,628,493**	**$40,712**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
BIOL 1214	11	248	992	9	203	812	8	203	812	11	258	1032	9	284	1136	4784
BIOL 1214L	12	248	0	10	203	0	9	203	0	13	258	0	12	284	0	0
Totals	**23**	**496**	**992**	**19**	**406**	**812**	**17**	**406**	**812**	**24**	**516**	**1032**	**21**	**568**	**1136**	**4784**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Nicole Curtsinger	MS	OU Health Sciences Center
Vanessa Francis	MS	Western Governor's University
Michael Husak	PhD	Mississippi State University
Dana Lee	PhD	Oklahoma State University
Patrick McAnerney	MS	University of South Alabama
Amanda McMasters	MA	Purdue Global University
Samira Mokhtari	PhD	University of Tulsa
Megan Monteith	DPH	Walden University
Francesca Morris	MS	Colorado State U–Global Campus
William Schlecht	Med	Cameron University
Matthew Van Sant	PhD	U of California - Riverside
Dana Winters	MS	Midwestern University

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Teresa Fowler			PSYCHOLOGY
Kory Hamilton			NURSING
Mickayla Abraham	Apache EMS	Employed in a temporary/contract work assignment	
Albert Arredondo		Unknown	SPORTS AND EXERCISE SCIENCE
Madison Stiles	Myself	Employed as an Entrepreneur	ALLIED HEALTH SCIENCES
Mercedes Smith			HEALTH PHYSICAL EDUCATION & RECREATION
Melissa Ausmus	DRH Health	Employed in a temporary/contract work assignment	
Raylee Pain			NURSING
Ciara Johnson			BIOLOGY
Holli Lu Walrond			NURSING
Emily Criswell			NURSING
Carolyn Bruster			DENTAL HYGIENE
Shelby Rademacher			NURSING - LAWTON BS
Christine Durr			NURSING
Grace Livsey			SPORTS AND EXERCISE SCIENCE
Britny Holten			NURSING
Kaylee Palmer			LIBERAL ARTS
Emily Roden			NURSING
Baylee Palmer			LIBERAL ARTS
Alyssa Talbot			NURSING
Allie Green			NURSING
Mary Redhead			NURSING
Sydney Germain			NURSING
Kelton Champion			NURSING
Melissa Turner			BUSINESS ADMINISTRATION
Christian Romero			NURSING
Miguel Rosario			NURSING
Madison Scott			DIAGNOSTIC MEDICAL SONOGRAPHY CARDIOVASCULAR
Cheralle Hargett			INTERDISCIPLINARY STUDIES
Maribel Smith			NURSING
Maricela Venegas			NURSING
Mikalyn Moreland			NURSING
Peyton Goodin			NURSING
Maci McMurtrey			NURSING
Amber Cornelius			NURSING
Alejandra Collier			SPORTS AND EXERCISE SCIENCE
Gavin Kizarr			NURSING
Joely Lindsey			NURSING
Qwaunesha Strange			PSYCHOLOGY
Emily Sutherland			NURSING
Brianna Frias			NURSING
Jane Alice Almario			BIOLOGY PRE NURSING
LaMiracle Harris			NURSING
Nathan Taunah			NURSING
Manaya Solomon			NURSING
Corey Smith			SPORTS AND EXERCISE SCIENCE
Craig Dodson			NURSING
Kaylee Craig			NURSING
Hailey Griggs			NURSING
AnnaRose Blackstar			NURSING

Valerie Morton			NURSING
Magali Gress			NURSING
Brandon Thomas			NURSING
Paula Mohr			NURSING
Cassandra McWhorter			NURSING
Abbylynn Wilhelm			ORGANIZATIONAL LEADERSHIP
Tori Houchen			NURSING LAWTON BS
Denise Wilson			NURSING LAWTON BS
Zechariah Nooner			NURSING-OTHER IN-STATE BS
Chelsa Marie Lupi			ALLIED HEALTH SCIENCES
Briana Eddings			NURSING
Talitha Simpson			NURSING LAWTON BS
Marie Orr			USAF ACADEMY
Zachary Himes			PHYSICAL THERAPY-DPT
Amanda Meza	GNC		CHEMISTRY
Tristen Spivey			NURSING-OTHER IN-STATE BS
Carlene Rutledge			NURSING BS-ACCELERATED
Brittany Mills			NURSING
Abigael Levenhagen			BIOLOGY
Rosalva Grover			NURSING-OTHER IN-STATE BS
Andrea Barrientos			ALLIED HEALTH SCIENCES
Devin Ousley			SPORTS AND EXERCISE SCIENCE
Liliana Amore			BIOLOGY
Sydney Kidd			NURSING
Abby Albert			NURSING-OKLAHOMA CITY BS
Lacey Bennett			NURSING-OTHER IN-STATE BS
Jaidyn Peters			NURSING LAWTON BS
Sarah Patterson			NURSING
Destini Medlock			NURSING LAWTON BS
Kourtney Randall			BIOLOGY
Shelby Crump			NURSING-OTHER IN-STATE BS
Camryn Beisch			NURSING LAWTON BS
Kaylin Rodriguez			PRE NURSING TRANSFER
Ashlynn Bruce			BEHAVIORAL SCIENCES
Angelica De Luna			NURSING LAWTON BS
Angie Briceno			NURSING LAWTON BS
Chloe Stores			NURSING LAWTON BS
Juan Ruiz			NURSING LAWTON BS
Cheryl Matlock-Jones			NURSING
April Williams			NURSING-OTHER IN-STATE BS
Malia Hardy			NURSING LAWTON BS
Manuel, Chad			WOSC
Knowles, Jonna E.			OUHSC
Fannie, Miriam W.	DRH	Employed in a temporary/contract work assignment	SWOSU
Northrip, Joseph	CCMH	Employed in a temporary/contract work assignment	OUHSC
Richardson, Tate L.			WOSC
Kemp, Chantel C.	CCMH	Employed in a temporary/contract work assignment	LPN-BSN BRIDGE, OUHSC
Dauzy, Jennifer			OUHSC
Jenkins, Florence B.			OCCC
Scarbrough, Lakelyn D.			OUHSC
Powell, Krystina L.			OCCC
Diaz-Alfaro, Sabina Y.			UCO
Murray, Maylynn M.			CU

Renfro-Beck, Savannah J.			OUHSC
Winton, Emma H.			BSN, OUHSC
Dao, Katy T.			OUHSC
Witten, Ryan			BSN, OUHSC
Choney, Olivia L.			CU
Belle, Brianna			CU
Weaver, Briana			BSN, OUHSC
Griggs, Kailey L.			OUHSC
Vo, Kevin M.			OUHSC
Gay, Connor D.	DRH	Employed in a temporary/contract work assignment	OUHSC
Pitcock, Owen D.			OUHSC
Fletcher, Sidney P.			OUHSC
Smith, Paiton S.			OUHSC
Gallichan, Jazmin			OUHSC
Kuria, Margaret N.			OUHSC
Saunders, Keila R.			OUHSC
Flores, Alicia G.			OUHSC
Janz, Tea R.			OUHSC

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available

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
Increase student success in key classes such as Human Biology, Human Anatomy and Human Physiology to help improve retention	Work with faculty members to find ways to increase student performance in these classes	Spring 2031
Increase enrollment in the program	Develop outreach connections with local tech centers to hopefully entice students to enroll	Spring 2031

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Art-BFA (111)

List Program Options: Graphic Design
Painting
Printmaking
Sculpture

Previous Review

Date (Year) of Last Review 2021

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

The 2021 review of the BFA in Art program at CU presented a strong picture of a program that continues to serve an important role within both the university and the cultural life of Southwest Oklahoma. Previous faculty described the program as deeply connected to the university's mission through its emphasis on student-centered learning, experiential education, and professional preparation for careers in the visual arts and graduate study. Over the five-year review period, the program maintained relatively stable enrollment with an average of 48 majors annually and awarded 41 degrees, demonstrating consistent student interest and program sustainability.

The review highlighted several significant accomplishments and developments since the previous evaluation. Faculty taught 272 course sections representing 39 different courses and generated more than 10,000 student credit hours, reflecting both strong instructional productivity and the program's substantial contribution to the university's general education mission. The department also made meaningful investments in facilities and technology, including the conversion of multiple classrooms into Smart Classrooms, renovation of the University Teaching Gallery, installation of updated lighting and display systems, and the enhancement of graphic design facilities with fully equipped computer workstations and Adobe Creative Suite software. In addition, curriculum revisions completed in 2019 aligned the BFA more closely with peer institutions by standardizing option requirements across Painting, Printmaking, Sculpture, and Graphic Design.

Assessment data indicated that students consistently performed especially well in areas tied directly to studio practice and professional development. The review noted strong student achievement in observational drawing, higher-order critical thinking, portfolio preparation, exhibition practices, public speaking, and advanced studio production. Faculty and students were also recognized for their professional engagement through exhibitions, workshops, visiting artist programs, and regional networking opportunities. Graduate outcomes further reflected the program's success, with alumni working as graphic designers, public school art educators, museum professionals, and graduate students at institutions such as Texas Tech University and Kent State University.

The review also demonstrated an active culture of assessment and continuous improvement. Faculty implemented numerous changes in response to assessment findings, including revised curriculum structures, expanded use of study guides and comprehensive exams in art history courses, increased emphasis on professional portfolio development, and the creation of Business of Art workshops to better prepare students for professional careers. While the review identified some areas needing continued attention, particularly student retention of art historical knowledge, high DFW rates in Art History courses, and the need to restore a full-time sculpture faculty position, the overall tone of the report remained optimistic and forward-looking. The review ultimately concluded that the BFA program is academically strong, culturally valuable, and essential to the mission of the university, recommending continued support and growth over the next five years.

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

Since the previous program review, the BFA in Art program at CU has experienced substantial development in faculty staffing, curriculum revision, assessment practices, and student achievement. Following the retirement of two senior faculty members in 2021, the department successfully hired a full-time tenure-track Graphic Design/Printmaking faculty member and a full-time tenure-track Painting faculty member in Fall 2021. While the Graphic Design/Printmaking position was

ultimately not reappointed, the department adapted by folding Printmaking responsibilities into the Painting position while continuing to offer Graphic Design coursework through a series of qualified adjunct faculty. In Spring 2025, the retirement of another long-serving full-time faculty member created the opportunity for the university to approve a new full-time Graphic Design faculty line, resulting in a successful appointment that restored stability and long-term support for that concentration.

The department also undertook significant curriculum revisions during the 2025 cycle in an effort to further align the BFA program with peer institutions and contemporary disciplinary practices. These revisions reorganized the program into a primary and secondary discipline system, creating greater flexibility and interdisciplinary opportunities for students while streamlining degree requirements across options. As part of these changes, Sculpture was removed as a formal option due to long-term staffing limitations. Additional curricular improvements included embedding a new micro-credential within the Graphic Design curriculum and reinstating Illustration as an upper-division course requirement, restoring an important component of the program that had existed prior to the 2019 curriculum revisions.

Assessment and co-curricular engagement initiatives also expanded considerably during this period. During the 2024–2025 academic cycle, the department implemented new co-curricular assessment measures for the Annual Student Exhibition, Fall Museum Tour, and Visiting Artist Program, collecting formalized data for the first time in these areas. These initiatives reflect the department's growing emphasis on experiential learning, professional development, and the measurement of student engagement outside the classroom. Faculty continued to strengthen assessment practices within the curriculum while expanding opportunities for students to engage with regional museums, visiting professionals, and exhibition experiences that support career readiness and artistic growth.

BFA students and graduates have continued to demonstrate a high level of success. Students received acceptances and awards in regional and national exhibitions and presented research at Oklahoma Research Day. In addition, three students received recognition through awards from the Oklahoma Visual Arts Coalition. Graduate school placements have remained especially strong, reflecting the quality and rigor of the program. Collectively, these accomplishments demonstrate the continued vitality of the BFA program and its success in preparing students for professional and graduate opportunities in the visual arts.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The mission of the BFA in Art is to prepare students for entry into graduate school or a number of art related professions or endeavors by providing learning opportunities that lead to the completion of a specialized curriculum in one of several studio areas: Graphic Design or Painting, Printmaking, or Sculpture.

The Student Learning Outcomes (SLO's) for the BFA program are:

- *SLO 1: BFA students will recall an array of foundation and advanced knowledge in the visual arts.*
- *SLO 2: BFA students will demonstrate expertise in producing realistic drawing from direct observation with a variety of traditional media.*
- *SLO 3: BFA students will use journaling as an integral and significant part of the creative process.*
- *SLO 4: BFA students will employ higher-order thinking skills when analyzing works of art and aesthetic topics.*
- *SLO 5: BFA students will demonstrate expertise in the documentation, display, and promotion of artwork.*
- *SLO 6: BFA students will employ advanced technical and conceptual skills in designing and creating visual fine art.*

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

The BFA in Art demonstrates strong quality indicators consistent with the mission of CU and the expectations of OSRHE. The program is supported by highly qualified faculty, with all full-time faculty holding terminal degrees along with extensive professional exhibition records, national recognition, and significant industry and teaching experience. Faculty remain actively engaged in professional practice, research, exhibitions, workshops, and regional and national arts organizations, which strengthens both instruction and student mentorship.

Program quality is further demonstrated through continued curriculum development and student achievement. Recent curriculum revisions aligned the BFA more closely with peer institutions through the implementation of a primary and secondary discipline structure, the reintegration of Illustration as an upper-division requirement, and the addition of a micro-credential within the Graphic Design curriculum. The program continues to emphasize experiential learning through exhibitions, visiting artist programs, museum tours, professional workshops, and portfolio development opportunities that prepare students for graduate study and professional careers in the visual arts.

Assessment data reflects consistent student success and effective teaching practices. Over the most recent five-year assessment cycle, 48 of 58 assessment measures (83%) met or exceeded the program benchmark of 80% or higher. Students consistently demonstrated strong achievement in observational drawing, critical thinking, portfolio development, exhibition practices, public presentation, and advanced studio production. The department also expanded co-curricular assessment efforts during the 2024–2025 academic year by implementing formal assessment measures for the Annual Student Exhibition, Fall Museum Tour, and Visiting Artist Program, further strengthening the program's culture of continuous improvement.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: Majors: 12; Grads: 5
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	43	2
2022-2023	41	5
2023-2024	30	7
2024-2025	41	9
2025-2026	35	4*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau,* https://www.cameron.edu/iraa/institutional-data/fact-book.
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
ART 4323	1	7	21	2	7	21	1	6	18	1	10	30	1	4	12
ART 4423	1	3	9			0	1	11	33	1	4	12	1	7	21
ART 4523	2	6	18	1	6	18	1	1	3			0	1	6	18
ART 4643			0	2	11	33	1	8	24	1	4	12	1	9	27
ART 4733	2	2	6	2	3	9	2	2	6	3	3	9	2	4	12
ART 4911			0	1	7	21	1	6	18	1	11	33	1	4	12
ART 4913			0			0	1	9	27	1	14	42	1	14	42
ART 4933	2	6	18	2	8	24	1	2	6	2	12	36	2	3	9
Totals	**8**	**24**	**72**	**10**	**42**	**126**	**9**	**45**	**135**	**10**	**58**	**174**	**10**	**51**	**153**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	233	214	164	252	223	1086	217
2000	318	273	189	291	306	1377	275
3000	66	33	54	54	90	297	59
4000	348	296	290	358	349	1641	328
Totals	**965**	**816**	**697**	**955**	**968**	**4401**	**879**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	8	10	9	10	10
Number of courses (sections) taught in the department	57	58	54	58	56
Percentage of courses sections) taught exclusively for program	14%	17%	17%	17%	18%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	**2021-2022**		**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
Program Cost (%)	14%		17%		17%		17%		18%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	33,000	4,620	33,000	5,610	33,000	5,610	33,000	5,610	33,000	5,940
Departmental Travel	7,500	1,050	7,500	1,275	7,500	1,275	8,625	1,466	8,625	1,552
Faculty Salaries	787,674	110,274	808,400	137,428	700,950	119,161	700,950	119,161	696,200	125,316
Staff Salaries	61,000	8,540	71,000	12,070	75,000	12,750	76,000	12,920	76,000	13,680
Fringe Benefits	360.564	50,479	374,755	63,708	331,059	56,280	347,305	59,042	366,137	65,905
Adjunct Wages	90,000	12,600	93,000	15,810	111,600	18,972	111,600	18,972	111,600	20,088
Student Wages	24,000	3.360	26,500	4,505	26,500	4,505	26,500	4,505	26,500	4,770
Totals	**1,363,738**	**190,923**	**1,414,155**	**240,406**	**1,285,609**	**218,553**	**1,303,980**	**221,676**	**1,318,062**	**237,251**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			**2022-2023**			**2023-2024**			**2024-2025**			**2025-2026**			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
ART 1013	9	194	582	9	207	621	9	213	639	9	191	573	9	191	573	2988
ART 1113	1	24	72	1	22	66	1	14	42	1	27	81	2	23	69	330
ART 1123	1	12	36	1	12	36	1	10	30	1	12	36	1	15	45	183
ART 1213	1	22	66	1	22	66	1	13	39	1	22	66	1	17	51	288
ART 1223	1	12	36	1	10	30	1	13	39	1	17	51	1	12	36	192
ART 1231	1	23	23	1	16	16	1	14	14	2	18	18	1	22	22	93
ART 2243	1	20	60	1	11	33	1	14	42	1	14	42	1	11	33	210
ART 2253	1	6	18	1	7	21	1	4	12	2	12	36	1	13	39	126
ART 2313	1	8	24	1	13	39	1	9	27	1	10	30	1	14	42	162
ART 2413	1	8	24	1	2	6	1	9	27	1	10	30	1	11	33	120
ART 2513	1	6	18	1	6	18	1	1	3	2	5	15	2	16	48	102
ART 2613	1	28	84	1	18	54	1	14	42	1	10	30	1	25	75	285
ART 2623	1	14	42	1	12	36	1	12	36	1	20	60	1	12	36	210
ART 2733				1	15	45				1	8	24				69
ART 2743	1	16	48	1	7	21				1	8	24				93
ART 3133	1	14	42	1	5	15	1	9	27	1	7	21	1	15	45	150

ART 3213				1	6	18	1	6	18				1	3	9	45
ART 3743							1	3	9	1	3	9	1	7	21	39
ART 3753	1	8	24							1	8	24	1	5	15	63
ART 4143	3	14	42				1	12	36				1	11	33	111
ART 4213				1	5	15	1	2	6	1	8	24				45
ART 4333	1	8	24	1	7	21	1	6	18	1	4	12	1	4	12	87
ART 4343	1	3	9	1	7	21	1	5	15	1	1	3	1	2	6	54
ART 4353	3	7	21	3	6	18	1	4	12	1	4	12	1	4	12	75
ART 4363	1	2	6	2	4	12	1	2	6	1	4	12	2	9	27	63
ART 4373	2	2	6	1	3	9	1	4	12	1	7	21	2	6	18	66
ART 4383													1	11	33	33
ART 4393										1	1	3				3
ART 4433	1	1	3													3
ART 4453							1	1	3	1	4	12	1	5	15	30
ART 4463										1	1	3				3
ART 4473										1	5	15	1	2	6	21
ART 4483	1	1	3													3
ART 4533	1	1	3				2	2	6	1	2	6	2	3	9	24
ART 4553	1	1	3													3
ART 4563	1	1	3													3
ART 4633	3	26	78	1	12	36	1	5	15	1	8	24	2	6	18	171
ART 4653				1	1	3				1	1	3				6
ART 4713	1	18	54							1	12	36				90
ART 4923	4	4	12	11	14	42	9	11	33	4	4	12	3	3	9	108
ART 4991	1	9	9	1	7	7	1	5	5	1	8	8	1	6	6	35
Totals	**49**	**513**	**1,475**	**48**	**457**	**1,325**	**45**	**417**	**1,213**	**48**	**476**	**1,376**	**46**	**484**	**1,396**	**6,785**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic headcount*

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 specialized courses within the curriculum:

Full- Time Faculty	**Credential**	**Institution that granted degree**
Edna McMillan	M.F.A.	Louisiana Tech University
Jack Crouch	M.F.A.	Bradley University
Scott Scrivner	D. Min.	George Fox University
Jennifer Thompson	M.F.A.	Texas A&M University-Commerce
Part-Time Faculty	**Credential**	**Institution that granted degree**
Michele Pierce	B.F.A.	Cameron University
Alyssa Cox	B.F.A.	Cameron University
Glen Henry	M.F.A.	Arizona State University
Christen Humphries	M.F.A.	Texas Woman's University
Faith Davis	M.A.	Texas Tech University
Kenna Hand	B.F.A.	University of Central Oklahoma
Debra Greenway	M.F.A.	Texas Woman's University
Gerald Riley	M.A.	University of Oklahoma
Lou Baggett	B.S.	Midwestern State University

Source: *Institutional Effectiveness WEAVE https://www.cameron.edu/iraa/assessment*

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

Name	Employer	Job Title	If Continuing Ed, Program of Study
Jarrett Belflower	Walmart		
Michele Pierce			Texas Tech U, MFA Painting
Pamela Reid	Walmart		
Alyssa Cox	CU	Part-time Instructor	
De'Mari Porter	Staples		
Krystal Solis	Comanche High		
BettyJo Patris			CU
Katrielle Sonnenburg	Disney		
Monica Monsanto Camacho	Restaurant		
Diane Denham			CU
Sabrina McClellan			CU
Sooner Meyer			CU
Jaden Pebeahsy			OU, MA Art

Graduates/Degrees: *Degrees Awarded Viz, List of Graduates, Primary Status after Graduation Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*

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

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)

As a result of this comprehensive review, the faculty recommend continuing to maintain the program at the current level and strengthen the BFA (Program 111) through strategic investments in faculty staffing, curriculum delivery, assessment practices, and student success initiatives. Assessment data, enrollment trends, student achievements, and curriculum review all indicate that the program remains healthy and productive while presenting opportunities for targeted growth.

A primary recommendation is the development and Quality Matters certification of online Art History courses. Art History courses serve not only the BFA in Art program but also the BA in Art, Art History Minor, Art Minor, and a portion of the university's general education mission. Quality Matters certification will ensure that online courses meet nationally recognized standards for course design, accessibility, student engagement, and learning outcomes. This initiative is expected to improve student success, increase access for nontraditional and remote learners, and provide consistency across multiple delivery formats.

A second recommendation is the addition of a full-time tenure-track Printmaking faculty position. With the implementation of the new primary and secondary discipline degree structure, the department seeks to provide dedicated full-time leadership in each major area of study. A Printmaking faculty member would restore full-time representation for this discipline, support curriculum development, strengthen recruitment efforts, enhance student mentoring, and improve the department's ability to conduct discipline-specific assessment. The addition of this position would also reduce reliance on reassigned teaching responsibilities and create greater balance across faculty workloads.

The department also recommends continued assessment of experiential learning opportunities and co-curricular assessment initiatives. Newly established assessment measures for the Annual Student Exhibition, Visiting Artist Program, and Fall Museum Tour have already begun providing valuable information regarding student engagement and professional development. Continued data collection and analysis will allow faculty to better evaluate the impact of these experiences on student learning outcomes, career readiness, and retention.

The program further recommends continued monitoring and refinement of the recently implemented curriculum revisions. The new primary and secondary discipline model, the embedded Graphic Design micro-credential, and the reinstatement of Illustration as an upper-division requirement provide opportunities for increased flexibility, interdisciplinary learning, and career preparation. Faculty will continue assessing these changes to ensure alignment with peer institutions, graduate school expectations, and workforce needs.

These recommendations are intended to build upon the program's demonstrated strengths, including highly qualified faculty, strong student achievement, successful graduate school placement, active assessment practices, and meaningful contributions to the cultural and educational mission of the university. Through these initiatives, the BFA in Art program will continue to provide high-quality educational experiences while preparing students for success in graduate study, professional practice, and creative leadership.

Recommendations	Implementation Plan	Target Date
Have Art History I & II Quality Matters certified for online delivery.	Identify Art History courses for initial certification and revise course materials as needed.	2026–2027
Request Full-time Printmaking position.	Conduct search for and hire a full-time Printmaking faculty member, contingent upon funding and approval.	2026–2027
Continued assessment of experiential learning opportunities and co-curricular assessment initiatives.	Collect data annually and compile trend charts.	2026-2031
The program further recommends continued monitoring and refinement of the recently implemented curriculum revisions.	Evaluate the effectiveness of the primary and secondary discipline degree structure and make adjustments as needed.	2026-2031

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Behavioral Sciences-MS (610)

List Program Options: General Psychology

Previous Review

Date (Year) of Last Review 2021

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

The 2021 Program Review Report showed that the MS in Behavioral Sciences (MSBS) was aligned with the mission statements of the department and the university. The program averaged 127.8 majors and 38.6 graduates per academic year.

During the 2024-2025 academic year, students met the target on all key assessments on the program's annual institutional assessment. Prior to 2022, a trend was noted that students were struggling with the Diagnostic Analysis Paper completed in Psychopathology; however, faculty have been able to reverse that trend with students meeting the target in the 2022-2023, 2023-2024, and 2024-2025 academic years. A personality disorders assignment was added to Advanced Psychology of Personality, and students are consistently meeting the target on this assignment as well.

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

In 2021, the Department of Psychology and School of Graduate and Professional Studies proposed the creation of a Master of Arts in Mental Health (MAMH) program to contain two tracks: Counseling and Marriage and Family Therapy. The creation of this program was approved by the OU Board of Regents, by OSRHE, and by the HLC. The MA in Mental Health Counseling track is a 60-credit hour track containing an embedded certificate in Alcohol and Drug Counseling. The Marriage and Family Therapy track is a 48-credit hour track. In addition, the department created a certificate in Alcohol and Drug Counseling that is embedded in the Counseling track, but can also be completed by any Marriage and Family Therapy student in addition to individuals who are candidates for licensure as Professional Counselors or Marriage and Family Therapists. At this time, the Master of Science in Behavioral Sciences General Psychology track is the only option within the degree program.

The MAMH was segmented off from the MSBS beginning in Fall 2022 Students in the MSBS program were offered the option to keep the MSBS degree title to finish out their degree program, which resulted in a slow decline in the number of majors; however, the number has stabilized during the last two academic years.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:
The mission statement for the MSBS states, "The MSBS program is designed to serve that segment of the population employed in or interested in a broad spectrum of professions in the behavioral sciences. Specific target populations are persons employed or preparing for employment in public or private organizations involved in human resources activities; persons wishing to pursue doctoral studies in the behavioral sciences or research-related careers or to gain experience in research; and persons preparing for counseling licensure in mental health professions. The goal of the MSBS program is to develop the knowledge base and professional competencies of individuals interested in professions in the behavioral sciences, and to assist in promoting the economic development of Southwest Oklahoma." Current student learning objectives for the MSBS program are (1) students will apply and analyze ethical principles in the behavioral sciences, (2)

students will analyze and evaluate research principles in the behavioral sciences, and (3) students will apply and analyze theories, methods, and findings in the behavioral sciences.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
The MSBS program at CU fully aligns with the quality indicators as established by OSRHE.

Achievements of Graduates:

Curriculum: The M.S. Behavioral Sciences includes 33 hours of core courses (PSY 5000, 5013, 5053, 5203, 5243, 5363, 5413, 5583). In addition, students select 12 hours of electives. This structure supports students pursuing foundational research knowledge. The courses rigorously explore theoretical and practical approaches to psychology as well as research methodology and communication of research findings.

Academic Resources: The program shares resources with the BS Psychology, BS Family and Child Studies, and MAMH programs, and it benefits from the broader resources of the department, including access to experienced faculty, academic support, and facilities. The courses are taught by full-time, part-time, and adjunct faculty with relevant credentials. Students have access to interlibrary loans, electronic resources, and academic support services equivalent to those available to all CU students, aligning with OSRHE Policy 3.17.3.C.1.

Access to Information Technology Resources: CU provides students with technology support, including access to online learning platforms, digital libraries, and access to our IT Department's resources. These services support both on-campus and online learning. Per OSRHE Policy 3.17.3.A.3, students are informed of the technology requirements necessary for course completion such as word processing tools and internet services. Further, the university provides technical support to ensure successful student access to online learning platforms, aligning with OSRHE Policy 3.17.3.C.3.

Special Services and Community Engagement: The program serves a critical need in the region by preparing professionals to address behavioral and mental health needs in the community. The program contributes to the regional behavioral health workforce and addresses gaps in rural mental health services. The program supports students through academic advisement, career counseling, and the availability of tutoring services for both traditional and online learners, aligning with Policy 3.17.3.C.2.

Alignment with Industry or Professional Standards: The curriculum of the MSBS program at CU is similar to peer institutions such as NWOSU and UCO. All three programs contain core courses focused on research methodology, human development, theories of personality, human cognition, and social psychology. Additionally, UCO has a behavioral neuroscience course and neither UCO or NWOSU have a psychopathology course as a core course in their programs.

Student Achievement and Outcomes Assessment: Program outcomes are centered on ethics in behavioral sciences, research methodology, and application of behavioral science theories, methods, and findings. Student performance is assessed through coursework and application-based learning with key program assessments undergoing annual data analysis through our institutional assessment process. Evidence of achievement is demonstrated by the consistent rate of students meeting targets on the seven key assessments in the program.

Reputation of the Program: The MSBS program's positive reputation is evidenced by the stable number of students entering into the program, including international students. The program's alignment with peer institutions' degree plans further strengthens its credibility and value.

Faculty Qualifications: Courses are taught by credentialed adjunct faculty with graduate degrees from institutions such as Oregon State University, OU, and SWOSU. Faculty have both practical experiences in the field and academic expertise in psychology, both in research and clinical settings. Faculty training in online course delivery, as required by Policy 3.17.3.B.1, is ongoing to support the option of fully online course delivery.

Evidence of Learning and Teaching Effectiveness: Teaching effectiveness is measured and demonstrated through our annual program assessment process. Further, it is demonstrated through student progression to achieve LPC or LMFT licensure, professional roles, and further academic pursuits. Continuous improvement efforts, as required by Policy 3.17.3.B. 2, include ongoing data analysis of student performance on key assessments and utilizing course evaluation feedback to refine course design and delivery.

Online Delivery Standards: As the program transitioned to allow availability of online delivery, it adhered to OSRHE Policy 3.17. The current CU requirement to secure Quality Matters approval for online course development ensures that courses follow accessibility standards (Section 508) and align with program objectives (3.17.3.A.1). All online courses

include regular and substantive interaction through asynchronous and synchronous formats, supporting learner success (Policy 3.17.3.D). Faculty training is available in both synchronous and asynchronous formats to further develop online teaching pedagogy and ensure intellectual property and copyright compliance (3.17.3.B.1, 3.17.3.B.3). Students receive comprehensive support, including access to learning resources, academic services, and technical support as required by Policy 3.17.3.C. CU provides comprehensive support for online learners through academic resources such as 24/7 tutoring, library access, and structured advising. Student services include career counseling, wellness support, and enrichment programs, while the university's technical support system offers dedicated help desk assistance, computer labs, and clear guidelines for online learning technology. Together, these resources ensure that online students receive personalized, accessible, and effective support.

A.3 Minimum Productivity Indicators:

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	109	24
2022-2023	108	32
2023-2024	56	29
2024-2025	38	13
2025-2026	40	18*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.;* Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
PSY 5000	4	57	0	4	79	0	4	67	0	3	57	0	2	73	0
PSY 5013	2	48	144	3	48	144	2	55	165	2	47	141	2	50	150
PSY 5053	2	54	162	2	28	84	1	17	51	1	24	72	2	12	36
PSY 5203	3	47	141	3	87	261	3	50	150	3	48	144	3	62	186
PSY 5243	4	55	165	1	29	87	1	20	60	1	27	81	1	19	57
PSY 5363	3	52	156	2	51	153	2	43	129	2	51	153	2	58	174
PSY 5413	1	17	51	1	14	42	1	21	63	1	17	51	1	22	66
PSY 5583	3	19	57	3	19	57	2	22	66	1	28	84	2	22	66
PSY 5991	1	1	1	0	0	0	1	1	1	2	3	3	0	0	0
PSY 5993	2	2	6	2	2	6	2	3	9	0	0	0	0	0	0
Totals	**25**	**352**	**883**	**21**	**357**	**834**	**19**	**299**	**694**	**16**	**302**	**729**	**15**	**318**	**735**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
5000	883	834	694	729	666	3806	761.2
Totals	**883**	**834**	**694**	**729**	**666**	**3806**	**761.2**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	25	21	19	16	15
Number of courses (sections) taught in the department	211	203	207	203	209
Percentage of courses sections) taught exclusively for program	11.85%	10.34%	9.18%	7.88%	7.18%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught) *100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	11.85%		10.34%		9.18%		7.88%		7.18%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$13,500	$1,600	$13,500	$1,396	$13,500	$1,239	$13,500	$1,064	$13,500	$969
Departmental Travel	$6,000	$711	$6,000	$620	$6,000	$551	$7,125	$561	$7,125	$512
Faculty Salaries	$521,407	$61,787	$579,047	$59,873	$481,431	$44,195	$476,485	$37,547	$478,485	$34,355
Staff Salaries	$23,000	$2,726	$25,000	$2,585	$24,000	$2,203	$24,500	$1,931	$24,500	$1,759
Fringe Benefits	$252,343	$29,903	$261,045	$26,992	$235,649	$21,633	$250,879	$19,769	$252,294	$18,115
Adjunct Wages	$100,000	$11,850	$103,000	$10,650	$135,000	$12,393	$150,000	$11,820	$150,000	$10,770
Student Wages	$7,800	$924	$9,000	$931	$9,000	$826	$9,000	$709	$9,000	$646
Totals	**$924,050**	**$109,500**	**$996,592**	**$103,048**	**$904,580**	**$83,040**	**$931,489**	**$73,401**	**$934,904**	**$67,126**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
PSY 5000	4	57	0	4	79	0	4	67	0	3	57	0	2	73	0	0
PSY 5013	2	48	144	3	48	144	2	55	165	2	47	141	2	50	150	744
PSY 5203	3	47	141	3	87	261	3	50	150	3	48	144	2	39	117	813
PSY 5363	3	52	156	2	51	153	2	43	129	2	51	153	2	58	174	765
Totals	**12**	**204**	**441**	**12**	**265**	**558**	**11**	**215**	**444**	**10**	**203**	**438**	**8**	**220**	**441**	**2322**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
(Courses within this chart are required in the MSBS and are required in the MAMH and Alcohol & Drug Counseling Certificate)

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Stephanie White*	Ph.D. in Instructional Leadership	OU
John Geiger*	Ph.D. in Psychology	Northern Illinois U
Jeff Seger*	Ph.D. in Psychology	OSU
Joe Williams*	Ph.D. in Psychology, LMFT, LMFTS	Capella U
Paul James*	Ph.D. in Counseling, LPC, LPCS	Oregon State U
Mary Dzindolet**	Ph.D.in Experimental Psychology	UT, Arlington
Shaun Calix**	Ph.D. in Human Development and Family Studies	U of Missouri
Will Stern**	Ph.D. in Social and Quantitative Psychology	OU
Stephanie Stern**	Ph.D. in Social Psychology	OU
Joanni Sailor**	Ph.D. Family Psychology	Capella U
Clifton Nunnally	Ph.D. Marriage and Family, LMFT, LMFTS	Northcentral University
Shaun Brue	Ph.D. in Marriage and Family Therapy	Northcentral University
Lisa Schoelen	M.S. in Clinical Mental Health Counseling, LPC, LPCS	Texas A& M U
Carole Maxfield	M.A. Marriage and Family Therapy, LADC, LMFT	SW Baptist Theological Seminary
Jamie Lovecchio Hays	M.Ed. in Community Counseling, LADC	SWOSU
Trugina Henderson	M.S. in Counseling/School Counseling, LPC	U of Phoenix
Jen Dohlman	Ed.D. Counselor Education and Supervision, LPC, LPCS	National Louis U
Shaunna Ferrese	Ph.D. Counselor Education, LPC, LPCS	Oregon State U
Allison Mullen	M.A. Counseling, LMFT, LCADC	U of Nevada, Reno
Porsche Reimer-Law	M.S. Counseling Psychology, LPC, LPCS	NWOSU
Joshua Dickson	M.A. Marriage and Family Therapy, LMFT	U of Nevada, Reno
Caley Filipek	M.S. Behavioral Science, LPC	CU
Kelly Wray	M.S. School Counseling, M.S Behavioral Science	SWOSU, CU
Jonathan Schlieper	M.S. Behavioral Science-Marriage and Family Therapy	CU
Jennifer Stringham	M.S. Behavioral Science- Marriage and Family	CU

**Current Full-time Faculty*
***Retired or Former Full-Time Faculty*

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

Name	Employer	Job Title	If Continuing Education, Program of Study
		2021-2022	
Holly Lebda	CCMH	Therapist	
Kelli Wooley	Cameron University	Registrar	
Brett Nungesser	NorthCare	Therapist	
Kensey Garrison	Cameron University	Academic Services Director	
		2022-2023	
Ebony Harold	Healing Hearts	Counselor, LPC	
Cassandra Jones	Lawton Public Schools	LMFT	
Keith Gladden	Great Plains Tech	Testing Center Staff	
Shailah Ramos	Comanche Nation Prevention and Recovery	LPC	
Ifeoluwa Egbeyemi			U of Phoenix
Abby Howell	Cameron University	Adjunct Instructor	
Caley Filipek	Steven A Cohen Military Clinic	Counselor	
Aubry Weatherly	Scissortail Children's School	Teacher	
Ariel Brogdon	Brightcare Christian Counseling	Counselor	
Kylie French	Lawton Public Schools		
Marissa Gough	Great Plains Youth and Family Services	LPC	
Anna Rush	Sparrow & Rush, LLC Counseling Services	LPC	
Angela Zamora	Healing Hearts of SW OK		
		2023-2024	
Shelby McAllister	Liberty Healthcare		
Sherina Owens			Chicago Sch of Professional Psych
Angelique Thomas	Midland Mortgage	Mortgage Customer Service Representative	
Jose Olivo	Southwestern Behavioral Health	Counselor	
Hailey Mahaffey	The Safe Center		
Hannah Wellman	Cameron University	Admissions Counselor	
Abraham Renteria	UT Health San Antonio	International Services Representative	
Mackenzie Lee			Liberty U
Nanje Prinsloo	North Texas State Hospital	Behavioral Technician	
		2024-2025	
Elizabeth Reeves	Cameron University	Assistant to the Vice President	
Haley N. Sanders			Capella U
Colette Highsmith	Cameron University	Adjunct	
Jessica Schott			Ohio State U
Adam Gouro	Liberal High School	Teacher/Coach	
		2025-2026	
Courtney L. Marcham	Fliptastic Gymnastics	Director	
Crista Smith	Cameron University	College Preparation Advisor	
Hannah Heidebrecht	Peak Behavioral Health	RBT	
Madyson Marvulli	JTCMHC	Case Manager II	
Brandy Ramirez	Cameron University	Recruitment Communications Coordinator	
Mara Vidal Moreno	Cameron University	Strength and Conditioning Coach	
Haylee Alaelua	Oklahoma Human Services		

A.4.g. If available, information about the success of students from this program who transferred to other institutions:
This information is not available.

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
Create a routine departmental system to track alumni.	Develop an alumni survey that will be sent to all alumni's alternate (non-CU) email addresses. Accumulate all survey data into a shared document for MSBS full-time faculty to review.	Create Survey Fall 2026, Deliver Survey to Alumni Spring 2027
Evaluate program electives to determine if there is demand for specific additions.	Form a committee to examine workforce needs and compare available courses with peer institutions, then make a recommendation regarding program electives.	Form Committee Fall 2026, Present Recommendations Fall 2027

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Biology-BS (410)

List Program Options: Organismal Biology
Cellular and Molecular Biology
Medical Laboratory Science

Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
The 2021 Five-Year Program Review found that Cameron University's Biology program remains strong and productive and continues to meet and exceed minimum state productivity standards. The review recommended that the program be retained and maintained at its current level due to consistent graduate success, strong assessment outcomes, and meaningful contributions to both major-specific and general education instruction. Over the five-year review period, the program awarded 123 degrees, averaged 24.6 graduates per year, and generated 17,790 student credit hours. Graduates demonstrated strong post-completion outcomes, with many entering medical, pharmacy, physician assistant, physical therapy, and graduate programs, while others secured employment in biology-related technical, research, healthcare, and environmental positions. The report also highlighted the program's strong facilities and instructional resources, including teaching and research laboratories, the Gross Anatomy Lab, and substantial library and technology support, all of which provide valuable experiential learning opportunities for students. The review noted several positive curricular improvements since the previous self-study, including revisions to the biology core, the addition of Evolution as a required course, expanded flexibility within options, and the addition of new courses such as Principles of Anatomy, Fundamentals of Microbiology, and a Biology Internship course. Assessment data indicated generally strong student performance across most learning outcomes, with measurable gains in evolution and ecology knowledge following curriculum revisions. However, the report identified several areas for continued improvement, including declining enrollment, high D/F/W rates in Principles of Biology I and Zoology, and weaker student performance in written and oral scientific communication. Faculty turnover and future recruitment were also identified as concerns. Moving forward, the program plans to focus on improving scientific communication skills, increasing retention and completion rates, recruiting diverse faculty, and continuing curriculum refinement to strengthen student success and long-term program vitality.

2. What developments and actions have taken place since the last review?
Since the 2021 review, the Biology program has implemented several changes to strengthen student success and improve program assessment. Additional assessment measures were incorporated earlier in the curriculum to better identify content areas where students need support before reaching upper-level coursework. In particular, an assessment measure was added to Evolution to provide earlier evaluation of student understanding in a key conceptual area. Faculty have focused on improving retention and lowering DFW rates by identifying and addressing challenging topics earlier in the program sequence and using assessment data to guide instructional adjustments. The department has also strengthened instructional capacity through the hiring of a new microbiologist, allowing for the consistent rotation of both lower-division and upper-division microbiology courses. These changes have improved course availability, strengthened curriculum continuity, and enhanced the program's ability to support student progression toward degree completion.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:
The mission of the Biology Program is to provide high quality instruction to students at the undergraduate level with emphasis on active learning, problem solving, and critical thinking. The department is committed to improving knowledge in various fields of biology through research and scholarly activities and to transferring that knowledge to our students and colleagues. Our vision is to achieve excellence in education through creative use of traditional and innovative instructional methods, technology, and research. The faculty participates in outreach to the state and nation through services to the university community, to the public, to governmental and industrial entities, and to professional societies.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
Over the past five years, the Biology program has demonstrated strong overall program quality through consistent student achievement, successful graduate outcomes, and a comprehensive assessment process designed to improve student learning throughout the curriculum. Assessment measures are embedded across freshman-, sophomore-, junior-, and senior-level coursework, allowing faculty to identify weaknesses early in a student's academic career and reinforce difficult concepts through repeated exposure in multiple courses. Across the assessment cycles, students consistently demonstrated strong oral and written communication skills, an understanding of heredity and evolution, and the ability to classify organisms using evolutionary principles. Repeated assessment findings identified weaknesses in molecular genetics, cellular processes, plant classification, bacteriology, and retention of some foundational concepts introduced in lower-level biology courses. In response, faculty implemented targeted instructional changes including additional Genetics laboratory activities, capstone review lectures covering essential biology concepts, new assessment measures earlier in the curriculum, the integration of difficult concepts across multiple courses, and the development of new assessment tools in areas such as Botany. Over time, upper-level assessment measures and ACAT results indicated improvement in student mastery after repeated reinforcement throughout the curriculum, suggesting that the program's scaffolded instructional approach has been effective in improving long-term understanding and retention of complex biological concepts.

Over the past five years, the Biology program graduated 84 students. Of these graduates, 25 (29.8%) secured full-time biology-related employment, 22 (26.2%) continued into graduate or professional education, and 1 (1.2%) entered military service. Excluding graduates for whom outcome data were unavailable, approximately 66.7% of known graduates achieved positive placement through biology-related employment, continued education, or military service. These outcomes demonstrate the program's effectiveness in preparing students for workforce entry and post-baccalaureate advancement while reflecting the program's continued commitment to student success and professional preparation. The program has also continued to strengthen instructional quality and curriculum delivery through faculty collaboration and strategic curricular improvements. Biology faculty collectively participated in collecting assessment data, analyzing results, and developing action plans for continuous improvement each year. Additional developments during this period included the hiring of a new microbiologist and the implementation of a consistent rotation of both lower-division and upper-division microbiology courses, improving both course availability and student exposure to microbiological concepts. Collectively, these findings indicate that the Biology program maintains strong academic standards, actively uses assessment data to guide improvement, and remains committed to student success and program quality.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Grads: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	131	20
2022-2023	125	14
2023-2024	125	20
2024-2025	112	20
2025-2026	102	10*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
BIOL 3043	1	24	72	1	18	54	1	23	69	1	18	54	1	10	30
BIOL 3064	1	14	56	0	0	0	1	13	52	0	0	0	1	9	36
BIOL 3064L	1	14	0	0	0	0	1	13	0	0	0	0	1	9	0
BIOL 3074	0	0	0	1	10	40	0	0	0	1	10	40	0	0	0
BIOL 3074L	0	0	0	1	10	0	0	0	0	1	10	0	0	0	0
BIOL 3084	0	0	0	0	0	0	0	0	0	1	13	52	0	0	0
BIOL 3084L	0	0	0	0	0	0	0	0	0	1	13	0	0	0	0
BIOL 3114	1	13	52	0	0	0	1	14	56	0	0	0	1	6	24
BIOL 3114L	1	13	0	0	0	0	1	14	0	0	0	0	1	6	0
BIOL 3091	1	22	22	1	28	28	1	19	19	1	13	13	1	16	16
BIOL 4901	1	23	23	1	20	20	1	17	17	1	17	17	1	14	14
Totals	**7**	**123**	**225**	**5**	**86**	**142**	**7**	**113**	**213**	**7**	**94**	**176**	**7**	**70**	**120**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	2,572	2,508	2,360	2,692	2,760	12,892	2,578.4
2000	1,992	1,647	1,863	1,621	1,805	8,928	1,785.6
3000	560	522	541	471	365	2,459	491.8
4000	116	170	103	106	91	586	117.2
Totals	**5,240**	**4,847**	**4,867**	**4,890**	**5,021**	**24,865**	**4,973.0**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	7	5	7	7	7
Number of courses (sections) taught in the department	210	212	188	196	199
Percentage of courses sections) taught exclusively for program	3.3%	2.4%	3.7%	3.6%	3.5%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	3.30%		2.40%		3.70%		3.60%		3.50%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$96,150	$3,173	$101,150	$2,428	$101,150	$3,743	$107,650	$3,875	$110,150	$3,855
Departmental Travel	$12,000	$396	$12,000	$288	$12,000	$444	$12,000	$432	$12,000	$420
Faculty Salaries	$1,005,018	$33,166	$976,561	$23,437	$896,466	$33,169	$898,468	$32,345	$876,566	$30,680
Staff Salaries	$83,240	$2,747	$88,680	$2,128	$91,680	$3,392	$93,180	$3,354	$93,180	$3,261
Fringe Benefits	$440,687	$14,543	$429,957	$10,319	$401,699	$14,863	$420,367	$15,133	$429,330	$15,027
Adjunct Wages	$60,000	$1,980	$62,000	$1,488	$82,667	$3,059	$82,667	$2,976	$82,667	$2,893
Student Wages	$29,340	$968	$32,600	$782	$32,600	$1,206	$32,600	$1,174	$24,600	$861
Total	**$1,726,435**	**$56,972**	**$1,702,948**	**$40,871**	**$1,618,262**	**$59,876**	**$1,646,932**	**$59,290**	**$1,628,493**	**$56,997**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
BIOL 1364	4	99	396	3	74	296	3	64	256	3	81	324	2	73	292	1,564
BIOL 1364L	5	99	0	4	74	0	3	64	0	3	81	0	3	73	0	0
Totals	**9**	**198**	**396**	**7**	**148**	**296**	**6**	**128**	**256**	**6**	**162**	**324**	**5**	**146**	**292**	**1,564**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Michael Husak	PhD	Mississippi State University
Dana Lee	PhD	Oklahoma State University
Patrick McAnerney	MS	University of South Alabama
Samira Mokhtari	PhD	University of Tulsa
Matthew Van Sant	PhD	University of California-Riverside

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

Name	Employer	Job Title	If Continuing Ed, Program of Study
Anna McMains	Cameron University		
Ashley Drake	Medicine Park Aquarium		
Asia Houston	Walmart		
Carolyn Tyler			CU
Cole McDonald	Osage Animal Hospital		CU
Daniel Kim			CU
Derrell Sanders	Comanche County Memorial Hospital		
Jacob Ramos-Gatliff	Premier Dental Arts		
James B. Howard			CU
Jasmine Sanchez-McKenzie			East Carolina U Dental School of Medicine
Jason Cousineau			U of Guelph
Kelly Vo	McMahon Tomlinson Nursing and Rehabilitation Center		
Kenneth J. Lowery	CCMH		
Kerrigan Thorne	Comanche County Memorial Hospital		
Kinley S. Rendon			OUHSC
Kylie Ricci	Fusion Medical Staff		

Lorena Ponce de Leon Nieves			OUHSC
Lyndey Ferguson	Hanscom Air Force Base		
Madison B. Reeves			CU
MaLeana D.Gomez			CU
Marian Wilson	Grady Memorial Hospital		
Masa D. Kinder	WonderKids Pediatrics		CU
Molly N. Potts	CCMH		
Nia Sauda			CU
Pallavi Robles	Grady memorial Hospital		
Ralyssa Jackson	Central Middle School		
Ricky Trent	Ecosystems Technology		
Samantha Haney	Walmart		
Sarina Allain	Walmart		
William B. Parrie			OSU

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available.

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
Continue to improve retention and enrollment in the program	Use assessment data to identify areas of improvement early in the program	Spring 2031

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**.

Institution Name:	Cameron University
Program Name and State Regents Code:	Business Administration-BBA (320)
List Program Options:	General Business Management Marketing Finance
List Embedded Certificates included in this review:	Banking and Finance-Certificate (220) Professional Selling-Certificate (221)

Previous Review

Date (Year) of Last Review 2021

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

   Based on the previous five-year review, the following were the specific goals established by and specific recommendations made to the McMahon School of Business (MSOB):

   Goals of the program included four broad goals:
   - Goal 1: Enhance the quality of academic programs through continuous improvement (including program assessments, peer teaching evaluations, and development of a department handbook;
   - Goal 2: Enhance relationships with area organizations (including providing presentations to local stakeholders and off-campus groups, strengthening and acting upon suggestions from advisory boards;
   - Goal 3: Enhance students' learning experiences, interactions with faculty and staff, and overall experiences within the department (including recognizing student and faculty achievements, improving tutoring labs, promoting internships, promoting students' connections with professional and student organizations; and
   - Goal 4: Build the reputation of the CU Department of Business (now the MSOB), including lunch and learn forums, and promoting students' connections with their professional concentrations.

   Specific recommendations from the previous 5-year program review include:
   - The program should focus on expanding virtual course offerings.
     - In the last 5 years, the MSOB has completed initial and recertification Quality Matters® reviews for over 70 online and hybrid courses. FIN 4333, MGMT 4443, and ACCT 3313 are a few examples of new online course offerings. In addition to online course offerings the MSOB has created and offers 17 new micro-credentials which are embedded within BBA courses.
   - The program should implement new recruitment and advertising initiatives to increase enrollment.
     - MSOB created and was actively engaged in social media marketing for the BBA program. Using multiple platform postings, which focused on students' successes, learning opportunities, and stakeholder connections, the BBA program has seen expanded community awareness and recognition from its social media messaging. Additional "CU in Business" events, program tours, partnerships with our local career techs, and the Accounting and Business Careers of the Future Conferences have served as recruitment initiatives for the program.

   Additionally, the BBA program exceeded the minimums for majors and graduates, continues to experience strong enrollment, and produces graduates who enter the workforce, start businesses, attend graduate school, or join the military. The program worked to achieve the goals set in the previous five-year program review by continuing efforts to improve students' experience through strong teaching within the department. The MSOB enhanced relationships with regional organizations through faculty presentations to business, government, and civic groups.

Further, MSOB offered public business forums through the Bill W. Burgess Jr. Research Center and citizen-centric service learning projects, and completed various projects for governmental, for-profit, and non-profit businesses. Students have been very active in competitions, experiential learning projects, and introduction to internship opportunities through resources such as traveling to the Thunder Business Stir and our CU Business Stir.

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

   Since the last program review, CU has experienced significant leadership transitions at multiple levels of administration, including a new university president, a new VPAA, a new Dean of the College of Graduate and Professional Studies, and a new chair of the MSOB. These changes introduced new perspectives, priorities, and strategic initiatives that continue to shape institutional planning, academic oversight, and program development. The MSOB has worked collaboratively with this new leadership team to maintain continuity while also aligning with evolving institutional goals and expectations. In 2023 the BBA (and other programs) received reaffirmation of ACBSP accreditation no notes or conditions. More recently (in AY 25-26), CU renamed its schools into colleges (the College of Arts and Sciences and the College of Graduate and Professional Studies) which allowed for the new naming of the McMahon School of Business. Also, in AY 25-26, the McMahon Foundation awarded the Department of Business $3 million, transforming the department into the MSOB. Key elements of the financial gift include scholarship funding for students; funding for collaborative faculty-student research; funding for professional development and conference participation; two new endowed chairs; two new endowed professorships; funding for an executive-in-residence; and funding for summer camps. The infrastructure portion of the gift will support a new innovation lab, a $500,000 building endowment, and $500,000 for immediate technology and facility upgrades. Additionally, the MSOB has created two certificates embedded within the BBA program: Banking and Finance and Professional Selling.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The BBA includes four SLOs: (1) Students will apply critical thinking skills necessary to make effective business decisions; (2) Students will understand the broad foundations of business; (3) Students will demonstrate the communication skills conducive to positive business relationships; and (4) Students will analyze the competitive environment and develop integrative business strategies.

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

The BBA is a relevant degree for a four-year institution and institutional data highlight the popularity of the BBA (and other business degrees) as a competitive degree choice among students. For each of the past five years, the McMahon School of Business conferred more degrees than any other department at CU. For the past five years, the BBA program has also generated the highest annual program headcount on campus. At the department level, online/hybrid delivery continues to be the delivery mode that generates the most CHP. Online/Hybrid delivery accounted for 69% of the department's CHP in 2021-2022; 57% in 2022-2023; 73% in 2023-2024; 56% in 2024-2025; and 67% in 2025-2026. Business faculty have responded to continuing online demand by improving the quality of online course design. Sixteen of sixteen (100%) core BBA courses can be completed in a traditional or online format. Sixteen of sixteen (100%) online core BBA courses have passed the internal online course design quality review. Four of those classes met internal review in 2020; two met internal review in 2022; two met internal review in 2023; five met internal review in 2024; two met internal review in 2025; and one met internal review in 2026. The MSOB provides quality instruction through highly qualified faculty. Six of ten (60%) faculty members hold terminal degrees in their respective disciplines. Three of ten (30%) faculty members hold professional certifications or licenses. Additional distinguishing characteristics include: the BBA is accredited by ACBSP; the MSOB hosts several student organizations, a chapter of Delta Mu Delta Business Honor Society, and an Ethics Bowl team that qualified for and competed at the 2026 National Ethics Bowl competition.

A.3 Minimum Productivity Indicators

A.3.a OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Grads: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	BBA Enrollment/ Majors	Certificates Enrollment /Majors	BBA Graduates/ Degrees	Certificates Graduates/ Degrees
2021-2022	261	0	43	0
2022-2023	253	0	51	28
2023-2024	252	0	43	22
2024-2025	233	1	41	36
2025-2026	261	0	46*	37*

Source: *Enrollment/Majors: Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.
**Degrees awarded in SP26 are included but not yet finalized.*

A.4 Other Quantitative Measures:

A.4.a. Number and enrollment in courses taught exclusively for the major for each of the last five years:
All of the courses listed below are shared with the BACC in Accounting. Additionally, ACCT 2013, ACCT 2023, BUS 1113, BUS 2113, BUS 2903, ECON 2023, and FIN 2113 are also shared with the AS in Business. Numbers represent the proportion of BBA majors in these courses. MIS 2113, MIS 3013, and STAT 2613 are also required for the program, but are taught in another department.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
ACCT 2013	5.9	94.3	282.8	6.0	94.7	284.1	4.6	88.6	265.9	4.9	90.4	271.3	4.6	87.0	261.0
ACCT 2023	3.3	63.9	191.8	3.3	45.0	135.1	2.6	58.2	174.6	2.8	56.3	169.0	4.0	60.0	179.9
BUS 1113	7.3	147.6	442.9	6.6	146.4	439.1	7.9	144.2	432.6	11.8	136.3	409.0	13.2	152.3	456.8
BUS 2113	4.0	64.6	193.8	4.0	65.6	196.7	4.0	74.7	224.2	4.9	73.0	219.1	4.0	75.1	225.4
BUS 2903	2.6	66.6	199.7	3.3	70.2	210.6	2.6	64.8	194.5	2.8	71.6	214.9	2.6	62.6	187.8
BUS 3213	3.7	68.4	205.1	3.0	65.7	197.1	3.0	59.4	178.2	3.8	66.8	200.4	3.0	69.2	207.5
BUS 4633	4.4	60.3	180.9	3.8	49.8	149.5	3.0	48.7	146.2	4.6	47.1	141.2	5.9	51.3	153.9
ECON 2023	4.0	61.3	183.9	3.3	49.0	147.0	4.0	50.3	150.8	2.8	59.8	179.4	3.3	58.7	176.0
FIN 2113	5.9	92.9	278.8	4.6	90.1	270.2	4.6	93.9	281.8	5.6	93.2	279.6	5.9	93.6	280.8
FIN 3603	4.4	77.2	231.6	3.8	57.4	172.2	3.0	70.8	212.4	4.6	67.5	202.6	4.5	82.5	247.6
MGMT 3013	5.1	85.3	255.9	5.3	61.9	185.8	4.6	62.4	187.3	4.6	74.4	223.1	4.5	65.4	196.3
MGMT 4053	2.9	64.0	191.9	2.3	41.5	124.6	3.0	62.4	187.3	2.3	53.9	161.7	3.7	61.0	182.9
MKTG 3413	4.4	78.7	236.0	4.5	68.7	206.2	5.3	72.3	217.0	3.8	72.1	216.3	4.5	85.5	256.5
Totals	**58.0**	**1025.0**	**3074.9**	**53.8**	**906.1**	**2718.3**	**52.5**	**950.9**	**2852.6**	**59.0**	**962.5**	**2887.6**	**63.6**	**1004.2**	**3012.5**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.b Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for last five years: These numbers include all major core courses taught in the MSOB. Numbers represent the proportion of BBA majors in these sections.

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	443	439	433	409	457	1724	344.7
2000	1331	1244	1292	1333	1311	5200	1039.9
3000	929	761	795	842	908	3327	665.4
4000	373	274	333	303	337	1283	256.6
Totals	**3075**	**2718**	**2853**	**2888**	**3012**	**11533**	**2306.7**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	58.0	53.8	52.5	59.0	63.6
Number of courses (sections) taught in the department	214	216	202	233	238
Percentage of courses sections) taught exclusively for program	27.10%	24.91%	25.99%	25.32%	26.72%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*
**Numbers represent the proportion of BBA majors in these courses.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	27.10%		24.91%		25.99%		25.32%		26.72%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	27,000	7,317	27,000	6,726	27,000	7,017	27,000	6,836	27,000	7,214
Departmental Travel	8,000	2,168	8,000	1,993	8,000	2,079	8,000	2,026	8,000	2,138
Faculty Salaries	1,299,489	352,162	1,317,466	328,181	984,663	255,914	947,343	239,867	924,343	246,984
Staff Salaries	23,500	6,369	25,500	6,352	26,500	6,887	27,000	6,836	27,000	7,214
Fringe Benefits	490,224	132,851	503,489	125,419	390,215	101,417	390,624	98,906	406,195	108,535
Adjunct Wages	70,000	18,970	72,000	17,935	81,000	21,052	81,000	20,509	131,000	35,003
Student Wages	17,280	4,683	19,000	4,733	19,000	4,938	19,000	4,811	19,000	5,077
Totals	**1,935,493**	**524,519**	**1,972,455**	**491,339**	**1,536,378**	**399,305**	**1,499,967**	**379,792**	**1,542,538**	**412,166**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance.*
***Calculated using percentage of courses taught exclusively for program and total budget for department based on the number of BBA majors in those courses.*

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

ECON 2013 supports the Gen Ed component. The other courses support the Certificate in Banking and Finance, Certificate in Personal Selling, AS in Business, and BACC in Accounting.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
ECON 2013	11	204	612	10	208	624	10	186	558	12	196	588	12	211	633	3015
ACCT 2013	9	143	429	9	143	429	7	134	402	7	130	390	7	132	396	2046
FIN 3313	1	30	90	1	23	69	1	30	90	4	38	114	4	40	120	483
FIN 3603	6	105	315	5	76	228	4	93	279	6	89	267	6	111	333	1422
MKTG 3413	6	107	321	6	91	273	7	95	285	5	95	285	6	115	345	1509
MKTG 3423	1	28	84	1	32	96	1	20	60	1	26	78	1	30	90	408
MKTG 3533	2	19	57	1	15	45	2	11	33	2	9	27	1	9	27	189
MKTG 4433	2	10	30	2	14	42	2	9	27	2	14	42	2	10	30	171
MKTG 4483	0	0	0	0	0	0	0	0	0	3	9	27	0	0	0	27
MKTG 4883	0	0	0	0	0	0	0	0	0	0	0	0	1	18	54	54
MKTG 4613	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	**38**	**646**	**1938**	**35**	**602**	**1806**	**34**	**578**	**1734**	**42**	**606**	**1818**	**40**	**676**	**2028**	**9324**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	**Credential (i.e. MFA, PhD)**	**Institution that granted degree**
Brammer, Stephen	MBA Business Management, and Marketing.	OSU-Main Campus
Brue, Krystal	PhD Business Administration	Northcentral U
Ellis, Jennifer	MBA Business Administration	George Washington U
Hardin, Karen	MA English, Language, and Literature.	U of Dallas
Helm, Mittie	PhD Business Administration	National U
Hunt, C. Shane [CU President]	PhD, Marketing	OSU
Lawter, Jason	MS Finance; MS Economics	OK City U; American U
Lonzanida, Bernadette	MBA Business Administration	CU
Restivo, Lisa	DBA Business Administration	Northcentral U
Soylu, Ali	PhD Human Resources Management	Temple U
Sukar, Abdulhamid	PhD Economics	Texas Tech U
Walton, Aubree	JD Law	OU
Adjuncts & Prior Faculty serving the MSOB during program review period		
Abram, Teresa [Adjunct]	MS Education	U of Wyoming
Ahmed, Syed [Prior Faculty]	PhD Economics	Simon Fraser U
Bannon, Roger [Adjunct]	MBA Finance and Financial Management	CU
Barger, Lacey [Adjunct]	Master's degree, Accounting & Related Services	CU
Barnaby, Joel [Adjunct]	JD Law	OU
Billen, Lindsey [Adjunct]	MBA Accounting & Related Services	CU

Clemmer, Rhonda [Adjunct]	MS Human Resources	OSU-Main Campus
Clinton, M. (Suzanne) [Adjunct]	DBA Business Administration	Mississippi State U
Dragosljvich, Carole [Adjunct]	MBA, Management and Operations	SEOSU
Duncan, Joshua [Adjunct]	MBA, Finance and Financial Management	SEOSU
Dupler, Cody [Adjunct]	MBA, Marketing	SWOSU
Evert, Amanda [Adjunct]	PhD Agricultural Public Services	OSU-Main Campus
Gaines Mattielean [Adjunct]	MBA, Management and Operations	CU
Garibay, Sean [Adjunct]	MBA, Finance	CU
Hayes, Brian [Adjunct]	MSOL, Organizational Leadership, Management	CU
Hensley, Jason [Adjunct]	BA, Management and Operations	CU
Johnk, David [Adjunct]	PhD Finance and Financial Management Services	UT-Pan American
Kelly, George [Adjunct]	PhD Marketing	Northcentral U
Lankford, Samantha [Adjunct]	PhD, Linguistic, Comparative, and Related Language Studies & Services	U of North Carolina
Lawson, Catherine [Adjunct]	PhD Economics.	U of Colorado Boulder
Lawson, Larry [Adjunct]	PhD Economics.	U of Colorado Boulder
Mandal, Sonik [Prior Faculty]	PhD Finance	Old Dominion U
Massie, Andrew C. [Adjunct]	MS, Human Resources Management and Services,	OU
Masters, John (Ken) [Prior Faculty]	PhD Business Administration	UNT
Merritt, Kimberly L. [Adjunct]	DBA, Management Information Systems & Services	Argosy U-Sarasota
Paz, Veronica [Adjunct]	DBA Business Administration	Nova Southeastern U
Penick, Mary [Prior Faculty]	Med Educational/Instructional Media Design	OU
Scott, Ryan [Adjunct]	DBA Business Administration	Abilene Christian U
Simons, Lauren [Adjunct]	PhD Anthropology	OU
Smith, Jamie [Adjunct]	MS Psychology, General	CU
Steyn, T. (Derik) [Adjunct]	PhD Marketing	Potchefstroom U
Stine-Cheyne, Kelleen [Adjunct]	PhD, Business Administration, Management & Operations	Texas A&M-College Station
Su, Jingjie [Adjunct]	PhD Business Administration, Management & Operations	UT-Arlington
Treadwell, Gregory W. [Prior Faculty]	DBA Accounting and Related Services	Northcentral U
Veal, John [Adjunct]	MBA Management & Operations; MS Accounting & Related Services	OK City U
Wernette, Mark [Adjunct]	MBA Business/Commerce, General	Midwestern State U

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Kyle Mullen			MBA–CU
Colt Savage	Medical Motion	Patient Service Rep	
Kristi Alvarado	University of Oklahoma	HR Coordinator	MBA–CU
Parker Carbone			MBA–CU
Sarah Chappell			MBA–CU
Kelsye Loughman			MBA–CU
Sebastian Padron			MBA–CU
Jonathan Griffin	Self/Griff N Bar N Grill	Owner	
Kevin Womack			MBA–CU
Dayla Threat			MBA–CU
Dharma Hamilton	Arvest	Relationship Banker	
Daniel Kippers	FSNB	BSA Compliance Analyst	

Chester Porter	Enterprise Mobility	Assistant Branch Manager	
Jollean Banskter			MBA–CU
Jacklyn Poolaw			MBA–CU
Justin Smith			MBA–CU
Kahler Coleman	Cotton Electric	HR Specialist	
Katie King			MBA–Southern Nazarene U
Ty Medina	Billy Sims Barbeque	Food Service Worker	
Ashley Payne	Lawton Constitution	Reporter	
Shawn Rico	Arvest Bank	Arvest Ignite Intern	
Marshall Sadler			MBA–CU
Meagan Sickler	Backporch Draft House	Assistant Manager	
Valerie Rucker			MBA–CU
Roger Williams			MBA–CU
Tracy Lindsey	Cameron University	Records Manager	
Caleb Moseley			Marketing–Western Governors U
Michelle Carnes	Comanche County Health Dept	Administrative Technician	
Karissa DeBartolo	Kiowa Casino & Hotel	Marketing Coordinator	
Holly Guillotte	RefundWiz Inc	Head of Operations	
Kevin Womack	Armstrong Financial Partners	Assistant Wealth Advisor	
Alannah Young	CU	Director of Events and Activities	
Heather Snow	Enterprise	Assistant manager	
DeShawn Becton	88 Rec	Videographer	
Kyle Hill	OneOK, Inc.	Construction Coordinator	
Oscar Del Granado			Marketing–MS Flagler College
Alisa Savina			Marketing–Durham U Business Sch
Cyprien Dussenne			MBA–CU
Aubrie Tucker	Arvest Bank & Willow Bev Co.	Community Partner Banker/Owner	
Tyler Kaman	Cameron University	Golf Coach	MBA–CU
Pilar Juarena	Goldman Sachs	Analyst	
Mitchell Dufrin			MBA–CU
Marquise Haliburton	Arvest Bank	Financial Analyst	
Camille Hale	Classic Chevrolet	Marketing Creator	

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available.

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)

The $3 million McMahon endowment creates an opportunity to elevate all CU Business programs. Implementation of gift components should be treated as a structured program improvement initiative with defined milestones.

Recommendations	Implementation Plan	Target Date
The MSOB should establish a Business Innovation Lab to provide hands-on learning opportunities for students.	Complete design phase in Year 1 (AY 26-27)	Open lab to students, faculty, and alumni by Year 2 (AY 27-28)
The BBA program will update or add course content in high-demand areas based on regional employer needs (AI in business, data analytics, supply chain).	Launch surveys to community advisory board members to assess community needs	AY 26-27
The MSOB should work to increase the percentage of BBA students who complete at least one internship before graduation to 75%.	Partner with the Lawton-Fort Sill Chamber and regional businesses to establish a vetted internship pipeline that guarantees every BBA student at least one placement opportunity before graduation	AY 27-28
The MSOB should expand the microcredentials in the BBA courses by embedding stackable, employer-recognized microcredentials into at least three additional courses.	Partner with the Advisory Board to determine the priority of verifiable skill credentials they can showcase to regional employers alongside their degree.	AY 27-28

Department/
Program Head _____ Date:
(Signature)

Dean _____ Date:
(Signature)

Chief
Academic
Officer _____ Date:
(Signature)

President _____ Date:
(Signature)

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Business Administration-MBA (630)

Previous Review

Date (Year) of Last Review 2021

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

Based on the previous five-year review, the following were specific goals established by and specific recommendations made to the McMahon School of Business (MSOB):

Goals of the program included four broad goals:

- Goal 1: Enhance the quality of academic programs through continuous improvement (including program assessments, peer teaching evaluations, and development of a department handbook;
- Goal 2: Enhance relationships with area organizations (including providing presentations to local stakeholders and off-campus groups, strengthening and acting upon suggestions from advisory boards;
- Goal 3: Enhance students' learning experiences, interactions with faculty and staff, and overall experiences within the department (including recognizing student and faculty achievements, improving tutoring labs, promoting internships, promoting students' connections with professional and student organizations; and
- Goal 4: Build the reputation of the CU Department of Business (now the McMahon School of Business), including lunch and learn forums, and promoting students' connections with their professional concentrations.

Specific recommendations from the previous 5-year program review include:

- The MBA program should work to increase efforts to boost enrollment, particularly through social media platforms.
- The program should offer free workshops and forums for businesses in southwest Oklahoma, promoting professional awareness and accessibility.
- Faculty within the MSOB should further improve online courses through the Quality Matters© (QM) development process.

A key recommendation from the last 5-year program review was to work on efforts to boost enrollment. The MSOB has expanded its marketing efforts through social media recruitment, reaching out to local employers that offer educational benefits to their employees through recruiting events, and using scholarships and tuition waivers to maximize new admissions.

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

Since the last program review, CU has experienced significant leadership transitions at multiple levels of administration, including a new university president, a new VPAA, a new Dean of the College of Graduate and Professional Studies, and a new chair of the MSOB. These changes introduced new perspectives, priorities, and strategic initiatives that continue to shape institutional planning, academic oversight, and program development. The MSOB has worked collaboratively with this new leadership team to maintain continuity while also aligning with evolving institutional goals and expectations. In 2023, the BBA (and other) programs received reaffirmation of Association for Collegiate Business Schools and Programs (ACBSP) accreditation with no notes or conditions. More recently (in AY 25-26), CU renamed its schools as colleges (the College of Arts and Sciences and the College of Graduate and Professional Studies), which allowed for the renaming of the MSOB. Also, in AY 25-26, the McMahon Foundation awarded the Department of Business $3 million, transforming the department into the MSOB. Key elements of the financial gift include scholarship funding for students; funding for collaborative faculty-student research; funding for professional development and conference participation; two new endowed

chairs; two new endowed professorships; funding for an executive-in-residence; and funding for summer camps. The infrastructure portion of the gift will support a new innovation lab, a $500,000 building endowment, and $500,000 for immediate technology and facility upgrades. In 2024, the MSOB hired a full-time marketing faculty member to teach in the program. Since August 2021, five graduate courses have received final QM approval, and seven graduate courses have received recertification QM approval.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

To provide students with an understanding of the process of integrating and applying core competencies and skills in business or business-related environments and/or situations, the MBA program pursues three student learning objectives:

1. Foundational Knowledge: Students will demonstrate an understanding of foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations.
2. Critical Business Skills and Competencies: Students will develop critical business skills and competencies (communication and teamwork) needed for effective management of modern businesses and organizations.
3. Strategic Integration: Students will integrate and apply core competencies and skills in business or business-related environments and/or situations.

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

Achievements of Graduates: During this five-year report cycle, the MBA program graduated 84 students. Those graduates have gone on to enter the workforce, start businesses, or join the military.

Curriculum: CU's MBA degree is designed for working professionals or recent graduates seeking a competitive advantage in the business world. This degree provides students with coursework across a variety of business disciplines, including finance, accounting, marketing, and management. The program requires completion of 24 hours of core coursework and an additional 9 hours of elective coursework. The program meets ACBSP curriculum requirements. The program may be completed in person, in a hybrid format, or entirely online.

Academic Resources: MBA students have access to on-campus and online resources, including the Student Enrichment Center, the University Library, Financial Aid, the Student Development Office, the Student Wellness Center, and IT Support Services.

Access to Information Technology Resources: Cameron ITS provides direction and strategic planning for CU in information delivery and computing standards, resources, and management. CU ITS offers computer support, email support, networking administration, computer lab maintenance, audio/visual support, wireless connectivity, basic mobile device assistance, and distance learning services. Cameron ITS is dedicated to providing high-quality customer support and upholding a vision of technological excellence for CU. Cameron Aggie Tech Support, aka the ITS Help Desk, provides MBA students and the entire Cameron community with tech assistance and guidance. The Help Desk is the MBA student's single point of contact for all tech issues, questions, and service requests. Cameron Aggie Tech Support provides information and consultations for any university computer technology and/or connectivity issues. CU has recently upgraded to Blackboard Ultra, which includes multiple embedded programs to improve student accessibility.

Special Services Provided to Students and/or Community: CU's MBA program has been ranked second on the Top 25 Affordable MBA Online Programs Under $10,000 Per Year. The listing was compiled by The Best Colleges Online, a resource for information about the top online colleges and degree programs.

Further, the program is a flexible MBA and can be completed either 100% online or via a hybrid learning format. Students have an opportunity to complete internships within the community, supporting industry and student learning.

Evaluation of Program Against Industry or Professional Standards: The MBA program maintains specialized accreditation from the ACBSP. Further, since our curriculum can be completed completely online, each of our required major courses is certified through Quality Matters.

Student Achievement Data: Below is a snapshot of our student achievement data over the past five-year cycle:

Category	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of students in cohort	35	14	31	16	*
One-year retention rate	71%	89%	68%	*	*
Degrees awarded	20	13	12	18	21**

***Data not available**
*Degrees awarded in SP26 are included but not yet finalized.
Source: Grads/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*

Regional or National Recognition of the Program: In 2024, CU was the top-ranked MBA program among Oklahoma's regional universities in two categories: "Best Online Master's in Business Programs, Other" and "Best Online MBA Programs."

Faculty Qualifications: All graduate faculty have earned PhDs, DBAs, or JDs in their major teaching fields. The accounting and management faculty hold recognized certifications in their respective industries. The MBA is accredited by the ACBSP and, as mentioned previously, was reaffirmed in 2023. Using ACBSP standards, all graduate faculty can be considered Academically Qualified. Faculty credentials are more than sufficient for this program's objectives. With eight required courses and three electives for the MBA, the current graduate faculty is sufficient at its enrollment levels. The curriculum for the MBA program is reviewed annually by the MSOB Curriculum Committee to ensure it best reflects students' needs, industry demand, and program assessment outcomes. All proposed curriculum changes are vetted through Graduate Council.

A.3 Minimum Productivity Indicators:

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	49	20
2022-2023	37	13
2023-2024	38	12
2024-2025	41	18
2025-2026	37	21*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
ACCT 5243	1	25	75	1	22	66	2	18	54	1	23	69	1	19	57
BUS 5103	1	25	75	1	15	45	1	22	66	1	16	48	1	20	60
BUS 5983	2	18	54	2	16	48	2	15	45	2	21	63	2	18	54
FIN 5613	1	18	54	1	13	39	1	27	81	1	20	60	1	16	48
MGMT 5853	1	28	84	2	22	66	1	2	6	2	43	129	2	30	90
MKTG 5513	1	8	24	1	8	24	1	11	33	1	21	63	1	13	39
Core Area 1:															
ECON 5313 **or**	1	14	42	1	6	18	1	22	66	1	13	39	1	20	60
ECON 5933	1	12	36	0	0	0	0	0	0	0	0	0	0	0	0
Core Area 2:															
MGMT 5443 **or**	1	9	27	0	0	0	1	13	39	0	0	0	1	9	27
MGMT 5703 **or**	1	27	81	1	17	51	2	37	111	1	29	87	2	30	90
MGMT 5843	1	17	51	1	14	42	1	23	69	1	10	30	1	13	39
Totals	**12**	**201**	**603**	**11**	**133**	**399**	**13**	**190**	**570**	**11**	**196**	**588**	**13**	**188**	**564**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	12	11	13	11	13
Number of courses (sections) taught in the department	214	216	202	233	238
Percentage of courses sections) taught exclusively for program	5.6%	5.0%	6.4%	4.8%	5.4%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	**2021-2022**		**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
Program Cost (%)	5.60%		5.00%		6.40%		4.80%		5.40%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	27,000	1,512	27,000	1,350	27,000	1,728	27,000	1,296	27,000	1,458
Departmental Travel	8,000	448	8,000	400	8,000	512	8,000	384	8,000	432
Faculty Salaries	1,299,489	72,771	1,317,466	65,873	984,663	63,018	947,343	45,472	924,343	49,915
Staff Salaries	23,500	1,316	25,500	1,275	26,500	1,696	27,000	1,296	27,000	1,458
Fringe Benefits	490,224	27,453	503,489	25,174	390,215	24,974	390,624	18,750	406,195	21,935
Adjunct Wages	70,000	3,920	72,000	3,600	81,000	5,184	81,000	3,888	131,000	7,074
Student Wages	17,280	968	19,000	950	19,000	1,216	19,000	912	19,000	1,026
Totals	**1,935,493**	**108,388**	**1,972,455**	**98,623**	**1,536,378**	**98,328**	**1,499,967**	**71,998**	**1,542,538**	**83,297**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

For the five-year review period, the MBA program offered ten courses that support the MS in Organizational Leadership Program concentrations as shown below.

	2021-2022			**2022-2023**			**2023-2024**			**2024-2025**			**2025-2026**			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
ACCT 5993	1	3	9	3	7	21	0	0	0	2	2	6	1	9	27	63
BUS 5483	0	0	0	2	2	6	1	3	9	1	1	3	0	0	0	18
BUS 5943	2	2	6	1	2	6	1	1	3	0	0	0	0	0	0	15
BUS 5963	2	24	72	1	8	24	2	21	63	2	16	48	1	16	48	255
BUS 5973	1	28	84	1	8	24	1	29	87	1	23	69	1	24	72	336
FIN 5863	0	0	0	0	0	0	0	0	0	1	4	12	1	2	6	18
FIN 5873	1	1	3	1	2	6	1	4	12	1	2	6	1	2	6	33
MGMT 5723	1	16	48	2	24	72	1	27	81	1	25	75	1	15	45	321
MGMT 5853	1	28	84	2	22	66	1	2	6	2	43	129	2	30	90	375
MKTG 5513	2	20	60	1	8	24	2	26	78	1	21	63	2	29	87	312
Totals	**11**	**122**	**366**	**14**	**83**	**249**	**10**	**113**	**339**	**12**	**137**	**411**	**10**	**127**	**381**	**1746**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Brue, Krystal	PhD Business Administration	Northcentral University
Helm, Mittie	PhD Business Administration	National University
Lonzanida, Bernadette	MBA Business Administration	Cameron University
Restivo, Lisa	DBA Business Administration	Northcentral University
Soylu, Ali	PhD Human Resources Management	Temple University
Sukar, Abdulhamid	PhD Economics	Texas Tech University
Walton, Aubree	JD Law	The University of Oklahoma
Adjuncts & Prior Faculty serving during program review period		
Ahmed, Syed [Prior Faculty]	PhD Economics	Simon Fraser University
Barnaby, Joel [Adjunct]	JD Law	University of Oklahoma Norman Campus
Clinton, M. (Suzanne) [Adjunct]	DBA Business Administration	Mississippi State University
Evert, Amanda [Adjunct]	PhD Agricultural Public Services	Oklahoma State University Main Campus
Johnk, David [Adjunct]	PhD Finance and Financial Management Services	The University of Texas Pan American
Kelly, George [Adjunct]	PhD Marketing	Northcentral University
Lankford, Samantha [Adjunct]	PhD, Linguistic, Comparative, and Related Language Studies and Services	University of North Carolina
Lawson, Catherine [Adjunct]	PhD Economics.	University of Colorado Boulder
Lawson, Larry [Adjunct]	PhD Economics.	University of Colorado Boulder
Mandal, Sonik [Prior Faculty]	PhD Finance	Old Dominion University
Masters, John (Ken) [Prior Faculty]	PhD Business Administration	University of North Texas
Merritt, Kimberly L. [Adjunct]	DBA, Management Information Systems and Services	Argosy University-Sarasota
Paz, Veronica [Adjunct]	DBA Business Administration	Nova Southeastern University
Penick, Mary [Prior Faculty]	Med Educational/Instructional Media Design	University of Oklahoma Norman Campus
Scott, Ryan [Adjunct]	DBA Business Administration	Abilene Christian University
Simons, Lauren [Adjunct]	PhD Anthropology	University of Oklahoma Norman Campus
Steyn, T. (Derik) [Adjunct]	PhD Marketing	Potchefstroom University
Stine-Cheyne, Kelleen [Adjunct]	PhD, Business Administration, Management and Operations	Texas A & M University-College Station
Su, Jingjie [Adjunct]	PhD Business Administration, Management and Operations	The University of Texas at Arlington
Treadwell, Gregory W. [Prior Faculty]	DBA Accounting and Related Services	Northcentral University
Wernette, Mark [Adjunct]	MBA Business/Commerce, General	Midwestern State University

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

Name	Employer	Job Title	If Continuing Ed, Program of Study
Jasmin Campas	Carter Group Tax Services	Bookkeeper/Payroll Team	
Kerry Ann Forrester	Dish	Business analyst	
Brande Bone	BancFirst	Bank Teller	
Cyprien Dussenne	Attache Fiscaliste	Service Public Federal Finances	
Jodi Pagnanelli			MSOL–CU
Ashton Davis	Western Oklahoma State College	Director of Information Technology	
Vasilisa Polunova	John McEnroe Tennis Academy	Tennis Coach	
Jordan Setters	Delaware Resource Group	Financial and Pricing Analyst	
Lucy, Chase	Federal Government	Project/Program Analyst	
Stiek, Richard	Self	Attorney	
Natalie Martin	Staff Accountant	Kristal Miller, CPA	
Sean Garibay	Financial Advisor	Edward Jones	

A.4.g. If available, information about the success of students from this program who transferred to other institutions:
Information not available

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
The MSOB should continue to increase recruitment efforts to boost enrollment in the MBA program.	Continue to leverage social media platforms as well as networking opportunities to recruit students from UG institutions and the military.	AY 26-27
The MSOB should explore opportunities to increase faculty-mentored scholarship in the MBA program.	Consider establishing a faculty-mentored research track in which MBA students co-author conference papers or practitioner articles with faculty, thereby helping build Cameron's research visibility and students' professional profiles.	AY 27-28
The MSOB should consider study abroad opportunities within the MBA program.	Consider adding a faculty-led study abroad opportunity for students in the MBA program.	AY 26-27
The MSOB should consider including microcredentials within courses in the MBA program.	Consider adding employer-recommended, targeted microcredentials to 2-3 MBA courses.	AY 27-28

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Business-AS (505)

Previous Review

Date (Year) of Last Review 2021

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

Based on the previous five-year review, the following were the specific goals established by and specific recommendations made to the McMahon School of Business (MSOB).

Goals of the program include two broad goals:

- Goal 1: To continue to focus on providing high-quality instruction.
- Goal 2: To increase enrollment and retention within the program.

Specific recommendations from the previous 5-year program review include:

- The program should focus on improving student learning in different areas of the program
- The program should prepare students for professional careers and better adjust to the changing dynamics of the labor market.
- The program should achieve a sustained growth in terms of increased enrollment, a higher graduation rate, and a higher persistence rate at the university.

The AS in Business program exceeded the minimum number of majors and graduates required, continues to experience strong enrollment, and produced graduates who typically move on to the MSOB BBA or BACC programs to continue their education. The program worked to achieve the goals set in the previous five-year program review by continuing efforts to improve students' experience through strong teaching within the department. For example, we restructured the staffing of the Intro to Business course to ensure experienced, student-centered faculty whose engaging teaching directly supports first-year retention and persistence in the AS program.

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

Since the last program review, Cameron University (CU) has experienced significant leadership transitions at multiple levels of administration, including a new university president, a new VPAA, a new Dean of the College of Graduate and Professional Studies, and a new chair of MSOB. These changes introduced new perspectives, priorities, and strategic initiatives that continue to shape institutional planning, academic oversight, and program development. The MSOB has worked collaboratively with this new leadership team to maintain continuity while also aligning with evolving institutional goals and expectations. In 2023, the AS in Business (and other programs) received reaffirmation of Association of Collegiate Business Schools and Programs (ACBSP) accreditation with no notes or conditions. More recently (in AY 25-26), CU renamed its schools as colleges (the College of Arts and Sciences and the College of Graduate and Professional Studies), which allowed for the renaming of the McMahon School of Business. Also, in AY 25-26, the McMahon Foundation awarded the Department of Business $3 million, transforming the department into the McMahon School of Business. Key elements of the financial gift include scholarship funding for students; funding for collaborative faculty-student research; funding for professional development and conference participation; two new endowed chairs; two new endowed professorships; funding for an executive-in-residence; and funding for summer camps. The infrastructure portion of the gift will support a new innovation lab, a $500,000 building endowment, and $500,000 for immediate technology and facility upgrades. In 2023, the department sought and was awarded accreditation for our AS in Business.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

Student Learning Objectives for the program:

1. Students will demonstrate basic knowledge of Economics.
2. Students will demonstrate basic knowledge of Management.
3. Students will demonstrate basic knowledge of Accounting.
4. Students will demonstrate basic knowledge of Personal Finance.
5. Students will demonstrate basic knowledge of Management Information Systems.

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

Achievements of Graduates: During this five-year report cycle, the AS in Business (505) graduated 304 students (not including SP 26 graduates). The majority of those graduates have continued their education at CU, enrolling in the BBA (320) or BACC (305) programs. However, some have entered the workforce.

Curriculum: Cameron's AS degree is designed for individuals wishing to transition into entry-level managerial positions. This degree provides students with coursework across a variety of general education and business disciplines, including finance, accounting, economics, and business. The program requires completion of 40 hours of general education requirements, 7 hours of university requirements, and 24 hours of major requirements. This program may be completed in person, fully online, or in a combination of the two modes of delivery. The program provides a seamless transition path to a BBA or BACC degree at CU.

Academic Resources: AS students have access to on-campus and online resources, including the Student Enrichment Center, the University Library, Financial Aid, the Student Development Office, the Student Wellness Center, and IT Support Services.

Access to Information Technology Resources: Cameron ITS provides direction and strategic planning for CU in information delivery and computing standards, resources, and management. CU ITS offers computer support, email support, networking administration, computer lab maintenance, audio/visual support, wireless connectivity, basic mobile device assistance, and distance learning services. Cameron ITS is dedicated to providing high-quality customer support and upholding a vision of technological excellence for CU. Cameron Aggie Tech Support, aka the ITS Help Desk, provides AS students and the entire Cameron community with tech assistance and guidance and is the AS student's single point of contact for all tech issues, questions, and service requests. Cameron Aggie Tech Support provides information and consultations for any university computer technology and/or connectivity issues. CU has recently upgraded to Blackboard Ultra, which includes multiple embedded programs to improve student accessibility.

Special Services Provided to Students and/or Community: CU'S AS in Business program provides students with networking opportunities with prospective employers in the community through on- and off-campus events, such as the Thunder Stir. AS students also have opportunities to attend on-campus forums, such as the Bill Burgess, Jr. Research Center Fall and Spring forums, which explore economics topics specific to the concerns of Southwest Oklahoma.

Evaluate Program Against Industry or Professional Standards: The CU AS in Business is accredited by the ACBSP. Further, since our curriculum can be completed completely online, each of our required major courses is certified through Quality Matters.

Student Achievement Data: Below is a snapshot of our student achievement data over the past five-year cycle:

Category	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Headcount	96	104	106	69	94
Program Assessment Metrics% Achieved	94%	88%	94%	71%	Current Cycle
DFW Rates	24.2%	21.41%	19.3%	15.32%	14.47%

Regional or National Reputation of the Program: The regional reputation of the CU AS in Business program is reflected in our graduates' employment outcomes. CU Business graduates work for employers such as Cotton Electric Cooperative, Arvest Bank, BancFirst Lawton, EZ Go, Liberty Tax, City National Bank, and Navy Federal Credit Union.

Faculty Qualifications: There are ten (10) full-time faculty members and one (1) part-time faculty member within the MSOB. The MSOB provides quality instruction through highly qualified faculty. Among the full-time faculty, 6 of 10 (60%) hold terminal degrees in their respective disciplines. Three of ten (30%) faculty members hold professional certifications or licenses.

Evidence of Student Learning and Teaching Effectiveness that Demonstrates the Program is Fulfilling its Mission:

Direct evidence of student learning:
Program Learning Outcomes and Related Assessments (Course Assessed–5-year average included below):

1. Students will demonstrate basic knowledge of Economics:
   a. Assessment questions given in AS Capstone class (BUS 2903)–73.8% of students provided correct answers.
   b. Peregrine Exam–7% of students exceeded the benchmark.
   a. AS Program Exit Survey–87.3% of students agreed or strongly agreed with the statement.
2. Students will demonstrate basic knowledge of Personal Finance:
   a. AS Program Exit Survey (BUS 2903)–80% agreed with the statement.
   b. Assessment questions given in AS Capstone class–82.3% provided correct responses in 70% of questions.
   c. Peregrine Exam–84.3% students met the target.
3. Students will demonstrate basic knowledge of Accounting:
   a. AS Program Exit Survey (BUS 2903)–84.4% students agreed or strongly agreed with the statement.
   b. Assessment questions given in AS Capstone class–80.3% provided correct answers in 70% of questions.
   c. Peregrine Exam–87.3% of students met the benchmark.
4. Students will demonstrate basic knowledge of Management Information Systems:
   a. Word processing assignments (MIS 2113)–87.1% of students scored 80% or higher on 3 of 4 assignments.
   b. Spreadsheet assignments (MIS 2113)–82.6% of students scored 80% or higher on 3 of 4 assignments.
   c. Presentation assignments (MIS 2113)–75.5% of students scored 80% or higher on 3 of 4 assignments.
   d. AS Program Exit Survey–84.7% of the students agreed with the statement.
5. Students will demonstrate basic knowledge of Management:
   a. AS Program Exit Survey–69.3% agreed with the statement.
   b. Assessment questions given in the Associates Capstone (BUS 2903)–91.2% provided correct response in 70% of questions.
   c. Peregrine Exam–85.2% students met or exceeded the benchmark.

Evidence of Teaching Effectiveness:

- Semester IDEA Student Course Evaluations, yearly Faculty Reviews, Quality Matters online Course Reviews

A.3 Minimum Productivity Indicators:

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	41	62
2022-2023	47	78
2023-2024	50	60
2024-2025	28	68
2025-2026	45	69*

Source: *Enrollment/Majors: Historic FAl Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.
**Degrees awarded in SP26 are included but not yet finalized.*

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
ACCT 2013	0.9	14.8	44.4	1.1	17.6	52.8	0.9	17.6	52.8	0.6	10.9	32.6	0.8	15.0	45.0
ACCT 2023	0.5	10.0	30.1	0.6	8.4	25.1	0.5	11.5	34.6	0.3	6.8	20.3	0.7	10.3	31.0
BUS 1113	1.1	23.2	69.6	1.2	27.2	81.6	1.6	28.6	85.8	1.4	16.4	49.1	2.3	26.3	78.8
BUS 2113	0.6	10.1	30.4	0.7	12.2	36.5	0.8	14.8	44.5	0.6	8.8	26.3	0.7	13.0	38.9
BUS 2903	0.4	10.5	31.4	0.6	13.0	39.1	0.5	12.9	38.6	0.3	8.6	25.8	0.5	10.8	32.4
ECON 2023	0.6	9.6	28.9	0.6	9.1	27.3	0.8	10.0	29.9	0.3	7.2	21.6	0.6	10.1	30.3
FIN 2113	0.9	14.6	43.8	0.9	16.7	50.2	0.9	18.6	55.9	0.7	11.2	33.6	1.0	16.1	48.4
Totals	**5.2**	**92.9**	**278.6**	**5.8**	**104.2**	**312.6**	**6.0**	**114.0**	**342.1**	**4.3**	**69.8**	**209.4**	**6.5**	**101.6**	**304.8**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
**All major core courses in the AS in Business are also shared with the BBA in Business Administration and BACC in Accounting. Numbers represent the proportion of AS in Business Majors in these courses.*

A.4.b Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for last five years: These numbers include all major core courses. These courses are shared with the BBA and BACC programs.

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	70	82	86	49	79	365	73
2000	209	231	256	160	226	1083	217
Totals	**279**	**313**	**342**	**209**	**305**	**1448**	**290**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program*	5.2	5.8	6.0	4.3	6.5
Number of courses (sections) taught in the department	214	216	202	233	238
Percentage of courses sections) taught exclusively for program	2.43%	2.69%	2.97%	1.85%	2.73%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*
**All major core courses in the AS in Business are also shared with the BBA in Business Administration and BACC in Accounting. Numbers represent the proportion of AS in Business Majors in these courses.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	2.43%		2.69%		2.97%		1.85%		2.73%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	27,000	656	27,000	726	27,000	802	27,000	500	27,000	737
Departmental Travel	8,000	194	8,000	215	8,000	238	8,000	148	8,000	218
Faculty Salaries	1,299,489	31,578	1,317,466	35,440	984,663	29,244	947,343	17,526	924,343	25,235
Staff Salaries	23,500	571	25,500	686	26,500	787	27,000	500	27,000	737
Fringe Benefits	490,224	11,912	503,489	13,544	390,215	11,589	390,624	7,227	406,195	11,089
Adjunct Wages	70,000	1,701	72,000	1,937	81,000	2,406	81,000	1,499	131,000	3,576
Student Wages	17,280	420	19,000	511	19,000	564	19,000	352	19,000	519
Totals	**1,935,493**	**47,032**	**1,972,455**	**53,059**	**1,536,378**	**45,630**	**1,499,967**	**27,749**	**1,542,538**	**42,111**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
***Calculated using percentage of courses taught exclusively for program and total budget for department based on the number of AS in Business majors in those courses.*

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):
While several courses in the department (ECON 2003, ECON 2013) support the Gen Ed component, these courses are not exclusive to the AS in Business.

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Brammer, Stephen	MBA Business Management, and Marketing.	Oklahoma State University
Brue, Krystal	PhD Business Administration	Northcentral University
Ellis, Jennifer	MBA Business Administration	George Washington University
Hardin, Karen	MA English, Language, and Literature.	University of Dallas
Helm, Mittie	PhD Business Administration	National University
Hunt, C. Shane [CU President]	PhD, Marketing	Oklahoma State University
Lawter, Jason	MS Finance MS Economics	Oklahoma City University; American University
Lonzanida, Bernadette	MBA Business Administration	Cameron University
Restivo, Lisa	DBA Business Administration	Northcentral University
Soylu, Ali	PhD Human Resources Management	Temple University
Sukar, Abdulhamid	PhD Economics	Texas Tech University
Walton, Aubree	JD Law	The University of Oklahoma
Adjuncts & Prior Faculty serving during program review period		
Abram, Teresa [Adjunct]	MS Education	University of Wyoming
Ahmed, Syed [Prior Faculty]	PhD Economics	Simon Fraser University

Bannon, Roger [Adjunct]	MBA Finance and Financial Management	Cameron University
Barger, Lacey [Adjunct]	Master's degree, Accounting and Related Services	Cameron University
Barnaby, Joel [Adjunct]	JD Law	University of Oklahoma Norman Campus
Billen, Lindsey [Adjunct]	MBA Accounting and Related Services.	Cameron University
Clemmer, Rhonda [Adjunct]	MS Human Resources	Oklahoma State University Main Campus
Clinton, M. (Suzanne) [Adjunct]	DBA Business Administration	Mississippi State University
Dragosljvich, Carole [Adjunct]	MBA, Management and Operations	Southeastern Oklahoma State University
Duncan, Joshua [Adjunct]	MBA, Finance and Financial Management	Southeastern Oklahoma State University
Dupler, Cody [Adjunct]	MBA, Marketing	Southwestern Oklahoma State University
Evert, Amanda [Adjunct]	PhD Agricultural Public Services	Oklahoma State University Main Campus
Gaines Mattielean [Adjunct]	MBA, Management and Operations	Cameron University
Garibay, Sean [Adjunct]	MBA, Finance	Cameron University
Hayes, Brian [Adjunct]	MSOL, Organizational Leadership, Management	Cameron University
Hensley, Jason [Adjunct]	BA, Management and Operations	Cameron University
Johnk, David [Adjunct]	PhD Finance and Financial Management Services	The University of Texas Pan American
Kelly, George [Adjunct]	PhD Marketing	Northcentral University
Lankford, Samantha [Adjunct]	PhD, Linguistic, Comparative, and Related Language Studies and Services	University of North Carolina
Lawson, Catherine [Adjunct]	PhD Economics.	University of Colorado Boulder
Lawson, Larry [Adjunct]	PhD Economics.	University of Colorado Boulder
Mandal, Sonik [Prior Faculty]	PhD Finance	Old Dominion University
Massie, Andrew C. [Adjunct]	MS, Human Resources Management and Services,	The University of Oklahoma
Masters, John (Ken) [Prior Faculty]	PhD Business Administration	University of North Texas
Merritt, Kimberly L. [Adjunct]	DBA, Management Information Systems and Services	Argosy University-Sarasota
Paz, Veronica [Adjunct]	DBA Business Administration	Nova Southeastern University
Penick, Mary [Prior Faculty]	Med Educational/Instructional Media Design	University of Oklahoma Norman Campus
Scott, Ryan [Adjunct]	DBA Business Administration	Abilene Christian University
Simons, Lauren [Adjunct]	PhD Anthropology	University of Oklahoma Norman Campus
Smith, Jamie [Adjunct]	MS Psychology, General	Cameron University
Steyn, T. (Derik) [Adjunct]	PhD Marketing	Potchefstroom University
Stine-Cheyne, Kelleen [Adjunct]	PhD, Business Administration, Management and Operations	Texas A & M University-College Station
Su, Jingjie [Adjunct]	PhD Business Administration, Management and Operations	The University of Texas at Arlington

Treadwell, Gregory W. [Prior Faculty]	DBA Accounting and Related Services	Northcentral University
Veal, John [Adjunct]	MBA Management and Operations; MS Accounting and Related Services,	Oklahoma City University
Wernette, Mark [Adjunct]	MBA Business/Commerce, General	Midwestern State University

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

Name	Employer	Job Title	If Continuing Ed, Program of Study
Melvin Hernandez Ortiz			BBA-CU
Tyler Youngkin			BBA-CU
Jonathan Griffin			BBA-CU
Angela Hanni			BBA-CU
Caitlyn Henderson			BBA-CU
Jollean Tate Banskter			BBA-CU
Kyle Mullen			BBA-CU
Wyatt Harris			BBA-CU
Devonte Williams			BBA-CU
Ryan Epley			BBA-CU
Michele Morgan			BBA-CU
Jacob Brown			BBA-CU
Tanyalee Arredondo			BBA-CU
Sharla Bosin			BBA-CU
Sarah Chappell			BBA-CU
Sean Falkenstein			BBA-CU
Araceli Leanos			BBA-CU
Jenna Murillo			BBA-CU
Bethany Pitts			BBA-CU
Ann Robbins			BBA-CU
Alyssa Deanda			BBA-CU
Dayla Threatt			BBA-CU
Celia Sengstock			BBA-CU
Michael Bailey			BBA-CU
Taylor Couch			BBA-CU
Dharma Hamilton			BBA-CU
Aubrey Hewitt			BBA-CU
Daniel Kippers			BBA-CU
Casey Roehler			BBA-CU
Jonathan Osuna			BBA-CU
Michelle Ritter			BBA-CU
Leslie Thorpe			BBA-CU
Rhonda Walden-Pacheco			BBA-CU
Savannah Mills			BBA-CU
Jolynn Peoples			BBA-CU
Kody Bigford			BBA-CU
Giovanni Gordon			BBA-CU
Camille Hale			BBA-CU
Erin Henry			BBA-CU
Trinity Maldonado			BBA-CU
Iban Martin-Legeay			BBA-CU
Brandi McCarley			BBA-CU
Anshu Okamura			BBA-CU
Morgan Reynolds			BBA-CU

Macy Shaw			BBA-CU
D'nae Turner			BBA-CU
Dona Perkins			BBA-CU
Alvaro Chavez			BBA-CU
Gabriel Dennis			BBA-CU
Kai Hershberger			BBA-CU
Hung Luong			BBA-CU
Ty Medina			BBA-CU
Rachel Ross			BBA-CU
Marshall Sadler			BBA-CU
Jesse Torres			BBA-CU
Mary Walker			BBA-CU
Bethany Weber			BBA-CU
Jan Wiseley			BBA-CU
Tiffany Wren			BBA-CU
Jacob Brumaghin			BBA-CU
Holly Guillotte			BBA-CU
Preston Holmes			BBA-CU
LaKya Leslie			BBA-CU
Emily McKelvey			BBA-CU
Kimberly Myers			BBA-CU
Alexis Shaver			BBA-CU
Justin Smith			BBA-CU
Colton Williams			BBA-CU
Tayler Yaborough			BBA-CU
Deanna Bussell			BBA-CU
Cady Cole			BBA-CU
Garrett Velarde			BBA-CU
Kristi Alvarado			BBA-CU
Megan Anderson			BBA-CU
Nikolaos Argyropoulos			BBA-CU
Blake Bartlett			BBA-CU
Parker Carbone			BBA-CU
Amy Estrada			BBA-CU
Nino Heluin			BBA-CU
Catherine Jacobs			BBA-CU
Madison Leveille			BBA-CU
Kelsye Loughman			BBA-CU
Sebastian Padron Casadiegos			BBA-CU
Chester Porter			BBA-CU
Colt Savage			BBA-CU
James Smith			BBA-CU
Felica Ruiz			BBA-CU
Gerard Hodge			BBA-CU
Jeannie Adams			BBA-CU
Willie Shaw	DOD, LRED, Life Cycle Supportability Division	Logistic Management Specialist	
Ivey Moore			BBA-CU
Brennan Johnson			BBA-CU
Cara Williams			BBA-CU
Ashley Payne			BBA-CU
Marcos Feria			BBA-CU
Joel Vann			BBA-CU
Kerson Scruggs			BBA-CU
Sommer Sturdevant			BBA-CU
Ashley Davis			BBA-CU

Pilar Jaurena			BBA-CU
Caleb Moseley			BBA-CU
Larry Millard			BBA-CU
Meagan Sickler			BBA-CU
Cashmere Jones			BBA-CU
Kaci Trahan			BBA-CU
Travis Tate			BBA-CU
Baptiste Mercier			BBA-CU
Robyn Bales			BBA-CU
Nina Pigeassou			BBA-CU
Ryan Allen			BBA-CU
Taylor Rowley			BBA-CU
Chelsea Lazenby			BBA-CU
Madalynn Miller			BBA-CU
Carlos Vidal Montesinos			BBA-CU
Hallie Beadles			BBA-CU
Nykita Smith			BBA-CU
Cesar Rangel Rivera			BBA-CU
Jennifer Batchelor			BBA-CU
Jason Hebert			BBA-CU
Oscar Del Granado			BBA-CU
Alisa Savina			BBA-CU
Samantha Hurley			BBA-CU
Desiree Miller			BBA-CU
Joseph Kirk			BBA-CU
Tyler Kaman			BBA-CU

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available

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
The MSOB will investigate internship opportunities for AS students.	The MSOB faculty will begin to explore earlier opportunities for internships, mentorships, or job shadowing at the AS level.	AY 26-27
The MSOB should update or add course content in high-demand areas based on regional employer needs.	The MSOB will launch surveys to community advisory board members to assess community needs.	AY 26-27
The MSOB should create microcredentials within AS program courses to help build engagement, connect coursework to local workforce needs, and improve program retention.	The MSOB will begin the process of creating microcredentials within AS core courses, based on feedback from Advisory Board meetings.	AY 26-27

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**.

Institution Name:	Cameron University
Program Name and State Regents Code:	Chemistry-BS (340)
List Program Options:	ACS Certified Chemistry Degree Major-Minor Non-ACS Certified Chemistry with Chosen Minor Health Profession Chemistry Degree Major-Minor

Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
The chemistry program at Cameron University has three different options depending on student needs or plans post-graduation. The American Chemistry Society Certified option is the most rigorous option requiring advanced coursework in both theory and laboratory with a required, original undergraduate research project. The certification requires the department to submit an annual report and 5-year review to the Committee on Professional Training in the ACS Approval Program. The CPT reviews the curriculum, faculty load, research projects, departmental support, and departmental resources to ensure the degree is meeting the high standards set by the committee. During the last 5-year review, the CPT noted that our direct engagement with majors through national programs like LSAMP and INBRE as well as our own Exploring Your Education (EYE) meeting with our majors is a tremendous strength that should be continued. The Health Profession option is best designed for students interested in successfully applying for pharmacy, medical, dental, optometry, osteopathy, physician assistant, and other medically related post-graduate programs. The Non-ACS Certified option is a more traditional B.S. Chemistry degree that has a basic curriculum. This option is useful for transfer students to the university that need to complete the degree.

2. What developments and actions have taken place since the last review?
Since the previous 5-year review for OSRHE, several goals have been realized. First, we have maintained the ACS Certification for the program. Second, we have had an increase in student research participation over the last 5 years including students presenting at state, regional, and national meetings. A total of 51 unique students participated in undergraduate research over the last 5 years with 45 presenting in the poster or oral format, an increase from about 35 from the previous 5 years. Additionally, about 18 students in the past 2 years have participated in significant, semester or yearlong internships with industry partners including analytical testing labs. We have increased our community presence through participation in the Lawton STEM Consortium, a city-wide effort to have representatives from K-12 Education, Higher Education, Non-profit organizations, the Fires Innovation Science and Technology Accelerator (FISTA) Park, and local employers work together to plan monthly events for K-12 students to participate in STEM events at no cost to the students. The goal is to have all students in Southwest Oklahoma participate in STEM events every year of primary and secondary education leading to increased enrollment in STEM majors and graduates from colleges and universities in the state. Part of that effort includes internships to better prepare an Oklahoma workforce for careers in chemistry, physics, and engineering.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:
The chemistry program continues to evaluate itself by having two external reviews and an internal review annually. The internal review consists of evaluating the core courses in the program against the selected learning outcomes of:

- *SLO 1-The student will apply major concepts and principles in chemistry.*
- *SLO 2-The student will conduct experiments and analyze the results.*
- *SLO 3-The student will effectively communicate scientific information using accepted professional standards.*

Student performance data is collected in key courses, analyzed by all departmental faculty, and reported to an internal University Committee that evaluates the effectiveness of teaching strategies, targets, and benchmarks. This same process is part of a larger report to the Higher Learning Commission (HLC) as part of the university's accreditation. For external evaluation, the department has a Chemistry Program Advisory Committee (CPAC) that meets twice a year to receive departmental updates, directly observe student presentations, and give feedback on curricular changes. The CPAC is composed of working professionals in the state. As noted elsewhere in this report, one of the Chemistry program options, the ACS Certified, has to report annual to the ACS committee graduates, research activity, and personnel (faculty and staff) that support the program. Additionally, there is an extensive 5-year report due to the ACS that delves even deeper into current curricular offerings, instrumentation acquisition, research activity, and graduate data. All of these efforts taken together ensure the Chemistry program at CU is relevant to the workforce needs of the area and meeting high standards to allow graduates to compete for professional (i.e. graduate) programs.

A.1 Program Objectives and Goals:
The Department of Chemistry, Physics, and Engineering at CU provides both a liberal arts and professional education in the Physical Sciences and Engineering at the undergraduate level by providing: 1) a rigorous basic education in chemistry and physics both in theory and practice at various levels appropriate for students to prepare to become professionals in their selected fields of study as a major in chemistry or physics; 2) an education appropriate for those students preparing to teach science in the secondary schools; 3) two years of education for students within the field of engineering; 4) coursework appropriate for students to understand physical science as part of their general education curriculum; and 5) theory and practice in the physical sciences for those students preparing for healthcare and other careers requiring chemistry and physics.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
The Chemistry program demonstrates strong quality indicators through faculty achievement, student success, graduate outcomes, curriculum rigor, and continued investment in academic and technological resources. Program faculty maintain active scholarly and professional engagement that enhances the educational experience of undergraduate students thus meeting HLC Criteria 3 and 4 for Teaching and Learning Quality, Resources, and Support and Evaluation and Improvement. Faculty members have been selected for prestigious national laboratory research experiences focused on alternative and sustainable energy research, allowing them to bring current scientific techniques and research opportunities directly to undergraduate research experiences. Faculty scholarship and mentoring contribute to a culture of academic excellence and experiential learning. Student quality and achievement are evidenced through undergraduate research productivity and external recognition. Chemistry students regularly present scholarly work at local, regional, and national scientific meetings, including presentations at national meetings of the American Chemical Society (ACS) even earning second- and third-place awards in undergraduate poster competitions.

Graduate outcomes further reflect the quality of the program. Approximately one-third of program graduates continue into advanced professional or graduate education, including PhD, MD, DO, DDS, and PharmD programs at institutions within Oklahoma and across the nation. These placements demonstrate the program's success in preparing students for competitive professional and scientific careers. The curriculum is strengthened through the program's ACS-certified degree option, which requires significant undergraduate research and laboratory engagement. To support these educational objectives, the department maintains access to critical scientific information resources, including the full suite of ACS journals and the Cambridge Structural Database. These resources provide students with access to current scientific literature, data analysis tools, and research methodologies consistent with modern chemical education and professional practice.

The department has also made substantial investments in instructional and research technology during the review period. Over the past five years, almost $500,000 in instrumentation and laboratory equipment has been acquired, including a gas chromatography–mass spectrometer (GC-MS), liquid chromatography–mass spectrometer (LC-MS), dynamic light scattering (DLS) instrumentation, and time-resolved fluorescence instrumentation. These upgrades enhance laboratory instruction, expand undergraduate research capabilities, improve student access to modern analytical techniques, and better prepare graduates for employment and advanced study in chemistry and

related disciplines. Collectively, these indicators demonstrate the program's commitment to academic quality, student achievement, experiential learning, and continuous improvement consistent with the mission of the institution and the expectations of OSRHE.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Grads: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	38	5
2022-2023	31	4
2023-2024	23	5
2024-2025	33	9
2025-2026	28	4*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
CHEM 2541	1	16	16	0	0	0	1	12	12	0	0	0	1	14	14
CHEM 3113	1	7	21	1	9	27	1	9	27	1	7	21	1	7	21
CHEM 3232	1	5	10	1	9	18	1	7	14	1	7	14	1	7	14
CHEM 4541	1	9	9	1	5	5	1	5	5	1	7	7	1	4	4
Totals	**4**	**37**	**56**	**3**	**23**	**50**	**4**	**33**	**58**	**3**	**21**	**42**	**4**	**32**	**53**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	1136	982	788	785	935	4626	925.2
2000	16	0	12	0	14	42	14
3000	327	217	309	187	315	1355	271
4000	9	5	5	7	4	30	6
Totals	**1488**	**1204**	**1114**	**979**	**1268**	**6053**	**1201.6**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	4	4	4	4	4
Number of courses (sections) taught in the department	107	100	83	89	96
Percentage of courses sections) taught exclusively for program	3.7%	4.0%	4.8%	4.5%	4.2%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	3.7%		4.0%		4.8%		4.5%		4.2%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$46,000	$1,702	$46,000	$1,840	$46,000	$2,208	$48,500	$2,182	$48,500	$2,307
Departmental Travel	$7,000	$259	$7,000	$280	$7,000	$336	$6,000	$270	$6,000	$252
Faculty Salaries	$461,791	$17,086	$521,926	$20,877	$513,561	$24,651	$388,107	$17,465	$384,859	$16,164
Staff Salaries	$56,013	$2,072	$58,513	$2,341	$60,513	$2,905	$61,513	$2,768	$61,513	$2,584
Fringe Benefits	$265,700	$9,831	$277,831	$11,113	$240,542	$11,546	$221,441	$9,965	$231,880	$9,739
Adjunct Wages	$10,000	$370	$10,500	$420	$11,813	$567	$11,813	$532	$20,000	$840
Student Wages	$13,840	$512	$15,500	$620	$15,500	$744	$15,500	$698	$15,500	$651
Total	**$860,344**	**$31,833**	**$937,270**	**$37,491**	**$894,929**	**$42,957**	**$752,874**	**$33,897**	**$768,252**	**$32,267**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance.*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
CHEM 1361	11	175	175	10	130	130	8	107	107	7	118	118	7	130	130	660
CHEM 1364	6	182	728	6	133	532	5	106	424	5	118	472	5	135	540	2696
CHEM 1471	4	45	45	4	64	64	3	49	49	2	39	39	3	53	53	250
CHEM 1474	3	47	188	3	64	256	3	52	208	2	39	156	3	53	212	1020
CHEM 3314	2	38	152	1	19	76	1	40	160	1	21	84	1	40	160	632
CHEM 3314L	3	38	0	2	19	0	2	40	0	2	21	0	2	40	0	0
CHEM 3324	2	36	144	2	24	96	1	27	108	1	17	68	1	30	120	536
CHEM 3324L	3	36	0	3	24	0	2	27	0	2	17	0	2	30	0	0
Total	**34**	**597**	**1432**	**31**	**477**	**1154**	**25**	**448**	**1056**	**22**	**390**	**937**	**24**	**511**	**1215**	**5794**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Dr. Clint Bryan (adjunct)	PhD	Univ. of Arkansas
Dr. Mohammad Ebqa'ai	PhD	Oklahoma State Univ.
Dr. Dan McGuire (adjunct)	PhD	Univ. of Oklahoma
Dr. Kyle Moore	PhD	Univ. of Wisconsin-Madison
Dr. E. Ann Nalley	PhD	Texas Women's Univ.
Dr. Rajesh Nayak	PhD	Colorado State Univ.
Dr. KD Priyasantha	PhD	S. Illinois Univ.-Carbondale

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

Name	Employer	Job Title	If Continuing Education, Program of Study
William Jones			OSU, PhD in Chemistry
Ryan Kerr			NSU Tahlequah, Optometry
Colin To			Baylor U., PhD in Chemistry
Tatiana Gonzalez		Surgical Tech	
Hannah Spoon			Colorado State U, PhD in Chemistry
John Dalton Ballentine	GeoFrontiers Corp.	Lab Manager	
Nathalie Moro			OSU, PhD in Chemistry
Bianca Karnes	ARL BioPharma	Lab Tech	
Diana Dao			OU., PharmD
Jinyoung Beadles			OSU College of Osteopathy (Tahlequah)
Zoey Dean	OSU	Lab Tech	
Breanna McCauley			U of Kansas, Dental School
Leilani Hunter			Baylor U, PhD in Chemistry
Chloe Middleton		Analytical Chemist	
Jeran Rivera	US Army	2nd Lieutenant	
Alyson Trumbo			OU., PharmD

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available.

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
The Chemistry program is a high-quality program that needs additional majors to continue. Recruiting efforts at the secondary education level need to be the main focus of departmental recruiting for the program.	The Chemistry program has developed an engaging Chemistry demonstration and routinely visits at area high schools all year. Since this activity is in progress, it can be combined with recruitment efforts of university advancement and outreach. The goal would be to have a nearly bi-monthly outreach event centered around the department. Then a final event where we invite off campus students that are applying to college to hear more about our program specifically.	Fall 2026
The Chemistry program is a high-quality program that needs additional majors to continue. The department can also recruit from community colleges that only offer accociate's degrees in Chemistry.	MOU and other transfer agreements can be made with WOSC, TCC, and OCCC for example to recruit more students. To maximize the effectiveness of advertising these agreements, they should be completed in the fall semester.	Spring 2027
In addition to new transfer agreements, the Chemistry program can make partnerships with community college students to participate in Summer Research Programs at CU under faculty supervision.	This program will require additional, external funding to pay salaries, housing, purchase materials, and design a research curriculum. The basic model will be that of an REU, but on a smaller scale.	Summer 2027

Program Review Report
3.7 Academic Program Review

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Institution Name: Cameron University

Program Name and State Regents Code: Computer Science-BS (415)

Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
The previous internal review noted that the program exceeded the minimum productivity indicators during the review period and suggested maintaining the program at the current level. The assessment and job placement data showed that the department was preparing the students well for local and regional needs and most of the program's graduates were employed within the State of Oklahoma in jobs related to their field of study. The review also noted the need for the development and delivery of online and hybrid courses.

2. What developments and actions have taken place since the last review?
In Fall 2022, the Department of Computing and Mathematical Sciences was created by merging the Department of Computing and Technology and the Department of Mathematics. The Computer Science program is now part of the Department of Computing and Mathematical Sciences. The merge explains the change in percentage of courses taught exclusively for the program from 2021-2022 to 2022-2023 and onwards (see table Part 1 in A.4.c.). It also explains the change to the department budget from 2021-2022 to 2022-2023 and onwards (see table part 2 in A.4.c.). The department modified the Computer Science and Mathematics electives section in the degree program to provide students with a broader selection of courses. We added the upper division courses with MATH or STAT-prefixes to the Computer Science electives. We also allowed students to use any upper division courses with MATH or STAT-prefix for Mathematics elective requirements instead of a selected few.

The previous review noted the need to develop and deliver online and hybrid courses. The department has since then developed a majority of its Computer Science courses in online format and has selectively started offering them in online or hybrid format. We also offered an Introduction to Artificial Intelligence course in Spring 2026 as a seminar to prepare students for current workforce needs. More artificial intelligence-related courses will be offered in the future.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The Program student learning outcomes for the BS in Computer Science are as follows:

- Students will design and implement a working computer program that solves a specific problem.
- Students will apply data structures and efficient algorithms to solve problems.
- Students will solve problems related to operating systems and networking.
- Students will explain software solutions effectively.

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

The mission of the Department of Computing and Mathematical Sciences at Cameron University (CU) is to provide quality educational experiences in all computing and mathematical sciences courses offered through the department. The department offers courses that will provide all students, both majors and non-majors, with the knowledge and skills needed for life-long learning, as well as an appreciation for the beauty and power of computing and mathematical sciences. Majors will acquire a broad and solid base in computing and mathematical sciences, enabling them to continue their education in graduate school or to pursue careers in teaching, industry, or government.

During the past 5 years, seventy-two (72) Computer Science degrees were awarded (an average of 14.4 per year). Graduates of the program follow various career tracks including graduate studies, working in the public sector or the military, and working in the private sector for different technology companies. A list of Computer Science graduates and their current status is located in Table 4 of the Attachments. We expect this number to grow as the US Bureau of Labor Statistics suggests that the overall employment in the computer science and information technology occupations is projected to grow much faster than the average for all occupations from 2024 to 2034. About 317,700 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. The median annual wage for this group was $105,990 in May 2024, which was higher than the median annual wage for all occupations of $49,500. The Bachelor of Science in Computer Science is an essential degree in the Department of Computing and Mathematical Sciences, at CU, and in Southwestern Oklahoma, that serves the critical need for highly qualified computer professionals in the area. The program faculty envision that the program will grow in the next five years and that the department will continue to follow the Association for Computing Machinery (ACM) recommendations to adapt the program to new changes in technology and the job market. The department will encourage student participation in meaningful educational experiences by supporting student organizations, scholarships, internships, and community and social activities. The department will also actively pursue an increase of the program's reach by delivering asynchronous distance learning opportunities to students through the development and delivery of online courses. Additionally, the department will continue to support faculty research and professional development opportunities to recruit, develop, and retain highly qualified faculty and staff.

To ensure employability of our Computer Science graduates, the program uses ACM recommendations for the curriculum. The program is planning to investigate the most recent recommendations defined in Computing Curricula 2025 and update the program as needed. In addition to using ACM recommendations, the program solicits feedback from its Industrial Advisory Council (IAC). The IAC consists of outside reviewers in the regional industry, alumni, and current students of the program. The IAC meets annually with the faculty and the Department Chair to discuss the program's strengths and weaknesses, review the program's mission and objectives, and assess the needs of the local technology agencies represented on the board. The program then uses ACM and IAC recommendations to keep its curriculum up-to-date.

The program uses the (Institute for the Certification of Computing Professionals) ICCP assessment test, a nationally standardized test that measures student skills in multiple knowledge areas in computer science, to ensure that its students are meeting the professional standards. Students who pass this test are awarded certifications by the ICCP. The ICCP test has replaced the Major Field Area Test (MFAT) which was administered in previous years. Each year during the spring semester, senior students in CS 4233 Capstone Project are required to take this test. ICCP considers 50% as the passing score for the ICCP test. The ICCP test is administered midway through the semester. The program also reports the results of the ICCP in its annual assessment report. For more information about the ICCP test, please visit: https://www.iccp.org.

Since ACM national curriculum guidelines are in ubiquitous use with computing departments across the world when developing computing degree programs, it is therefore common to share a similar computer science curriculum with other 4-year Oklahoma regional universities. One thing that differs about the CU 4-year CS program is the addition of 1-hour lab periods to some of the programming, networking, and software engineering courses. For example, CU's CS 1314 Computer Science I and CS 1514 Computer Science II are 4-hour lecture with lab courses, while Southwestern Oklahoma State University's COMSC 1033 Computer Science I and COMSC 1053 Computer Science II are 3-hour lecture only courses. Southeastern Oklahoma State University also offers 3-hour Computer Science I and II courses. Conversely, OU requires a 1-4 hour course and a 4-hour course as the introductory programming courses, and their Software Engineering course is 3-hours compared to 4 hours at CU.

The other core courses in the current curriculum of the CU program are closely aligned with other computer science programs across the state.

The department and CU offers a host of academic resources to its students to help them succeed in their academic endeavors. The Eugene D. McMahon Library supports the learning needs of the Cameron community by connecting students, faculty, staff, and community members to information resources and services. The Student Enrichment Center's (SEC) mission is to increase at-risk student persistence and completion by identifying at-risk students and providing access to personalized support and assistance to promote academic success. The SEC provides a variety of support services to CU students facing obstacles to successful degree completion. The Student Success Coach works individually with CU students to improve goal setting, learning strategies, time management, and organizational skills, can assist students in navigating academic life, and also provides academic advising services to undeclared majors. Once the student is ready, the coach will work with the student's major department to transition to the departmental advisor.

To further help students academically, CU provides access to several different tutoring service options. The Lawton and Duncan campuses also offer in-person and Zoom tutoring sessions for a variety of subjects (https://www.cameron.edu/tutoring and https://www.cameron.edu/duncan/services/tutoring-lab). Students also have 24/7 online access to tutor.com, where students can receive up to 10 hours of tutoring at no cost. Access to expert help is provided to students whenever needed online through the tutor.com link in Blackboard. In addition to the resources listed above, the department has its own tutoring lab which is staffed by current junior and senior computer science and information technology majors that can provide one-on-one tutoring in-person or virtually.

Students in the program have access to multiple labs furnished with standard and specialized software and hardware needed for their coursework. These labs are maintained by the CU Information Technology Services (ITS). ITS also provides access to basic productivity tools, such as Microsoft 365, Adobe, etc., free of charge. The helpdesk, staffed by ITS, is available to assist students with technology-related issues, and students can contact the helpdesk via email, phone or in-person.

The program collects and presents its student achievement data in its annual assessment report. The table on the next page summarizes the assessment findings. The students are able to meet the target for most measures, however, data shows that students struggle on the ICCP Test measure for outcomes one and two. This target is not being met, in part, because the test contains topics not covered in our curriculum, such as Finite State Automata and platform programming, parallel computing, and advanced computer architecture. An action plan has enacted for the measure that consists of dedicating two lectures at the beginning of the Capstone Project course to introduce some of these topics.

SUMMARY OF ASSESSMENT FINDINGS FOR BS IN COMPUTER SCIENCE (415)

Outcome	Measure	Findings
Students will design and implement a working computer program that solves a specific problem.	Programming Project: In the Software Engineering course, students will submit a program that solves a specific problem and present it orally in class	*Target*: 80% of students will obtain a score of 75% or higher in each category of the rubric for a programming project. *Findings*: 2025-2026: Not yet reported, 2024-2025, 2023-2024, 2022-2023, and 2021-2022: Target Met
	ICCP Test	*Target*: 70% of students will obtain a score of satisfactory or higher on the "Programming Fundamentals" section of the ICCP test. Findings: 2025-2026: Not yet reported; 2024-2025, 2023-2024, and 2022-2023: Target Not Met (Action Plan in Progress); 2021-2022: Target Not Met (Action Plan Created)
Students will apply data structures and efficient algorithms to solve problems.	Written Exam: In the Software Engineering course students must take a written exam developed locally by CS faculty that will test students' knowledge of data structures and algorithms	*Target*: 75% of students should score 70% or higher in each category of the rubric. *Findings*: 2025-2026: Not yet reported; 2024-2025: Target Not Met (Action Plan in Progress); 2023-2024 Target Met; 2022-2023 Target Not Met (Action Plan Created); 2021-2022 Target Met
	ICCP Test	*Target*: 80% of students surveyed must agree or strongly agree with each item in the survey. *Findings*: 2025-2026: Not yet reported; 2024-2025: Target Not Met (Action Plan Created); 2023-2024: Target Met; 2022-2023: Target Not Met (Action Plan Created); 2021-2022: Target Met
Students will solve problems related to operating systems and networking.	ICCP Test	*Findings*: 2025-2026: Not yet reported: 2024-2025, 2023-2024, 2022-2023, and 2021-2022: Target Met
	Exit Survey: The survey is given to graduating seniors	*Target*: 80% of students surveyed must agree or strongly agree with each item in the survey. *Findings*: 2025-2026: Not yet reported; 2024-2025, and 2023-2024: Target Met; 2022-2023: Target Not Met (Action Plan in progress); 2021-2022: Target Not Met (Action Plan Created)
Students will explain software solutions effectively.	Capstone Project Presentation	*Target*: 80% of students on the presentation will score 80% or higher in each category of the rubric. *Findings*: 2025-2026: Not yet reported; 2024-2025, 2023-2024, 2022-2023, and 2021-2022: Target Met
	Programming Project: In the Software Engineering course, students will submit a program that solves a specific problem and present it orally in class	*Target*: 80% of students will score 80% or higher in each rubric category. *Findings*: 2025-2026: Not yet reported; 2024-2025, 2023-2024, 2022-2023, and 2021-2022: Target Met

To provide quality education, the program strives to hire and retain qualified faculty and requires a Master's degree in Computer Science or a related field for instructor positions and a PhD for Assistant Professors or higher positions. A list of Computer Science faculty members is located in Table A.4.e. In addition to fulfilling teaching responsibilities, faculty members are actively involved in research and scholarly pursuits by publishing or reviewing scholarly work and also available to participate in public workshops and talks. For example, a faculty member from the department participated in a forum on AI organized by the Bill Burgess, Jr. Business Research Center at CU in Fall 2023. In Fall 2024, two faculty members from the department developed a workshop related to AI for all department directors in the city of Lawton.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Grads: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	94	13
2022-2023	98	13
2023-2024	113	16
2024-2025	97	17
2025-2026	66	13*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

A.4.a. Number of sections, enrollment, and credit hours in courses taught exclusively for the major for each of the last five years:

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
CS 1314	2	45	180	3	46	184	2	49	196	2	47	188	3	43	172
CS 1314L	2	45	0	3	46	0	2	49	0	2	47	0	3	43	0
CS 1514	2	22	88	1	24	96	2	27	108	1	23	92	1	26	104
CS 1514L	2	22	0	1	24	0	2	27	0	1	23	0	1	26	0
CS 1523	2	22	66	2	24	72	1	24	72	1	19	57	1	21	63
CS 2333	1	17	51	1	10	30	1	12	36	1	6	18	0	0	0
CS 2413	1	17	51	1	17	51	1	19	57	2	16	48	1	12	36
CS 2513	1	16	48	1	19	57	2	24	72	1	22	66	2	17	51
CS 3003	0	0	0	0	0	0	0	0	0	1	1	3	1	5	15
CS 3013	1	12	36	1	20	60	1	15	45	1	20	60	1	11	33
CS 3102	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0
CS 3103	0	0	0	0	0	0	6	6	18	1	1	3	1	1	3
CS 3104	0	0	0	2	2	8	0	0	0	0	0	0	0	0	0
CS 3106	0	0	0	2	2	12	0	0	0	2	2	12	0	0	0
CS 3183	1	21	63	2	36	108	1	23	69	1	23	69	1	21	63
CS 3513	1	12	36	1	15	45	1	15	45	1	21	63	1	13	39
CS 3713	1	13	39	1	12	36	1	18	54	1	19	57	1	10	30
CS 4003	2	13	39	1	20	60	1	17	51	0	0	0	1	11	33
CS 4204	1	14	56	1	16	64	1	16	64	1	18	72	1	11	44

CS 4204L	1	14	0	1	16	0	1	16	0	1	18	0	1	11	0
CS 4233	1	13	39	1	16	48	1	14	42	2	20	60	1	12	36
CS 4491	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CS 4492	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CS 4493	0	0	0	0	0	0	0	0	0	1	1	3	0	0	0
Totals	**22**	**318**	**792**	**27**	**366**	**933**	**27**	**371**	**929**	**24**	**347**	**871**	**22**	**294**	**722**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	334	352	376	337	339	1738	347.6
2000	150	138	165	132	87	672	134.4
3000	174	271	240	270	246	1201	240.2
4000	134	172	157	132	113	708	141.6
Totals	**792**	**933**	**938**	**871**	**785**	**4319**	**863.8**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	22	27	27	24	22
Number of courses (sections) taught in the department	99	271	258	268	263
Percentage of courses sections) taught exclusively for program	22.2%	10.0%	10.5%	9.0%	8.4%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount. (Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	22.2%		10.0%		10.5%		9.0%		8.4%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$10,000	$2,220	$23,000	$2,300	$23,000	$2,415	$23,000	$2,070	$23,000	$1,932
Departmental Travel	$4,500	$999	$11,500	$1,150	$11,500	$1,208	$12,375	$1,114	$12,375	$1,040
Faculty Salaries	$608,498	$135,087	$1,279,908	$127,991	$1,059,889	$111,288	$1,061,175	$95,505	$1,055,945	$88,699
Staff Salaries	$23,500	$5,217	$49,500	$4,950	$25,000	$2,625	$25,500	$2,295	$25,500	$2,142
Fringe Benefits	$249,950	$55,489	$552,410	$55,241	$464,632	$48,786	$465,380	$41,884	$487,580	$40,957
Adjunct Wages	$30,000	$6,660	$109,000	$10,90	$157,500	$16,538	$100,000	$9,000	$100,000	$8,400
Student Wages	$22,800	$5,062	$33,500	$3,350	$33,500	$3,518	$33,500	$3,015	$33,500	$2,814
Totals	**$949,248**	**$210,733**	**$2,058,818**	**$205,882**	**$1,775,021**	**$186,377**	**$1,720,930**	**$154,883**	**$1,737,900**	**$145,984**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of sections, enrollment, and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):
The following courses support/are shared with the AS and BS in Information Technology.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
IAS 2233	2	66	198	2	64	192	3	72	216	3	64	192	3	54	162	960
IAS 2333	1	28	84	1	16	48	1	29	87	1	26	78	1	29	87	384
IT 1063	4	94	282	4	94	282	4	97	291	4	64	192	4	88	264	1,311
IT 2064	2	39	156	4	41	164	3	41	164	3	41	164	3	39	156	804
IT 2064L	2	39	0	5	41	0	4	41	0	3	41	0	3	39	0	0
Totals	**11**	**266**	**720**	**16**	**256**	**686**	**15**	**280**	**758**	**14**	**236**	**626**	**14**	**249**	**669**	**3459**

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 specialized courses within the curriculum:

Faculty	**Credential (i.e. MFA, PhD)**	**Institution that granted degree**
Muhammad Javed	PhD	OU
Mike Estep	PhD	Nova Southeastern U
Abbas Johari	PhD	Arizona State U
Chao Zhao	EdD	Texas A&M U
Jawad Drissi	PhD	U of Montreal
Feridoon Moinian	MS	OU
Harry Kimberling	MS	Western Governors U
Teresa Hickerson	MBA	SWOSU
Dave Smith	MS	U of Southern California

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

Name	**Employer**	**Job Title**	**If Continuing Education, Program of Study**
Michael Argyros	OASYS, INC	Software Engineer	
Justin Winchester	ASRC Federal	System Engineer	
Goodness Agboola	Dell Technologies	Services Engineer	
Daisy Cossio	Federal Aviation Administration	Computer Scientist	
Ryan Cox	Tec-Masters, Inc	Simulation Software Engineer	
Luke McLennan			PhD Computational and Applied Mathematics
Sammie Powell	City of Lawton	Software Developer	
Elijah Proctor	The Bankers Bank	Software Engineer	
Destiny Conley	Powell Tecolote Research Inc	Program Analyst	
Christopher Argyros	OASYS, INC	Software Engineer	
Cody Bruehl	Fort Sill Credit Union	IT Support Specialist	
Alexis Rodriguez	Dynetics	Software Engineer	
Rachel Vanderlely	Dynetics	Software Engineer	
Gabriel Perry-Ruiz	Dynetics	Software Engineer	
Nathaniel Bryant	Atchison Public Schools	Technician	

Cade Ruple	Lawton Area Transit System	IT and Data Analyst	
Ayushon Bajracharya	CU	Programmer	
Avontae Broomfield	Torch Tech	Software Engineer	
Tyler Clark	OASYS, INC	Software Developer	
Grant Long	Comanche Nation Entertainment	Database Administrator	
Stephen Myers	Leidos	Software Developer	
Seth Robinson	Paycom	Software Developer	
Dylan Griggs	LexisNexis	Data Analyst	
Kinsey Boze	Ace Thermal Systems	Software Engineer	
Belinda Foley	CU	Programmer	
Tyler Tisdale	Leidos	Software Engineer	
Nathan Weston	US Army		
Gracelyn Wilcox	Leidos	Software Developer	
Patrick Winters	CU	Technician	
Uchechukwu Asogwa	Google Inc.	Software Intern	
Trace Boggs			MS Computer Science
Tia Primc			MS Computer Science

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

This information is not available.

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
Adapt the program to the ACM recommendations defined in Computing Curricula 2025	During AY 26-27, the curriculum committee will meet to discuss the ACM recommendations.	Fall 2027
Offer more introduction courses in AI	In SP 26, the department offered an introduction to AI course and will continue adding more courses.	AY 2027-2028

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**.

Institution Name:	Cameron University
Program Name and State Regents Code:	Education-MEd (650)
List Program Options:	Special Education Teaching and Learning Literacy School Counseling English

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Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
The MEd in Education 5-year program review indicates that the program is strong and viable, with consistent enrollment (average of 54 majors) and high job placement rates exceeding 90%, demonstrating clear workforce impact. The program has successfully addressed prior recommendations through improved curriculum alignment, expanded online and hybrid delivery, and strengthened assessment practices. Assessment data indicates that most candidates meet or exceed expectations across key outcomes, particularly in research, assessment, and reflective practice, though continued growth is needed in technology integration. Overall, the program aligns well with the university mission and is recommended to be maintained at its current level while enhancing partnerships, marketing, and faculty development.

2. What developments and actions have taken place since the last review?
Some of the developments include expanding the program by adding new options, including School Counseling and English. Course assignments continue to be adjusted to ensure courses maintain relevance. Field placements are now being observed through a digital platform to ensure students from all locations are getting quality feedback and learning experiences. The School Counseling option has cross-listed courses with the Psychology department and the English option has cross listed courses with the English department.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:
These program outcomes outline that candidates in the MEd in Education program are expected to demonstrate a comprehensive set of professional competencies. Specifically, candidates will be able to address individual student needs, apply content and pedagogical knowledge aligned to professional standards, and design curriculum grounded in theory. They will also develop skills in research, technology integration, and assessment to support effective teaching and learning. Finally, the program emphasizes reflective practice, ensuring candidates continuously evaluate and improve their instructional effectiveness.

- Candidates will be able to identify developmental and individual differences and adjust practices accordingly.
- Candidates will know and demonstrate the subject matter, professional knowledge, and skills outlined by the respective specialized professional association.
- Candidates will develop and deliver curriculum based on theoretical foundations of the discipline.
- Candidates will analyze, utilize, and conduct research critically.
- Candidates will be able to demonstrate the use of technology in support of teaching and learning.

- Candidates will be able to monitor and assess pupil learning.
- Candidates will reflect upon and evaluate his/her own practices.

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

Achievement of Graduates

Data available for the last 4 years indicates that program graduates successfully transition into positions in their field of study. There was a total of 16 graduates for AY 21-22. Of those 16 graduates, 7 were working full-time in the discipline and 1 was awarded the degree posthumously. All 7 of these graduates were regular education teachers. The status of the remaining 8 graduates is unknown. All 5 of AY 22-23 graduates were working full-time in the discipline, 4 as regular education teachers and 1 as a school counselor. Six candidates graduated from the program in AY 23-24 and 2 in AY 24-25. For each of these academic years, 2 were employed in their field of study as regular education teachers. The status of the remaining graduates is unknown. Information is not yet available for the 15 AY 25-26 graduates.

Curriculum

The MEd in Education program requires completion of a total of 33 hours. Fifteen of those hours are in core courses (Research, Multiculturalism, Assessment, Curriculum and Multimedia) that all candidates must take, regardless of their chosen area option. Candidates complete the remaining 18 hours in one of the following options: English, Literacy, School Counseling, Special Education, and Teaching and Learning.

Academic and Information Technology Resources

The program is supported by a variety of academic and information technology resources including an extensive number of library holdings, computer labs, campus-wide wi-fi, Distance Learning Office, Student Enrichment Center, IT services, Tutoring Center and Student Support Services.

Professional Standards

The curriculum for each area of option within the MEd in Education program is aligned to national Specialized Professional Association (SPA) standards. The chart below outlines this alignment.

Option	SPA	Weblink
Teaching and Learning	National Board for Professional Teaching Standards (NBPTS)	https://www.nbpts.org/certification/five-core-propostions/
Literacy	International Reading Association	https://www.literacyworldwide.org/get-resources/standards/standards-2017
School Counseling	American School Counselor Association	https://www.schoolcounselor.org/Standards-Positions/Standards
Special Education	Council for Exceptional Children (CEC)	https://exceptionalchildren.org/standards/advanced-special-education-preparation-standards
English	NCTE Standards for the Initial Preparation of Teachers of English Language Arts	https://ncte.org/wp-content/uploads/2021/11/2021_NCTE_Standards.pdf

All key portfolio assignments and field experience components, which are used for program assessment, are aligned to each option's SPA.

National Reputation of the Program

The MEd in Education program is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), which is the primary, nonprofit, non-governmental national accreditor for educator preparation providers in the United States.

Faculty Qualifications

All full-time faculty members who teach in the program hold terminal degrees in an area within the field of Education. Adjunct faculty members are listed in Table A.4.e.

Candidate Achievement/Evidence of Candidate Learning & Teaching Effectiveness

Cameron University's Department of Education has as its mission statement the belief that competent, caring, and committed educators are successful in their careers. Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn. Educators who are caring are responsive to individual

needs and create learning environments that promote positive social interactions and motivation. Educators who are committed collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change to improve continuously. We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

The following key program assessment data indicates that the program is fulfilling its mission. It also demonstrates the strong performance and abilities of its candidates.

Table 5: Assessment Data
AY 2024-2025

Outcome 1: Identify developmental and individual differences and adjust practices accordingly.	**M1:** Portfolio	**M2:** Growth Paper
M1: The following results were reported: EDUC 5143, Multiculturalism and American Education, Annotated Bibliography Grading Rubric, 1 participant (8%) scored a 1 or "Does Not Meet Standard", 9 participants (75%) scored a 3 or "Meets Standard" and 2 participants (17%) scored a 5 or "Exceeds Standard." Students were especially strong in the area APA Format. This relates to the SLO in that students are familiar with topics of diversity and can use that to identify individual differences and adjust their practices accordingly. The trend for this artifact shows it has been a consistent area of strength for the program, with 100% of students meeting the benchmark, since a dip to 89% in AY 19-20. **M2:** 2 candidates (50%) scored "Meets Standard" and 2 candidates (50%) scored "Exceeds Standard" for the criterion "understanding the role and importance of diversity." No students scored "Does Not Meet Standard" for this criterion. The trend analysis for this target shows that understanding of the role and importance of diversity is a consistent area of strength, with 100% of students meeting the benchmark over the past five years. These findings indicate that candidates view the program as having strongly prepared them in understanding the role and importance of diversity. Results of the AOG paper showed that 2 candidates (50%) scored "Does Not Meet Standard", 1 candidate (25%) scored "Meets Standard" and 1 candidate (25%) scored "Exceeds Standard" for the criterion "ability to incorporate diversity." These findings indicate that for these 4 candidates, the target for showing evidence of the ability to incorporate diversity when examining their professional growth was not met. The trend analysis for this target shows that ability to incorporate diversity is a consistent area of strength, with 100% of students meeting the benchmark over the past four years, after a slight dip in AY 19-20.		
Outcome 2: Demonstrate the subject matter, professional knowledge-skills outlined by professional association.	**M1:** Portfolio	**M2:** Exit Survey
M1: 82% (59 students) scored in the "Exceeds" category, and 18% (13 students) scored in the "Meets" category. The five-year trend for this artifact shows consistent strength over the last five years, with 100% of students meeting the target since AY 19-20. These findings indicate that students are able to articulate how their portfolio artifacts meet program outcomes and how their own knowledge and skills have been enhanced due to the experiences they have had while completing the program. **M2:** 2 of 2 candidates (100%) scored a 3 or better on the Exit Survey item: "Supported reflection, critical thinking, and problem solving." For the item, "Supported reflection, critical thinking, and problem solving," 100% (2 candidates) scored in the "Well" category. Although we reported on only 2 candidates, these findings indicate that they feel the program faculty supported reflection, critical thinking, and problem solving in his/her courses.		
Outcome 3: Develop and deliver curriculum based on theoretical foundations of the discipline.	**M1:** Growth Paper	**M2:** Portfolio
M1: 1 candidate (25%) scored "Meets Standard" and 3 candidates (75%) scored "Exceeds Standard" for the criterion "subject matter," which is 1 of 2 indicators of content knowledge in the AOG paper. These findings indicate that these students show strong evidence of their ability to demonstrate content knowledge. **M2:** 1 candidate (25%) scored "Meets Standard" and 3 candidates (75%) scored "Exceeds Standard" for the criterion "subject matter," which is 1 of 2 indicators of content knowledge in the AOG paper. These findings indicate that these students show strong evidence of their ability to demonstrate content knowledge.		
Outcome 4: Analyze, utilize, and conduct research critically.	**M1:** Portfolio	**M2:** Exit Survey
M1: Data shows that 37 participants (94%) scored "Meets Standard" and 2 participants (6%) scored "Does Not Meet Standard." Findings for this assessment cycle indicate that our candidates, for the most part, are able to analyze, utilize and conduct research critically. **M2:** 100% (2 candidates) scored in the "Well" category. These findings indicate that these candidates feel they were well prepared to analyze, utilize, and conduct research critically. Trend analysis shows that this has been a consistent area of strength for our program.		

Outcome 5: Demonstrate use of technology in support of teaching and learning.	**M1:** Growth Paper	**M2:** Exit Survey
M1: Results of the AOG paper showed that 3 candidates (75%) scored "Meets Standard" and 1 candidate (25%) scored "Exceeds Standard" for the criterion "knowledge of and ability to integrate technology." These findings indicate that, overall, our students can reference their knowledge of and ability to integrate technology when examining their professional growth. With the exception of a dip in AY 20-21, this area has been a consistent strength of the program and the current cycle represents an increase from last year's reporting. **M2:** For the item, "Demonstrate the use of technology in support of teaching and learning," 50% (1 candidate) scored in the "Mostly" category and 50% (1 student) scored in the "Well" category. These findings indicate that this candidate feels that they were well prepared to demonstrate the use of technology in support of teaching and learning.		
Outcome 6: Reflect upon and evaluate his/her own practices.	**M1**: Portfolio	**M2**: Growth Paper
M1: The following results were reported: 82% (59 students) scored in the "Exceeds" category, and 18% (13 students) scored in the "Meets" category. These findings indicate that students are able to articulate how their portfolio artifacts meet program outcomes and how their own knowledge and skills have been enhanced due to the experiences they have had while completing the program. Trend analysis illustrates that this has been a very consistent strength with 100% of students meeting the benchmark for the past five assessment cycles. **M2:** Results of the AOG paper showed that 3 candidates (75%) scored "Meets Standard" and 1 candidate (25%) scored "Exceeds Standard" for the AOG paper composite score. These findings indicate that our students can effectively examine their professional growth.		
Outcome 7: Monitor and assess pupil learning.	**M1:** Portfolio	**M2:** Growth Paper
M1: The EDUC 5273 artifact given in the Advanced Tests and Measurements course showed that 11 candidates (73%) scored "Exceeds Standard", and 4 candidates (27%) scored "Meets Standard". Strength: There are 16 sub-elements that comprise the EDUC 5273 rubric. Of those 16 elements, students scored in the "Does Not Meet" category for only 2. **M2:** Results of the AOG paper showed that 3 candidates (75%) scored "Meets Standard" and 1 candidate (25%) scored "Exceeds Standard" for the criterion "knowledge of and ability to use varied, effective assessments." These findings indicate that our students can reference their knowledge of and ability to use varied, effective assessments when examining their professional growth. Trend analysis illustrates that 100% of students have met this target for the past six assessment cycles. Results of the AOG paper showed that 1 candidate (25%) scored in the "Does Not Meet" category, 1 candidate (25%) scored "Meets Standard" and 2 candidates (50%) scored "Exceeds Standard" for the criterion "knowledge of and ability to use assessment results to improve practice." These findings indicate that our students can reference their knowledge of and ability to use assessment results to improve practice when examining their professional growth. Trend analysis illustrates that 100% of students have met this target for the past six assessment cycles. One student scoring in the "Does Not Meet" category caused the target to go unmet and represents an opportunity for improvement.		

Source: *Data obtained from Project Dashboard in Weave*

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 6; Grads: 3*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	32	16
2022-2023	24	5
2023-2024	37	6
2024-2025	86	7
2025-2026	70	15*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

A.4.a. Number and enrollment in courses taught exclusively for the major for each of the last five years:
Enrollment across the EDUC courses shows an initial decline followed by a strong recovery, with recent growth closely tied to grant-funded scholarships for students pursuing standard teacher certification. After stable enrollments in AY 21–22, all courses experienced a dip in AY 22–23 before beginning to rebound in AY 23–24. The most significant increases occurred in AY 24–25 and AY 25–26, aligning with the implementation of the grant, which reduced financial barriers and encouraged participation. By AY 25–26, all courses met or exceeded earlier enrollment levels, with EDUC 5913 showing the largest growth and expanding to two sections. Overall, the data suggest that the scholarship initiative played a key role in driving enrollment growth and strengthening program access.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
EDUC 5143	1	13	39	1	8	24	1	10	30	1	13	39	1	23	69
EDUC 5273	1	11	33	1	4	12	1	8	24	1	17	51	1	19	57
EDUC 5333	1	15	45	1	7	21	1	12	36	1	16	48	1	16	48
EDUC 5913	1	22	66	1	12	36	1	17	51	2	38	114	2	40	120
Totals	**4**	**61**	**183**	**4**	**31**	**93**	**4**	**47**	**141**	**5**	**84**	**252**	**5**	**98**	**294**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
(This chart does not include EDUC 5100 & 5103; they are required for the M.Ed program and required for the M.Ed Reading)

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
5000	183	93	141	252	294	963	192.6
Totals	**183**	**93**	**141**	**252**	**294**	**963**	**192.6**

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	4	4	4	4	5
Number of courses (sections) taught in the department	145	141	139	150	140
Percentage of courses sections) taught exclusively for program	2.76%	2.84%	2.88%	2.67%	3.57%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught) *100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	**2021-2022**		**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
Program Cost (%)	2.76%		2.84%		2.88%		2.67%		3.57%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	19,200	530	19,200	545	19,200	553	19,200	513	19,200	685
Departmental Travel	7,700	213	7,700	219	7,700	222	7,700	206	7,700	275
Faculty Salaries	475,661	13,128	489,276	13,895	507,726	14,623	559,726	14,945	507,976	18,135
Staff Salaries	97,714	2,697	116,424	3,306	101,470	2,922	102,970	2,749	101,750	3,632
Fringe Benefits	322,723	8,907	331,983	9,428	245,414	7,068	324,161	8,655	298,883	10,670
Adjunct Wages	75,000	2,070	77,000	2,187	95,063	2,738	135,000	3,605	125,000	4,463
Student Wages	8,400	232	9,500	270	9,500	274	9,500	254	9,500	339
Totals	**1,006,398**	**27,777**	**1,051,083**	**29,851**	**986,073**	**28,399**	**1,158,257**	**30,925**	**1,070,009**	**38,199**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):
This program does not support any general education components. EDUC 5100 and 5103 support the M.Ed. in Reading. Ten sections of this course were offered over the last 5 years, generating a total CHP of 456.
Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	**Credential (i.e. MFA, PhD)**	**Institution that granted degree**
Stacie Garrett	Ed.D in Curriculum and Instruction	Northcentral University
Eileen Richardson	EdD in Educational Leadership	Capella University
Ramona Hall	EdD in Education	Tennessee State University
Holly Rice	PhD in Educational Psychology	University of Oklahoma
Christopher Keller	Ph.D in Educational Psychology and Instructional Technology	University of Oklahoma
Michelle Smith	Ed.D Curriculum and Instruction	Oklahoma State University
Jennie Hanna	Ph.D Instructional Leadership	University of Oklahoma
Sarah Lippencott	M.S in School Counseling	Mid-America Christian University
Jan Thomas	Ph.D Instructional Leadership	University of Oklahoma
Lynn Fitz	M.Ed Education Administration	University of Oklahoma
Emily Finney- Miller	Ph.D Educational Psychology	Oklahoma State University

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

Name	**Employer**	**Job Title**	**If Continuing Ed, Program of Study**
Taylor Hutton	Sampson Properties	Teacher	
Blakely Ryans	LPS/Sylvan Learning Center	Teacher	
Michelle Lutmer	LPS	Teacher	

LaVonna Funkhouser	Epic Charter Schools	Teacher	
Rebecca Craig	LPS	Teacher	
Kailey Griffee	LPS	Teacher	
Garrett Mitchell	LPS	Teacher	
Sydney Bolin	Cache PS	Teacher	
Stormie Avery	Waurika PS	Teacher	
Aubrey Mithlo	Cache PS	Teacher	
Shinice Curry	Lawton PS	Teacher	
Christy Owens	LPS	Teacher	
Mackenzie Reuter	Bishop	Teacher	
Debra Flores	LPS	Teacher	
Teshell Bassue	LPS	Teacher	
Lauren Anderson	LPS	Teacher	
Amy Douthwaite	LPS	Teacher	
Colton Strickland	LPS	Teacher	
Wendy Foster	LPS	Teacher	
Taylor Lucinda	LPS	Teacher	
Heather Chadwick	LPS	Teacher	
Teresa Burton 24-25	OKC	Teacher	
Angela Bellows Grover	Dover Academy	Teacher	
Sydney Bolin	CPS	Teacher	

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available

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
Content validity checks for the measures used in the MEd in Education program were last conducted during AY 12-13.	The Analysis of Growth Paper (AOG), all portfolio artifacts, and the Exit Survey should be reviewed for Content Validity during AY 26-27.	2026-2027
Inter-rater reliability checks for the measures used in the MEd in Education program were last conducted during AY 12-13.	The Analysis of Growth Paper (AOG) and all portfolio artifacts should be reviewed for Interrater Reliability during AY 26-27.	2026-2027
After reviewing the three major assessments (portfolio artifacts, AOG, and Exit Survey) of the MEd in Education program, the data shows that students met all of the targets for the portfolio artifacts and the exit survey. Two (2) targets were unmet for the AOG paper.	During the AY 26-27, graduate faculty members should discuss and devise strategies to address each of the following criteria that were not met for the AOG: "ability to incorporate diversity," and "knowledge of and ability to use assessment results to improve practice."	2027-2028

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Elementary Education-BS (350)

List Program Options: Special Education

Previous Review

Date (Year) of Last Review 2021

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

The key findings of the BS in Elementary Education program over the past five years demonstrate a continued commitment to improving student learning and program quality. This review was completed by Department of Education faculty with input from the Chair of the Department of Education, the Dean of the College of Graduate and Professional Studies, and peer reviewers participating in CU's Program Quality Improvement Review (PQIR) process. Data for this review were provided by the Office of Institutional Research, Assessment, and Accountability, the Department of Education, and the Business Office. The program has consistently graduated a sufficient number of candidates, maintained strong enrollment in both lower- and upper-division coursework, and prepared graduates who largely enter the education workforce or continue their studies in graduate programs. These outcomes demonstrate that the program remains viable, fulfills a critical workforce need, and should be maintained at its current level. During the review period, the program successfully transitioned to a 100% online degree pathway, increasing accessibility for students across Oklahoma. The Department of Education has expanded its outreach efforts by establishing partnerships with additional school districts throughout the state, creating new opportunities for recruitment, field experiences, and workforce development. In response to previous PQIR action plans, faculty have revised assignments, assessments, and learning activities across the curriculum to ensure candidates remain current with best practices in education. All courses within the program have been redesigned to align with Quality Matters standards and are delivered through the Blackboard Ultra learning management system. In addition, micro-credentials have been embedded within selected education courses, and stand-alone professional development workshops have been developed to further support candidate learning and professional growth. These improvements reflect the department's ongoing commitment to innovation, continuous improvement, and preparing highly qualified educators for Oklahoma schools.

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

The BS in Elementary Education program has implemented several actions in response to assessment data to ensure candidates successfully meet the program outcomes and CAEP standards. These outcomes include understanding and addressing students' developmental and learning needs; assessing, planning, and designing learning environments; applying content and curricular knowledge; supporting student learning through effective instruction; and developing as professional educators. To support candidates' understanding and application of content knowledge (Program Outcome 3), faculty developed OSAT study guides, provided OSAT preparation sessions, and embedded additional subject-area content into key methods courses. Education advisors and faculty also encouraged candidates to take the OSAT Subtest 2 immediately upon admission to the Teacher Education Program to strengthen content knowledge prior to clinical experiences. Additionally, the program revised the course sequence by moving Social Studies Methods, Math Methods, and Science Methods to the spring semester of the junior year, allowing candidates to apply content knowledge earlier in the program and better prepare for certification assessments. To support candidates' ability to assess, plan, and design learning experiences (Program Outcome 2) and support student learning through effective instruction (Program Outcome 4), coursework and field experiences continue to emphasize lesson planning, assessment design, differentiated instruction, and evidence-based instructional practices. Candidate performance on the PPAT Certification Assessment provides evidence that these outcomes are being met. Specifically, CU candidates have consistently scored above the state average on the nationally scored PPAT Tasks 2–4, which measure planning, instruction, assessment, reflection, and impact on

student learning. The program also supports candidates' development as professional educators (Program Outcome 5) by providing flexible pathways that allow candidates to balance employment and coursework while maintaining high academic expectations. The implementation of a fully online degree pathway, along with multiple course delivery options, has expanded access for working adults and place-bound students while maintaining program quality and candidate performance outcomes. Assessment data, certification examination performance, PPAT results, successful program completion rates, and employment outcomes indicate that candidates are meeting the program outcomes and that the Elementary Education program continues to effectively prepare highly qualified educators for Oklahoma schools.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The program objectives are to help Teacher Candidates understand and address each child's developmental and learning needs following the CAEP Standards of:

- Candidates learn how children grow and develop and how to respond to diverse learning needs. This aligns with CAEP Standard 1.
- Assess, plan, and design contexts for learning. Students are trained to create effective learning environments and instructional plans that support student success. This aligns with CAEP Standard 3.
- Understand and apply content and curricular knowledge for teaching. Teacher candidates develop strong subject-matter knowledge and learn how to teach curriculum effectively. This aligns with CAEP Standard 2.
- Support each child's learning using effective instruction. The program emphasizes evidence-based teaching strategies and instructional practices that help all learners succeed. This aligns with CAEP Standard 4.
- Develop as a professional educator. Candidates are expected to grow as reflective, ethical, and collaborative professionals committed to lifelong learning. This aligns with CAEP Standard 5.

In addition, the Department of Education's broader mission is to prepare educators who are competent, caring, and committed through standards-based coursework and coordinated field experiences. Goals of the program include:

- Strategies to further develop campus, program and community partnerships to enhance students' skills, building a stronger workforce for the future.
- Increase in professional development opportunities for faculty to improve upon the inclusive learning experience for students regardless of delivery format.
- Marketing strategies to enhance department and university image and visibility.
- Keep curriculum current and relevant by meeting present and future needs of the state and the region.

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

HLC Core Criteria Mission is to support higher education and public service. Schools must demonstrate ethical governance, transparency, and academic honesty.

- Teaching and Learning: Quality, Resources, and Support Programs must provide qualified faculty, student support services, learning resources, and effective curriculum design.
- Teaching and Learning: Evaluation and Improvement Institutions must assess student learning outcomes and continuously improve programs.
- Institutional Effectiveness, Resources, and Planning Colleges must show financial stability, strategic planning, and operational effectiveness.
- The BS in Elementary Education program demonstrates alignment with Higher Learning Commission (HLC) Core Criteria through its commitment to student success, continuous improvement, qualified faculty, and comprehensive student support services. The program supports CU's mission of providing quality higher education and public service by preparing highly qualified elementary educators who meet the workforce needs of Oklahoma schools.
- One indicator of program effectiveness is the achievement of graduates. Employment data indicate that 100% of graduates seeking positions in education have successfully secured teaching positions upon program

completion. This outcome demonstrates that the program is effectively preparing candidates with the knowledge, skills, and dispositions needed to enter the profession and meet employer expectations.

- The Elementary Education program is committed to continuous curriculum improvement. Faculty regularly review assessment data, certification examination results, employer feedback, and candidate performance data to guide program revisions. In addition, all Elementary Education courses undergo a comprehensive five-year review process and are aligned with Quality Matters standards to ensure rigorous content, effective instructional design, accessibility, and high-quality learning experiences. Faculty routinely update assignments, learning activities, instructional technologies, and course materials to ensure candidates remain current with research-based instructional practices and emerging trends in education.
- The program provides extensive academic resources to support student success. Each Elementary Education candidate is assigned a faculty advisor who works individually with the student throughout the program to ensure appropriate course selection, timely progression toward graduation, and successful completion of certification requirements. Candidates also work closely with a dedicated Field Placement Specialist who coordinates diverse clinical experiences and field placements that align with students' geographic locations, career goals, and certification requirements.
- Additional instructional resources enhance candidate preparation. The Department of Education utilizes a Makerspace Lab that provides opportunities for candidates to explore STEM education, educational technology, robotics, and innovative instructional strategies. An Early Childhood Laboratory supports candidates interested in teaching primary-grade students by providing experiences related to classroom design, learning environments, and developmentally appropriate instructional materials. The department also offers micro-credential workshops that provide specialized training in areas such as artificial intelligence in education, classroom management, college readiness, literacy, and other topics relevant to contemporary elementary educators.
- Students have access to a variety of information technology resources through CU. Technical support is available through university help desk services and technology support systems to assist students with online learning platforms, software, and other technology needs. These resources are particularly important as the Elementary Education program offers a fully online pathway that increases accessibility for working adults and place-bound students throughout Oklahoma.
- The university also provides a wide range of student support services, including academic tutoring, library services, disability support services, counseling services, career development resources, financial aid assistance, and student success initiatives. These services contribute to student retention, academic achievement, and successful degree completion.
- Assessment and continuous improvement are central components of the program. Candidate performance is monitored through annual program assessment reports that examine student learning outcomes, certification examination results, field experience evaluations, and employer feedback. In addition, the program undergoes a comprehensive five-year PQIR process to evaluate effectiveness, identify areas for improvement, and ensure alignment with institutional and accreditation expectations.
- Faculty qualifications further support program quality. All full-time and adjunct faculty members must meet CU's faculty qualification standards before receiving approval to teach in the Elementary Education program. Adjunct faculty undergo a formal review process that examines academic credentials, professional certifications, teaching experience, and relevant professional expertise. Teaching experience alone is not considered sufficient qualification. Faculty must demonstrate appropriate academic preparation, professional accomplishments, and content expertise to ensure candidates receive instruction from highly qualified educators.
- Through strong employment outcomes, ongoing curriculum review, comprehensive student support services, robust assessment practices, and highly qualified faculty, the BS in Elementary Education program demonstrates its commitment to academic excellence, continuous improvement, and the preparation of effective educators for Oklahoma schools.

A.3 Minimum Productivity Indicators:

The OSRHE minimum productivity indicators for the BS degree program are based on the average over the last five years for number of majors enrolled in fall semesters and degrees conferred in the academic year. The total number of majors is 644 during this period. The average number of Elementary majors is 129. The total degrees conferred is 143 and the average number of degrees conferred is 29 per year. A summary of enrollment and graduates over the five year period is provided in the table A3.b.

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Grads: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	139	23
2022-2023	138	30
2023-2024	129	28
2024-2025	133	34
2025-2026	105	28*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
EDUC 4483	2	39	117	2	22	66	2	34	102	2	36	108	1	13	39
EDUC 4443	1	21	63	1	28	84	1	30	90	1	39	117	1	26	78
EDUC 3533	3	33	99	3	32	96	2	50	150	3	34	102	2	16	48
Totals	**6**	**93**	**279**	**6**	**82**	**246**	**5**	**114**	**342**	**6**	**109**	**327**	**4**	**55**	**165**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	0	0	0	0	0	0	0
2000	0	0	0	0	0	0	0
3000	1900	1756	2094	1945	1704	9399	1880
4000	1288	1287	1314	1699	1242	6830	1366
Totals	**3188**	**3043**	**3408**	**3644**	**2946**	**16229**	**3246**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	3	3	3	3	2
Number of courses (sections) taught in the department	62	63	62	64	34
Percentage of courses sections) taught exclusively for program	4.83%	4.76%	4.83%	4.69%	5.88%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	4.83%		4.76%		4.83%		4.69%		5.88%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	19,200	927	19,200	914	19,200	927	19,200	900	19,200	1129
Departmental Travel	7,700	372	7,700	367	7,700	372	7,700	361	7,700	453
Faculty Salaries	475,661	22974	489,276	23290	507,726	24523	559,726	26251	507,976	29869
Staff Salaries	97,714	4720	116,424	5542	101,470	4901	102970	4829	101,750	5983
Fringe Benefits	322,723	15588	331,983	15802	245,414	11853	324,161	15203	298,883	17574
Adjunct Wages	75,000	3623	77,000	3665	95,063	4592	135,000	6332	125,000	7350
Student Wages	8,400	406	9,500	452	9,500	459	9,500	446	9,500	559
Totals	**1,006,398**	48609	**1,051,083**	50032	**986,373**	47642	**1,158,257**	54322	**1,069,009**	62858

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):
None of our courses support the general education component.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	*# Sections*	*Enrollment*	*SCH*	*# Sections*	*Enrollment*	*SCH*	*# Sections*	*Enrollment*	*SCH*	*# Sections*	*Enrollment*	*SCH*	*# Sections*	*Enrollment*	*SCH*	*Total (CHP)*
EDUC 3003	7	119	357	6	100	300	7	134	402	7	105	315	8	115	345	1719
EDUC 3013	3	58	174	3	53	159	2	55	165	3	80	240	3	62	186	924
EDUC 3023	3	57	171	3	53	159	3	67	201	3	56	168	2	53	159	858
EDUC 3513	3	52	156	3	53	159	4	82	246	3	65	195	2	47	141	897
EDUC 3612	3	47	94	3	47	94	2	45	90	2	53	106	2	54	108	492
EDUC 3673	4	105	315	5	123	369	5	119	357	5	118	354	6	119	357	1752

EDUC 3753	3	77	231	2	45	135	3	74	222	2	55	165	2	47	141	894
EDUC 4313	3	56	168	3	50	150	3	50	150	3	67	201	3	43	129	798
EDUC 4463	3	46	138	3	37	111	2	37	111	2	48	144	2	38	114	618
EDUC 4463	3	46	138	3	37	111	2	37	111	2	48	144	2	38	114	618
EDUC 4893	3	43	129	3	48	144	4	45	135	4	55	165	4	54	162	735
EDUC 4935	3	43	215	3	48	240	4	45	225	4	55	275	4	54	270	1225
EDUC 4945	3	43	215	3	48	240	4	45	225	4	55	275	4	54	270	1225
Totals	**44**	**792**	**2501**	**43**	**742**	**2371**	**45**	**835**	**2640**	**44**	**860**	**2747**	**44**	**778**	**2496**	**12755**

Source: *Historic Headcount, AggieAccess:https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Jill Fishback	M.S. Curriculum and Instruction	Western Governors University
Stacie Garrett	Ed.D Curriculum and Instruction	Northcentral University
Ramona Hall	Ed.D. Education	Tennessee State University
Christopher Keller	Ph.D Educational Psychology and Instructional Technology	University of Oklahoma
Stephanie Phillips	Ed.D Educational Administration	University of North Texas
Holly Rice	Ph.D Educational Psychology	University of Oklahoma
Eileen Richardson	Ed.D Educational Leadership	Capella University
Michelle Smith	Ed.D Curriculum and Instruction	Oklahoma State University
Courtney Glazier	Ph.D Curriculum and Instruction	University of Texas in Austin
Jamie Huck	M.S Curriculum and Instruction	University of Texas Arlington
Emily Finney-Miller [Adjunct]	Ph.D Educational Psychology	Oklahoma State University
Tracy Newell [Adjunct]	M.S. Elementary Administration	Southwestern Oklahoma State University
Cassandra Funderburk	Ed.D Educational Administration	Oklahoma State University
Raegan Martin-Teakill [Adjunct]	MEd Reading	Cameron University
Emily Ozment [Adjunct]	M.Ed. Special Education	Cameron University
Linda Wilson [Adjunct]	Ed.D Educational Leadership	Oklahoma State University

A.4.f. If available, information about employment or advanced studies of graduates of the program over the last five years: Information not available

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

Graduate Name	Employer	Job Title	If Continuing Ed, Program of Study
Jessica Adamson	Chickasha Public Schools	Teacher	
Allie LeBarre	Marietta Public Schools	Teacher	
Gabriella Shepard	Chickasha Public Schools	Teacher	
McKenzie Poplin	Edmond Public Schools	Teacher	
Ethan Weaver	Lawton Public Schools	Teacher	M.Ed. Teaching and Learning
Aljiana Wallace	Chouteau Public Schools	Teacher	
Regena Bradley	Deaf Education/SPED	Teacher	
Corey Hathorn	Elgin Public Schools	Teacher	
Jana Hapka	Lawton Public Schools	Teacher	
Halye Bolan	Anadarko Public Schools	Teacher	

Adrienne Mabry	Cache Public Schools	Teacher	
Sunny Watters	Duncan Public Schools	Teacher	M.Ed in Reading
Stevie Snare	Elgin Public Schools	Teacher	
Kaylee Anderson	Inola Public Schools	Teacher	
Isaiah Walker	Pawhuska Public Schools	Teacher	
Cheyenne Baggett	Lawton Public Schools	Teacher	
Carrie Smith	Collinsville Public Schools	Teacher	
Mackenzie Shappley	Bixby Public Schools	Teacher	
Calleigh Oviatt	Claremore Public Schools	Teacher	
Alexcaiya Varges	Sequoyah Public Schools	Teacher	
Abigail Cantrell	Collinsville Public Schools	Teacher	
Clayton Reynolds	Deer Creek Public Schools	Teacher	
Brinlea Crouch	Chelsea Middle School	Teacher	
Rachel Dupuy	Lawton Public Schools	Teacher	School Counseling
Mallory Majors	Boeveres Elem School	Teacher	
Mallory Moore	Lawton Public Schools	Teacher	
Savannah Munn	Rush Springs Public Schools	Teacher	
Macie Masoner	Ryan Public Schools	Teacher	
Danny McKillip	Lawton Public Schools	Teacher	
Alysa Guerra	Lawton Public Schools	Teacher	
Valli Duffy	Lawton Public Schools	Teacher	
Crysta Ramirez	Duncan Public Schools	Teacher	
Emily Nichols	Chattanooga PS	Teacher	
Jennifer Lancaster	Lawton Public Schools	Teacher	
Ivey McCauley	Comanche Public Schools	Teacher	
Angel Williams	Lawton Public Schools	Teacher	
Shaylan Watson	Lawton Public Schools	Teacher	
Corbin Crowder	Cache Public Schools	Teacher	
Morgan Hoyt	Lawton Public Schools	Teacher	
Ebony Gibson	Lawton Public Schools	Teacher	
Aleysha Almenau	Lawton Public Schools	Teacher	
Esmeralda Santos	Chattanooga Public Schools	Teacher	
Kaelen Estep	Duncan Public Schools	Teacher	
Breanna Timmons	Lawton Public Schools	Teacher	
Wilma Harris	Lawton Public Schools	Teacher	
Brooke Nichols	Lawton Public Schools	Teacher	
Mackenzie Levelle	Comanche PS	Teacher	
Erin Gibbs	Owasso Public Schools	Teacher	
Catherine Bains	Collinsville Public Schools	Teacher	
Courtney Matthews	Pryor Public Schools	Teacher	
Jessica Brown	Chelsea Public Schools	Teacher	
Roianne Whitlock	Collinsville Public Schools	Teacher	
Rachel Pinkston	Claremore Public Schools	Teacher	

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
The Apprenticeship/Paraprofessional to Educator Pathway beginning with Lawton Public Schools.	Program is being designed to support full-time paraprofessionals who hold an associate degree and are currently employed in the education field. The goal is to educate working paraprofessionals in our Elementary Education Program with MOUs from participating districts,	Fall 2026
120 credits for an Education Bachelor's of Science Degree.	Science Methods course will now count as part of the 4x12.	Fall 2026
Expand apprenticeship pathway with schools across the state	Use data from the pilot pathway with LPS to guide our plans for expansion	Fall 2027
Create a cohort for evening classes at a public school.	Once the apprenticeship pathway begins to grow, there will be a reason to offer more sections and we will use school sites as face to face evening options	Fall 2028

Program Review Report
3.7 Academic Program Review

Institution Name: Cameron University

Program Name and State Regents Code: English-BA (120)

Previous Review

Date (Year) of Last Review 2021

1. **Summarize key findings from previous internal and/or external reviews of this program.**
   The previous 5-year program review found that the English BA met minimum productivity expectations but experienced a sharp decline in enrollment and graduates in 2020-2021 as a result of the COVID-19 pandemic. Past program reviews and annual PQIR have shown that students consistently write well and graduate well-prepared for a variety of fields, including teaching and administrative work, and graduate study.

2. **What developments and actions have taken place since the last review?**
   The degree program underwent substantial modifications in 2022, eliminating options and streamlining the core to allow for more individually tailored exploration of electives. We are now closer to the benchmark of 1/3 general education, 1/3 in the major, 1/3 electives. Most notably, we reduced the number of required survey courses from 6 to 3, replacing the 3000-level period-based surveys with 4000-level "Studies In…" courses organized around deep focus on specific themes, genres, or movements. We also added a required course in technical writing to the core, based on recommendations from prior program reviews. General education enrollment has increased steadily over the last 5 years, especially in 1000-level ENGL courses.

Current Review

Date (Year) of Current Review 2026

Review Criteria:

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The English BA program's objectives align with the departmental mission statement, in that we provide "student-centered courses designed by dedicated faculty members who have extensive knowledge and experience in their fields and a deep commitment to teaching, scholarship, and service." The program shares the department mission to offer "high-impact learning experiences which prepare students for graduate school and professional careers, as well as to contribute to communities at home and abroad by fostering media literacy and cultural awareness, developing individual critical, analytical, and creative capacities, and encouraging habits of mind that will facilitate success in rapidly changing academic and professional worlds" (https://www.cameron.edu/cefl).

Student Learning Outcomes for the BA in English are as follows:

1. Students will think and read critically.
2. Students will apply literary theory.
3. Students are knowledgeable about literary genres.
4. Students will write well, with an understanding of rhetorical situation.
5. Students will write creatively, with competence in poetry and prose.

The English BA program prepares students for graduate work in English, Literature, American Studies, Cultural Studies, Library Science, and Law, among others. English majors also graduate well-prepared for careers in professional writing, editing/publishing, education, and administrative work. Our goal is to provide students with a strong foundation in critical thinking and communication skills applicable to a wide range of industries and career pathways.

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

Achievement of Graduates of the Program (addressed in table A.4.f.)

Curriculum
Students pursuing the BA in English take the following core courses which provide them with a well-rounded foundation in writing and literature:

- PRWR 2013 Intro to Creative Writing
- ENGL 2333 Intro to Technical Writing
- ENGL 3003 Intro to Literary Studies
- ENGL 3813 Literary Theory
- ENGL 4133 Studies in American Literature
- ENGL 4143 Studies in British Literature
- ENGL 4153 Studies in World Literature
- ENGL 4993 English Capstone

Plus 18 credit hours of electives in English or Professional Writing, through which students can choose courses and emphases relevant to their own career goals, whether that be technical writing, publishing, creative writing, or preparing for graduate studies. By not locking students into specific "tracks" or "options," the degree is more streamlined, improving time to graduation and reducing cost of delivery, and it also allows students the freedom to select electives that fit their interests and dynamically changing career pathways. This shift to a more flexible, "choose your own adventure" curriculum parallels similar curricular flexibility recently introduced at prestigious institutions like Boston University (which introduced similar flexible pathway BA English requirements in 2022).

Academic Resources
The CU Library maintains subscriptions to three digital databases devoted to the study of literature and creative writing: the MLA International Bibliography, JSTOR, and the EBSCO Poetry and Short Story database. Additionally, the library provides full access to the Oxford English Dictionary online (including etymology and usage history data for all words) to all students. Through the CU Library, English BA students also have access to 48,776 scholarly journals in the subject area of Language and Literature, including 7,620 journals devoted to American literature and 7,901 devoted to English literature. 18,452 titles in the library catalog are directly relevant to the English BA field of study, and the library's robust Interlibrary Loan (ILL) program, along with database access to eBooks, enables students to access literally any book they might need for their studies. The CU Library also holds 166 sound recordings and 308 video recordings related to English BA subject matter.

In addition to library resources, the department also has physical facilities dedicated to professional writing students. This suite of rooms includes meeting space, a multimedia classroom, events space, coworking areas for students, and a "big little free library" lounge with access to shared books and media resources.

Access to Information Technology Resources
In addition to a designated computer lab, English BA students have free access to the full Adobe Creative Cloud and MS Office suite of software applications. Through the CU Library, students can check out laptops, tablets, digital audio recorders, cameras and camcorders, and use 3-D printers and digital media equipment for course projects and personal pursuits. ENGL 4993 Capstone fulfills the university's "computer literacy" requirement through its focus on learning field-specific computer skills for research, writing, and digital publishing.

Special Services Provided to Students and/or Community
The program and department hosts numerous notable visiting writers for lectures and workshops open to both students and the broader community each year, including most recently James Cooper (bestselling novelist), Heather Hall (award-winning poet), Jed Dobson (Dartmouth scholar), Rena Mosteirin (poet and Dartmouth lecturer) among others from Oklahoma and across the nation. In collaboration with the McMahon Auditorium Authority, we hosted special events for the NEA Big Read bringing in nationally-renowned authors such as Mary Roach (2025), Thai Bui (2024), and Ross Gay (2023). An annual classic film lecture, funded by endowed lectureship, brings in a notable film studies scholar each year to present an evening-length talk (open to the public) and also guest-lecture in the Film as Literature course for our majors. Several program faculty lead "Let's Talk About it, Oklahoma" book discussions across the region multiple times a year, bringing literary scholarship to rural communities and a non-academic public audience. Students in the program have rich opportunities for service learning, internships, and applying their studies, such as writing internships with Thinkability, Inc. in Duncan and the McMahon Auditorium Authority here in Lawton. Program students and faculty collaborate to teach creative writing classes open to the public at the Carnegie Library downtown, and our student organization "The Writer's Studio" hosts open mic nights and other special literary events for fellow students and the general public. Students majoring in English also have the opportunity to join Sigma Tau Delta, the national honors society for English scholars. Students in

program classes edit and publish two literary journals, *The Gold Mine* and *The Oklahoma Review*, both of which also offer opportunities for English majors, as well as the full student body and community members, to publish their creative works.

Alignment with Industry or Professional Standards

English BA curriculum and program activities align with all 7 of the core National Association of Colleges and Employers (NACE) Career Readiness Competencies, as follows:

NACE Competency	Aligned NACE "sample behaviors"	Aligned program curriculum / activities
Career & Self-Development	"Display curiosity; seek out opportunities to learn" "Establish, maintain, and/or leverage relationships with people who can help one professionally"	Students develop mentoring relationships with program faculty, who also help connect students with internship and career opportunities. A program curriculum allowing for 18 credit hours in ENGL electives encourages students to be curious and explore a variety of subject areas. A wide array of service-learning opportunities and co-curricular activities allows students to seek their own "opportunities to learn."
Technology	"Identify appropriate technology for completing specific tasks" "Quickly adapt to new or unfamiliar technologies"	Capstone students learn computer literacy skills relevant to professional writing, copyediting, and the publishing industry. Students in Magazine Editing learn software and technologies for layout, design, and publishing in print and online.
Teamwork	"Collaborate with others to achieve common goals" "Exercise the ability to compromise and be agile" "Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience"	English majors develop teamwork and conflict-management skills through class discussions, group projects, and collaborative learning like editing the literary journals. Some internship and service learning projects also require collaboration with outside organizations like local nonprofits, city government, and federal agencies, encouraging students to interact with diverse personalities. Poetry is a genre of ambiguity, and teaches students to respect multiple possible interpretations.
Professionalism	"Be present and prepared" "Demonstrate dependability" "Have an attention to detail"	Close reading and literary analysis cultivates attention to detail; classroom learning and co-curricular activities like internships or editing the literary journals develops dependability and demands professionalism and presence.
Leadership	"Use innovative thinking to go beyond traditional methods" "Plan, initiate, manage, complete, and evaluate projects" "Seek out and leverage diverse resources and feedback from others to inform direction"	Coursework in the major requires students to undertake major final projects each year, seeking feedback from others and identifying the resources that will help them achieve their goals. Many courses also require students to undertake creative projects that require "innovative thinking" and exploration beyond "traditional methods," often also asking students to evaluate their own performance on these projects.
Critical Thinking	"Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes" "Gather and analyze information from a diverse set of sources and individuals to fully understand a problem" "…Recognizing the diverse perspectives and lived experiences of stakeholders"	The work of literary analysis, the core skill of our field, is one in which students must accurately summarize information and consider personal biases as well as the diverse perspectives and experiences of authors and characters to craft an effective interpretation. In writing a literary analysis–asked of students in every core course for the major, students must seek out and analyze information from a wide range of sources–the text itself, literary criticism, authorial biography, historical context–to fully understand the text at hand.
Communication	"Communicate in a clear and organized manner so that others can effectively understand" "Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences"	Our program outcomes emphasize and assess effective written communication in every course in the major. Core courses like "intro to creative writing" and "intro to technical writing" cultivate skillsets for writing for different purposes and contexts, including considering cultural differences and individual expectations of various audiences.

Documentation of Student Achievement & Evidence of Student Learning and Teaching Effectiveness

Because the curriculum and program outcomes were modified during the last 5 years, PQIR data is not longitudinally comparable across all 5 years. This table continues on the next page with data for the post-2022 revised outcomes and measures. Data for 2025-2026 is not yet available. In the last program review (2021), data from the 2020-2021 cycle was not yet available, so that assessment cycle is included here. The last five years of available data is presented below:

Measure	2020-2021	2021-2022	2022-2023		
Outcome 1.1: Students Will Think and Read Critically					
1.1.1 Survey Class Research Paper	MET	MET	MET		
1.1.2 Research Project from ENGL 3113	MET	MET	MET		
1.1.3 Critical Approach Paper	MET	MET	MET		
1.1.4 Literary Theory Paper	MET	NOT MET	MET		
Outcome 1.2 Students Will Apply Literary Theory					
1.2.1 Research Project from ENGL 3113	MET	MET	MET		
1.2.2 Critical Approaches Paper	MET	MET	MET		
1.2.3 Literary Theory Paper	MET	MET	MET		
Outcome 1.3 Students Are Knowledgeable About Literary Movements					
1.3.1 Survey Class Research Paper	MET	NOT MET	MET		
1.3.2 Capstone Project	MET	MET	MET		
Outcome 1.4 Students Are Knowledgeable About Literary Genres					
1.4.1 Personal Essay from ENGL or PRWR 3303	MET	not collected	MET		
1.4.2 Fiction Portfolio	MET	MET	MET		
1.4.3 Poetry Portfolio	MET	MET	MET		
Outcome 1.5 Students Are Knowledgeable About the Coding of Diversity in Literary Texts					
1.5.1 Survey Class Research Paper	MET	NOT MET	MET		
1.5.2 Research Project from ENGL 3113	MET	MET	MET		
1.5.3 Embedded Exam Question in ENGL 3003	not collected	not collected	*discontinued*		
Outcome 1.6 Students Will Write Well, With an Understanding of Rhetorical Situation					
1.6.1 Personal Essay from ENGL or PRWR 3303	MET	not collected	MET		
1.6.2 Capstone Project	MET	MET	MET		
1.6.3 Fiction Portfolio	MET	MET	MET		
1.6.4 Poetry Portfolio	MET	MET	MET		
1.6.5 Literary Theory Paper	MET	MET	MET		
Outcome 1.7 Students Will Write Creatively, With Competence in Poetry and Prose					
1.7.1 Personal Essay from ENGL or PRWR 3303	MET	not collected	MET		
1.7.2 Fiction Portfolio	MET	MET	MET		
1.7.3 Poetry Portfolio	MET	MET	MET		
**New outcomes and measures introduced starting AY 2023-2024*				**2023-2024**	**2024-2025**
Outcome 1.1 Students Will Think and Read Critically					
1.1.1 Research Papers from ENGL 4133, 4143, and 4153				MET	MET
1.1.2 Critical Approach Paper				MET	MET
1.1.3 Literary Theory Paper				MET	MET
Outcome 1.2 Students Will Apply Literary Theory					
1.2.1 Critical Approaches Paper				NOT MET	MET
1.2.2 Literary Theory Paper				MET	MET
Outcome 1.3 Students Are Knowledgeable About Literary Genres					
1.3.1 Personal Essay from ENGL or PRWR 3303				not collected	NOT MET
1.3.2 Fiction Portfolio				MET	MET
1.3.3 Poetry Portfolio				NOT MET	MET
Outcome 1.4 Students Will Write Well, With an Understanding of Rhetorical Situation					
1.4.1 Personal Essay from ENGL or PRWR 3303				not collected	MET

1.4.2 Capstone Project				MET	not collected
1.4.3 Fiction Portfolio				NOT MET	MET
1.4.4 Poetry Portfolio				NOT MET	MET
1.4.5 Literary Theory Paper				MET	MET
Outcome 1.5 Students Will Write Creatively, With Competence in Poetry and Prose					
1.5.1 Personal Essay from ENGL or PRWR 3303				not collected	MET
1.5.2 Fiction Portfolio				MET	MET
1.5.3 Poetry Portfolio				NOT MET	MET

In addition to changing the outcomes for the 2023-2024 assessment cycle, because of core curriculum changes we also changed the artifacts assessed. While the Fiction Portfolio and Poetry Portfolio used to be collected from upper-division courses in Fiction and Poetry, with the creative writing option removed from the degree requirements, these upper-division classes were no longer required or regularly offered. As a result, we began collecting the portfolios from the entry-level course PRWR 2013, Intro to Creative Writing. In an introductory-level course, students were not yet as skilled in these genres and clearly struggled the first year these measures were collected. With clearer guidance and a stronger emphasis on skill improvement in the subsequent years, student performance increased. We are still in the process of revising our assessment methods for the English BA, especially as ENGL 3303 and PRWR 3303 are no longer required core courses, and thus may not be offered or have English majors enrolled in them every assessment cycle.

Additional Evidence of Teaching Effectiveness:
The below chart displays the average "Excellent Teacher" score (on a 5-point scale) across all English BA program faculty in their courses taught for the major. Spring 2026 data is not yet available.

Semester	"Excellent Teacher" Avg
Summer 2021	4.91
Fall 2021	4.79
Spring 2022	4.91
Summer 2022	4.85
Fall 2022	4.86
Spring 2023	4.73
Summer 2023	5.00
Fall 2023	4.89
Spring 2024	4.78
Summer 2024	4.93
Fall 2024	4.74
Spring 2025	4.81
Summer 2025	4.92
Fall 2025	4.56

Source: IDEA Evaluations of teaching (Anthology)

Regional or National Reputation of Program
Contributing to the regional and national reputation of the program, English faculty have published work in prestigious national and international scholarly journals, such as *Business and Professional Communication Quarterly*, *Leviathan: A Journal of Melville Studies*, and the journal of the *Conference on College Composition and Communication*. English faculty participate in regional, national, and international academic organizations and present at prestigious national and international conferences, often accompanying student researchers. English program faculty have presented work at the following regional, national, and international conferences in the last five years: South Central Modern Language Association (SCMLA), American Literature Association (National), Society of Nineteenth-Century Americanists (international), American Studies Association (international), Society for Utopian Studies International Conference; International Conference of the Association for Business Communication; International Association for Intercultural Communication Studies, and have been invited readers at the Scissortail Writers' Festival, Chikaskia Writers Festival, Oklahoma Arts Conference, and the Woody Guthrie Festival. As mentioned above, program faculty are frequent featured speakers leading "Let's Talk About It Oklahoma" book discussions across the region. Program faculty also have work

published in many journalistic and creative publications, such as *Southwest Impressions, Isele Magazine*, *Edge Effects*, and *The Oklahoma Review.* English BA students have had work accepted for presentation at the following regional and national conferences in the last five years: Southwest Popular/American Culture Association; Wooden O Symposium; National Conference on Undergraduate Research, and Oklahoma Research Day.

Faculty Qualifications (addressed in table A.4.e.)
In addition to the outstanding academic and experiential qualifications of English program faculty noted in Table A.4.e. faculty teaching in this program have also won the following awards in the past 5 years: Faculty Award for Excellence and Innovation in Teaching (multiple), Faculty Award for Excellence in Mentoring Student Research (multiple), and the prestigious Hackler Award for Teaching Excellence.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Degrees: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame	Enrollment/Majors	Graduates/Degrees
2021-2022	31	9
2022-2023	24	7
2023-2024	23	4
2024-2025	33	5
2025-2026	24	9*
5-Year Average	**27**	**6.8**

*Degrees awarded in SP26 are included but not yet finalized.
Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.* Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
PRWR 3013*†	1	8	24	*	*	*	*	*	*	*	*	*	*	*	*
PRWR 3403*†	1	4	12	*	*	*	*	*	*	*	*	*	*	*	*
PRWR 3991†	1	1	3	*	*	*	*	*	*	*	*	*	*	*	*
PRWR 3993*†	1	10	30	*	*	*	*	*	*	*	*	*	*	*	*
PRWR 4963*†	4	18	54	*	*	*	*	*	*	*	*	*	*	*	*
ENGL 4023*†	1	15	45	*	*	*	*	*	*	*	*	*	*	*	*
PRWR 3303*	1	13	39	*	*		*	*		*	*		*	*	
PRWR 2013**	2	17	51	**	**		**	**		**	**		**	**	
ENGL 2333	1	8	24	1	12	36	1	9	27	1	11	33	1	6	18
ENGL 3813	1	12	36	1	5	15	1	9	27	1	10	30	1	11	33
ENGL 4993	1	1	3	1	6	18	1	6	18	0	0	0	1	9	27
Totals	**15**	**107**	**321**	**3**	**23**	**69**	**3**	**24**	**72**	**2**	**21**	**63**	**3**	**26**	**78**

† marks courses exclusive to the program but only part of one of the two "options" (thus not required of all majors)
** marks courses no longer part of core after 21-22 catalog year; while they may have been offered after 21-22, at that point they were offered as electives open to any major, and are not counted here as sections offered exclusively for the major post the curriculum revisions.*
*** PRWR 2013 Intro to Creative Writing was an "exclusive" course prior to 2021-2022 but since then is also shared by other degree programs (125 BA English Ed) and therefore is not included in the "exclusive to the major" count post the curriculum revisions.*
Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

NOTE: for this data, "major courses in the degree program" include all ENGL and PRWR courses either part of the core degree requirements or eligible for use as the required electives for the degree, which does include courses shared with other degree programs. I am not including 1000-level courses here, as they are not eligible for use as electives in the major (though they are our largest producer of SCHP).

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Totals	5 Yr Avg
1000	-	-	-	-	-	-	-
2000	156	174	309	183	126	948	189.6
3000	441	281	231	327	239	1519	303.8
4000	273	204	267	231	255	1230	246
Totals	870	659	807	741	620	3697	739.4

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	15	3	3	2	3
Number of courses (sections) taught in the department	246	295	320	356	389
Percentage of courses sections) taught exclusively for program	6.09%	1.02%	0.94%	0.56%	0.78%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.; AY 25-26 numbers pulled from Course Schedule since SP26 data not yet available in Tableau*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	6.09%		1.02%		0.94%		0.56%		0.78%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$36,500	$2,223	$36,500	$372	$30,000	$282	$30,000	$168	$30,000	$234
Departmental Travel	$11,500	$700	$11,500	$117	$11,500	$108	$13,500	$76	$13,500	$105
Faculty Salaries	$1,173,143	$71,444	$1,173,991	$11,975	$1,011,835	$9,511	$1,001,393	$5,608	$973,560	$7594
Staff Salaries	$29,849	$1818	$31,849	$325	$25,000	$235	$25,500	$143	$25,500	$199
Fringe Benefits	$528,716	$32,199	$523,941	$5,344	$468,962	$4,408	$479,870	$2,687	$492,201	$3839
Adjunct Wages	$115,000	$7004	$119,000	$1,213.80	$133,875	$1,258.43	$133,875	$749.70	$133,875	$1044
Student Wages	$22,800	$1,389	$25,500	$260.10	$23,500	$220.90	$23,500	$131.60	$23,500	$183.30
Totals	**$1,917,508**	**$116,776**	**$1,922,281**	**$19,607**	**$1,704,672**	**$16,024**	**$1,687,638**	**$9450**	**$1,692,536**	**$13,198**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*

**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

Please see notes below table; because of degree modifications undertaken AY 2021-2022, some courses were no longer offered, or no longer were part of other degree programs after SU22.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
ENGL 0113*	4	56	168	4	46	138	4	35	105	5	52	156	0	0	0	**567**
ENGL 0512*	7	56	112	6	42	84	7	49	98	9	61	122	9	91	182	**724**
ENGL 1113*	51	850	2550	69	848	2544	87	936	2808	104	982	2946	48	941	2823	**15,936**
ENGL 1213*	36	661	1983	53	716	2148	69	784	2352	81	863	2589	50	855	2565	**12,372**
ENGL 2013*	1	9	27	0	0	0	1	7	21	0	0	0	0	0	0	**48**
ENGL 2053*	0	0	0	1	15	45	0	0	0	1	11	33	0	0	0	**78**
ENGL 2313*	1	7	21	0	0	0	1	10	30	0	0	0	0	0	0	**51**
ENGL 2323*	1	11	33	0	0	0	0	0	0	0	0	0	0	0	0	**33**
ENGL 2343*	0	0	0	0	0	0	1	20	60	0	0	0	1	15	45	**105**
ENGL 3003	2	25	75	1	14	42	1	17	51	2	18	54	1	18	54	**276**
ENGL 3033~	1	14	42	0	0	0	0	0	0	0	0	0	0	0	0	**42**
ENGL 3043~	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	**3**
ENGL 3063~	1	21	63	1	7	21	0	0	0	0	0	0	0	0	0	**84**
ENGL 3113~	1	12	36	~	~		~	~		~	~		~	~		**36**
ENGL 3303~	1	11	33	~	~		~	~		~	~		~	~		**33**
ENGL 4133+	1	20	60	0	0	0	1	13	39	1	19	57	1	7	21	**177**
ENGL 4143+	1	1	3	1	9	27	1	9	27	1	10	30	1	17	51	**138**
ENGL 4153+	1	12	36	1	5	15	1	12	36	0	0	0	1	19	57	**144**
Total	**111**	**1767**	**5245**	**137**	**1702**	**5064**	**174**	**1892**	**5627**	**204**	**2016**	**5987**	**112**	**1963**	**5798**	**30847**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
** supports general education*
~ courses taught in BA English that supported other degree programs, 2021-2022 catalog year only (courses may still be offered, but are no longer part of other degree programs)
+ courses taught in BA English that supported other degree programs, post degree modifications

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 specialized courses within the curriculum:

*NOTE: this list includes only **current** (2026) faculty who teach courses for the English major and does not include faculty who may have taught during the 4 previous years but have since retired or departed. This does not include faculty who only teach gen ed courses or courses exclusively for other degree programs in the department. Professors Jenkins and Gonzalez only occasionally teach courses for the BA English (such as World Literature or Screenwriting). This equates to 7.5 full-time-equivalent faculty teaching specialized courses in the program.*

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Schneider, Carie	PhD, English	University of Arizona
Carney, William	PhD, English	Texas Tech University
Chaffins, Leah	MFA, Creative Writing	Oklahoma City University
Hodgson, John	PhD, English	University of Oklahoma
Liu, Yingqin	PhD, Technical Communication and Rhetoric	Texas Tech University
Morris, John	PhD, English	Arizona State University
Jenkins, Mattison*	Ed.D, Professional Studies; MS, Public Communication	Delta State University; Syracuse University

Gonzalez, Jose Antonio*	PhD, Hispanic Studies	Florida State University
Durant, Maureen (part-time)	MFA, Creative Writing	Queens University of Charlotte

A.4.f. If available, information about employment or advanced studies of graduates of the program over the last five years:
Information was not available or collected for all graduates during this review cycle.

Name	Employer	Job Title	If Continuing Education, Program of Study
AY 2021-2022			
Deborah Walker	--*Continuing Education*		MS Behavioral Sciences
Alison Malawey	Credit Union	Associate	
Rachel Bustos	Self-Employed	Entrepreneur	
Raeven Bird	Lawton Public Schools	Teacher	
Jerrica Baker	Anadarko Middle School	Teacher	
Cheyenne Price	Self-employed	Entrepreneur	
Jade Cobb	Cameron University	Library Specialist	
AY 2022-2023			
Tiffany Morrow			M.Ed. Education
Thomas Juarez	Ft. Sill / Defense Contractor	Educator / Trainer	
Lauren (Wyn) Jessie	Lawton Community Health Center	Admin. Associate	
Chandler Shirley	Cameron University	Concurrent Liaison	
Courtney McEunn	--*Continuing Education*		MFA Creative Writing
Alyson Hays	Lawton Public Schools	Teacher	
AY 2023-2024			
Stephanie Osburn	Lawton Public Schools	Teacher Assistant	
Makenna Hill	Frederick Public Schools	Teacher	MA English
Savannah Lear	--*Continuing Education*		MA English
AY 2024-2025			
Kaley Muse	Scissortail Children's School	Teacher	
Ryn Swinson	VisitDuncanOK	Digital Content Manager	
Katherine (Kai) Bartek	--*Continuing Education*		MS Behavioral Science
AY 2025-2026 **2025-2026 information has not yet been collected; the following is anecdotal information provided by students*			
Jessica Garoutte	--*Continuing Education*		MA English
Aujaneah Johnson	Self-employed / Freelance	Writer	
Stormee Reed	Pursuing Employment Options		
Nicholas (Troy) Spurlin	Pursuing Employment Options		
Mykayla Waller	--*Continuing Education*		Master of Fine Arts
Clara Williams	--*Continuing Education*		MS Organizational Leadership

A.4.g. If available, information about the success of students from this program who transferred to other institutions:
Information not available

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:

All of the following recommendations support our above recommendation to maintain the program. Redesigning the capstone experience and developing additional embedded microcredentials will not only support retention and enrollment in the program, but will also offer our graduates additional professionalization and further supports for post-graduation achievement.

Recommendations	Implementation Plan	Target Date
Maintain program strength and sustainability	Improve department communication, marketing, and outreach, including program flyers, social media, website redesign, participation in recruitment events, and direct outreach to feeder schools and potential students	Sustained program strength and size at next 5-year review (2030)
Redesign capstone experience	Continue to update capstone course curriculum, design, and delivery to align with current workforce preparation needs, including new technology and an applied-learning component (internship or job shadowing)	Develop and implement new Capstone curriculum by 2030
Develop additional embedded microcredentials in professional writing	Through advisory boards and external consultation with local industry, identify areas of most need and develop microcredentials in those topics	2 new microcredentials by 2030

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**.

Institution Name: Cameron University
Program Name and State Regents Code: History-BA (130)

Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
Based on the previous 5-year program review, the department recommended maintaining the program at the current level at the time (maintaining the same course offerings and rotation). The department also recommended that the History program offer Senior Seminar in History (the capstone course) every spring semester with a minimum of 5 enrolled. Previous findings also noted that the department was very dependent on adjuncts and staffing challenges could be remedied with a new position.

2. What developments and actions have taken place since the last review?
The department changed the Senior Seminar in History to a 0-load capstone experience. The Introduction to Historical Research and Writing (HIST 2133) course changed to Historical Research and Writing (HIST 3583). Staffing challenges have only increased and as of the most recent academic year, the program has only three full-time historians. The fourth historian is an academic dean and teaches only one course a year. Further contributing to staffing challenges is robust enrollment at the concurrent level.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:
The BA in History program seeks to provide high quality instruction to students at the undergraduate level by providing a student-centered learning environment that prepares students for professional success, responsible citizenship, and lifelong learning through critical thinking, problem solving, ethical understanding, and active/experiential learning. Our program empowers students to explore their interests, express ideas, and develop into responsible citizens. The following objectives enable students to achieve these goals:

1. Students will analyze historical texts for meaning.
2. Students will construct a sustained and coherent argument based on both primary and secondary sources.
3. Students will assess conflicting interpretations and views of past events and issues within the historical profession.
4. Students will frame and articulate a research question and thesis and organize the results of research to support that thesis.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
Achievements of Graduates of the Program
The History program prepares students for both employment and graduate study in History. From 2021–2026, 19 of 30 (63%) are gainfully employed. Of those employed, 6 (32%) were employed as teachers at the middle or high school level. Six of the program's 30 graduates, or 20%, pursued graduate degrees in History, including four master's students and two doctoral students. No information was available for 4 of our graduates (13%) and one graduate (3%) is retired from the United States Army.

Curriculum
The History program at CU is composed of 42 credit hours (14 courses) and one 0-hour capstone experience. The curriculum exposes students to a wide array of historical courses and imbeds opportunities for student research,

internships, experiential learning, and immersive learning opportunities. During the 2021-2026 timeframe, 9 students completed internships at local museums. Also, in the past five years, the program utilized two student researchers on an open access high school history textbook. Two students have gained valuable experiences that have and will contribute to their work in graduate school and in teaching. A second example of high impact learning is a new opportunity for students to work with a faculty member to review and catalogue Jari Askins's papers before they are housed permanently at the Oklahoma Historical Society. Student work on this project will happen both in and outside of classes and will culminate with student presentations at the Askins Symposium in Duncan in December 2027. Faculty also mentored students presenting at Oklahoma Research Day, Phi Alpha Theta (PAT) regional history conferences, and the National Conference on Undergraduate Research (NCUR).

Special Services Provided to Student and Community

A prominent program embedded within the curriculum and provided to students is the immersive learning opportunity for field study associated with the spring upper-level US History course. In 4 of the 5 academic years of the 2021-2026 period (2021-2022 field experience was canceled due to COVID pandemic), Senior Instructor Travis Childs organized a Spring Break field study experience aligned with the topic of the course that he was teaching in that semester. Instructor Childs applied for funding through endowed lectureships and provides this opportunity at little or no cost to students.

A special service provided to the community and the State of Oklahoma as a whole are the forthcoming publications from Dr. Sarah Janda. *Making Oklahoma, A History*, coauthored with Dr. Patti Laughlin (UCO) is an open-access history textbook that will be available for adoption in August 2026 and is hosted on the Oklahoma Historical Society website. A trade version, *Oklahoma Reconsidered*, is expected in September 2026 and will be available for broader public readership.

Evaluate Program Against Industry or Professional Standards

The History program at CU aligns with the professional standards established by the American Historical Association. Specifically, the program's student learning outcomes and core competencies reflect the five competency areas identified in the AHA's History Discipline Core (https://www.historians.org/resource/history-discipline-core/):

- Historical Comprehension: The ability to read closely, contextualize, and understand diverse perspectives from the past.
- Analysis and Critical Thinking: Interpreting historical evidence, evaluating sources, and identifying historical arguments.
- Historical Research: Formulating historical questions and finding and evaluating primary and secondary sources.
- Historical Communication: Crafting clear, persuasive, and evidence-based historical narratives and arguments.
- Global and Diverse Perspectives: Understanding the past through a lens of human diversity, global processes, and cross-cultural interaction.

CU Student Learning Outcome	AHA History Discipline Core Competency
SLO 1: Students will analyze historical texts for meaning.	Developing Historical Methods; Recognizing the Complexity of the Historical Record
SLO 2: Students will construct a sustained and coherent argument based on both primary and secondary sources.	Crafting Historical Arguments and Narratives; Developing Historical Methods
SLO 3: Students will assess conflicting interpretations and views of past events and issues within the historical profession.	Recognizing the Complexity of the Historical Record
SLO 4: Students will frame and articulate a research question and thesis and organize the results of research to support that thesis.	Generating Historical Questions and Research; Crafting Historical Arguments and Narratives

Ability of Students/Specific Documentation of Student Achievement

Although the COVID-19 pandemic affected the early portion of the 2021–2026 review period, students in the CU History program have continued to demonstrate academic excellence through their participation in Oklahoma Research Day, NCUR, and regional Phi Alpha Theta (PAT) conferences. In 2023, E. Platz presented a well-received poster at Oklahoma Research Day. In Spring 2026, J. Garoutte presented another strong poster at NCUR in

Richmond, VA. At the PAT regional history conference in Spring 2024, H. Cunningham earned second place in the Undergraduate U.S. History Division for her research paper. More recently, O. Dias received third place in the undergraduate U.S. History Division for his conference presentation at the spring 2026 PAT regional history conference. These awards reflect the program's success in preparing students to conduct historical research, develop effective arguments, and communicate their findings to professional audiences. Student achievements at regional conferences provide additional evidence that the program's learning outcomes are being successfully achieved and that graduates are developing the analytical, research, and communication skills expected of history professionals.

Regional or National Reputation of the Program

The CU History Program has a strong reputation in the state for the involvement of students and faculty in the annual regional conference for Phi Alpha Theta, the national history honor society. History programs in the state take turns hosting the conference. Program faculty serve as judges of student sessions and in the period under review, we have had two students present papers and win awards. After a decline in Phi Alpha Theta membership during the pandemic, we have seen a renewed interest among students in joining the honor society. In the spring of 2026, we inducted seven new members. We hope to increase and maintain engagement with the annual Phi Alpha Theta Conference. CU has hosted this conference three times since 2003 and will likely host again in the next five years.

Faculty Qualifications

The History program currently has three full-time historians. The senior historian, Lance Janda, is the Dean of the College of Arts and Sciences and teaches one course a year. All full-time faculty and adjuncts meet the minimum faculty qualifications as iterated by the standards of the Higher Learning Commission (HLC). A summary of the achievements of faculty members over the 2021-2026 review period is below:

Dr. W. Douglas Catterall (Professor of History):

- Ph.D. History, University of Minnesota
- 1 book chapter (2024)
- 2 conference papers/panels, 2 invited lectures
- Co-organized 2 events in partnership with the Department of Communication, English, and Foreign Languages to bring poets Heather Kathleen Moody Hall (2026) and James Cooper (2025) to CU as part of the CU Visiting Writers series.
- Mentored two student poster presentations at Oklahoma Research Day (2023) and National Council for Undergraduate Research (2026).

Instructor Travis Childs (Senior Instructor of History):

- MA History, University of Texas at Arlington
- Coordinator of Social Studies Education Program
- Cameron University Excellence in Service Award, 2025
- 1 conference presentation
- Secured $83,926 in funding (2021-2026) to support student travel through CU endowed lectureships and CU internal grants for annual field study experience.

Dr. R. Lance Janda (Professor of History and Dean of the College of Arts and Sciences):

- Ph.D. History, University of Oklahoma
- Chair, Department of Social Sciences (2016-2025)
- Dean, College of Arts and Sciences (2025-2026)
- 1 book chapter (2024)
- Bi-Monthly Columnist for *The Lawton Constitution* (2021-2024)
- 2 conference presentations
- Weekly subject-matter expert, KSWO Channel 7

Dr. Sarah Janda (Professor of History):

- Ph.D. American History, University of Oklahoma
- Oklahoma Historians Hall of Fame, Oklahoma Historical Society, 2025
- Cameron University Faculty Hall of Fame, 2025
- 1 Book (2021), 1 forthcoming (2026)

- Raised over $40,000 through grants and gifts with co-author Patti Laughlin to support *Making Oklahoma: A History* open-access textbook
- 8 conference papers/panels, 3 invited lectures
- Mentored two award-winning student papers at Phi Alpha Theta regional history conferences.

Evidence of Student Learning and Teaching Effectiveness that Demonstrates the Program is Fulfilling its Educational Mission

PQIR SUMMARY*

Outcome	Measure	Findings
SLO 1: Students will analyze historical texts for meaning.	Document Interpretation Exercise; Student Satisfaction Survey	In the five-year period under review, 85.71% of students in HIST 4793 met the target which exceeded the benchmark. Program graduates have consistently expressed confidence in their mastery of this SLO.
SLO 2: Students will construct a sustained and coherent argument based on both primary and secondary sources.	Combined Historiographical/Research Paper; Student Satisfaction Survey	In the five-year period under review, 90.48% of students in HIST 4793 met the target which exceeded the benchmark. Program graduates have consistently expressed confidence in their mastery of this SLO.
SLO 3: Students will assess conflicting interpretations and views of past events and issues within the historical profession.	Combined Historiographical/Research Paper; Student Satisfaction Survey	This has proven to be the area where students most consistently struggle. However, in the five-year period under review 87.50% of students in HIST 4793 met the target, which still exceeded the benchmark. Despite the difficulty of this SLO, program graduates have consistently commented on how much they improved in this area.
SLO 4: Students will frame and articulate a research question and thesis and organize the results of research to support that thesis.	Combined Historiographical/Research Paper; Student Satisfaction Survey	In the five-year period under review, 100.00% of students in HIST 4793 met the target, which still exceeded the benchmark. Program graduates consistently indicate that they have either mastered or greatly improved on this SLO.

*SLO 3 and SLO 4 changed as of 2024-2025 and the program is starting to collect data.

A.3 Minimum Productivity Indicators:

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	29	6
2022-2023	21	12
2023-2024	16	7
2024-2025	17	0
2025-2026	26	4*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau,* https://www.cameron.edu/iraa/institutional-data/fact-book.
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau,* https://www.cameron.edu/iraa/institutional-data/fact-book.
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
HIST 2133*	1	12	36	1	11	33	0	0	0	0	0	0	0	0	0
HIST 3583	0	0	0	0	0	0	1	10	30	0	0	0	1	13	39
HIST 4790	0	0	0	0	0	0	1	5	0	1	2	0	1	4	0
HIST 4973**	**0**	**0**	0	1	12	36	1	8	24	**0**	**0**	0	1	12	36
Totals	**1**	**12**	**36**	**2**	**23**	**69**	**3**	**23**	**54**	**1**	**2**	**0**	**3**	**29**	**75**

*HIST 2133 was replaced by HIST 3583 after 2022-2023.
**HIST 4793 was replaced by HIST 4790 after 2022-2023.
Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	2,496	2,661	2,925	2,919	2,982	13,983	2,796.6
2000	219	207	195	201	153	975	195.0
3000	175	81	114	135	108	613	122.6
4000	162	168	125	108	186	749	149.8
Totals	**3,052**	**3,117**	**3,359**	**3,363**	**3,429**	**16,320**	**3,264.0**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	1	2	3	1	3
Number of courses (sections) taught in the department	174	198	226	225	219
Percentage of courses sections) taught exclusively for program	0.57%	1.01%	1.33%	0.44%	1.37%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	**0.57%**		**1.01%**		**1.33%**		**0.44%**		**1.37%**	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$25,800	$147	$25,800	$261	$25,800	$343	$25,800	$114	$20,000	$274
Dept. Travel	$8,000	$46	$8,000	$81	$8,000	$106	$9,000	$40	$9,000	$123
Faculty Salaries	$711,648	$4,056	$597,891	$6,039	$750,771	$9,985	$750,771	$3,303	$628,581	$8,612
Staff Salaries	$23,500	$134	$24,500	$247	$25,000	$333	$25,500	$112	$25,500	$349
Fringe Benefits	$349,978	$1,995	$362,259	$3,659	$345,078	$4,590	$342,847	$1,509	$347,130	$4,756
Adjunct Wages	$120,000	$684	$124,000	$1,252	$139,500	$1,855	$125,000	$550	$125,000	$1,713
Student Wages	$6,120	$35	$6,800	$69	$6,800	$90	$6,800	$30	$6,800	$93
Totals	**$1,245,046**	**$7,097**	**$1,149,250**	**$11,607**	**$1,300,949**	**$17,303**	**$1,285,718**	**$5,657**	**$1,162,011**	**$15,920**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department and rounded to the nearest whole number.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
HIST 1113	2	47	141	2	46	138	2	42	126	2	45	135	2	52	156	696
HIST 1123	2	44	132	2	39	117	2	42	126	2	55	165	2	42	126	666
HIST 1483	11	233	699	18	298	894	11	224	672	18	318	954	12	316	948	4167
HIST 1493	25	508	1524	29	504	1512	52	667	2001	52	555	1665	43	584	1752	8454
HIST 2113	1	38	114	1	35	105	1	32	96	1	34	102	1	31	93	510
HIST 2223	1	23	69	2	23	69	2	33	99	2	33	99	1	20	60	396
HIST 3583	0	0	0	0	0	0	1	10	30	0	0	0	1	13	39	69
Total	**42**	**893**	**2679**	**54**	**945**	**2835**	**71**	**1050**	**3150**	**77**	**1040**	**3120**	**62**	**1058**	**3174**	**14958**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
W. Douglas Catterall, Professor	Ph.D. In History	University of Minnesota
Travis Childs, Senior Instructor	MA in History	University of Texas at Arlington
R. Lance Janda, Professor and Dean	Ph.D. in History	University of Oklahoma
Sarah Janda, Professor	Ph.D. in History	University of Oklahoma
Adjunct Faculty	**Credential (i.e. MFA, PhD)**	**Institution that granted degree**

Alyssa Caitlin	MA in History	University of Miami
Michael Cox	Ph.D. in History	University of California
Leisha Estep	MA in History	University of Georgia
Elizabeth Fortkamp	MA in History	Gordon-Conwell Theological Seminary
Dana Hardacker	MA in History	Midwestern State University
Caitlyn Jacobs	MA in History	University of Central Oklahoma
Walter Kerrick	MA in History	University of Central Oklahoma
Matthew McMillian	MA in History	American Military University
Mark Megehee	MA in History	University of Oklahoma
Caroline Sibley	MA in History	Norwich University
Jeffery Taylor	Ph.D. in Religion	Baylor University
Paul Teague	MA in History	American Public University
Larry Terranova	MA in History	US Army War College
Jay Zgleszewski	MA in History	University of Nebraska–Kearney

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Bowers, Jeffrey	Duncan Police Dept.	Police Officer	
Delgado, Blakeleigh	Chisholm Trail Heritage Center	Docent/Sales Associate	
Fish, Tianna	Museum of Western Prairie	Customer Service Representative	
Howell, Phoenix	Spectrum of Hope ABA Therapy Center	RBT (Registered Behavior Technician)	
Long, Paul			BA Criminal Justice, CU
Marmolejo, Desiree	Clarendon College	Head Volleyball Coach	
Bell, Terry	LPS	Teacher/Coach	
Clark, Conrad			Ph.D. Candidate, U of Mississippi
Garza, Eric	Elgin HS		CU
Gonzalez, Mark	LPS	Teacher-Bishop	
Hill, Braden	Empire High	Teacher	
Koehler, Jason	Cache Public Schools	Paraprofessional	
Martindale, Logan	Cache Public Schools	Paraprofessional	
Miller, Skyler	Bob Moore Subaru	Sales	
Sellman, Aubrey	Close UP	Program Instructor	
Strange, Morgan	Army National Guard		
Bryan, Stephen			MA Religious History, Regent U
Connick, Dakota			MA in Education, CU
Cunningham, Hope	Western Historical Quarterly		Ph.D. Candidate, OU
Edwards, Lori	Cameron University		MA in Education, CU
Gonzalez, Mauricio			MA in Education, CU
Presgrove, Jessica	Hope Academy	Teacher	
Squire, Jacob	Greenlight Connections		
DeSilver, Jayson	Central Middle School	Teacher	
Marmol, James		Retired Military	
Thompson, Averee			MA Museum Studies

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available

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
The department recommends hiring an Assistant Professor of History to replace the full-time faculty member who transitioned into the role of dean. Given the growth in concurrent enrollment and the increasing difficulty of securing qualified adjunct instructors, replacing this position is urgently needed.	The Chair of the Department of Social Sciences will request the position of an Assistant Professor of History. If approved, the Chair will organize a search committee to conduct a national search during AY 26–27.	The goal of the search committee is to provide the Chair with a recommendation and identified finalist candidate for the position in the SP27 with a start date of the AY 27-28.
The department recommends exploring more opportunities for high impact experiential learning and increasing our current high impact experiential learning opportunities.	The program seeks to expand experiential learning opportunities by increasing student publication in *CHiPs*, encouraging greater participation in conference presentations, and providing additional opportunities for internships, research, and public history projects.	Faculty will review annually the number of students publishing in CHiPs, completing paper/poster presentations, internships, and other forms of experiential learning.

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Interdisciplinary Studies–AS (365)

Previous Review

Date (Year) of Last Review 2021

1. Summarize key findings from previous internal and/or external reviews of this program.
The AS-IDS has the capacity to be a critical part of the university's degree completion efforts. As an interdisciplinary degree that combines two areas of study with the general education curriculum, the program offers flexibility for students who may need to leave the university without completing the degree they originally intended or who need an efficient path to graduation after changing majors midway through their program. To realize the full potential of the program, increased promotion is necessary, both through academic advising and through the university's student success coaching program. In addition, efforts to align IDS options with proposed certificate programs so that students who may graduate without completing their original major can obtain certificates in areas relevant to their career goals.

2. What developments and actions have taken place since the last review?
Since the last review, targeted program marketing to students with a large number of hours and no clear path to graduation has been implemented and a faculty member with responsibility for IDS teaching and assessment has been identified. Since the last program review, the program has not met the minimum number of majors but has met the 5-year average for graduates.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The Student Learning Outcomes for the AS-IDS are as follows:

1) Students will understand major concepts from their primary and secondary concentrations and apply them to a research project.
2) Students will identify a viable career path related to their chosen concentration.
3) Students will be able to articulate their readiness for their chosen career field as it results from the coursework in their primary and secondary IDS concentrations.
4) Students will apply critical thinking skills to a specific contemporary issue related to their primary and secondary concentrations.
5) Students will communicate effectively.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
The AS-IDS is unusual in that it allows students to combine two areas of study within a single major, making it ideal for students who may be transferring large numbers of credits that do not apply to another CU degree program, who may have changed majors late in their degree program, or who may need to stop out on the way to a bachelor's degree. The program is extremely efficient in graduating students, with a 3:2 major to degree ratio, indicating that the AS-IDS is an effective path to graduation for students who have earned a large number of hours without yet obtaining a degree.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 25; Degrees: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.
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/Majors	Graduates/Degrees
2021-2022	4	4
2022-2023	6	4
2023-2024	5	4
2024-2025	6	10
2025-2026	7	6*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

A.4.a. Number and enrollment in courses taught exclusively for the major for each of the last five years:
Only one course, UNIV 2543, is exclusive to the AS in IDS and is housed in the Department of Psychology.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
UNIV 2543	1	2	6	3	4	12	2	6	18	2	10	30	2	7	21
Total	**1**	**2**	**6**	**3**	**4**	**12**	**2**	**6**	**18**	**2**	**10**	**30**	**2**	**7**	**21**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	0	0	0	0	0	0	0
2000	6	12	18	30	21	87	17.4
3000	0	0	0	0	0	0	0
4000	0	0	0	0	0	0	0
Totals	**6**	**12**	**18**	**30**	**21**	**87**	**17.4**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	1	3	2	2	2
Number of courses (sections) taught in the department	211	203	207	203	209
Percentage of courses (sections) taught exclusively for program	0.47%	1.48%	0.97%	0.99%	0.96%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount. (Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	**2021-2022**		**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
Program Cost (%)	0.47%		1.48%		0.97%		0.99%		0.96%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$13,500	$63	$13,500	$200	$13,500	$131	$13,500	$134	$13,500	$130
Departmental Travel	$6,000	$28	$6,000	$89	$6,000	$58	$7,125	$71	$7,125	$68
Faculty Salaries	$521,407	$2,451	$579,047	$8,570	$481,431	$4,670	$476,485	$4,717	$478,485	$4,593
Staff Salaries	$23,000	$108	$25,000	$370	$24,000	$233	$24,500	$243	$24,500	$235
Fringe Benefits	$252,343	$1,186	$261,045	$3,863	$235,649	$2,286	$250,879	$2,484	$252,294	$2,422
Adjunct Wages	$100,000	$470	$103,000	$1,524	$135,000	$1,310	$150,000	$1,485	$150,000	$1,440
Student Wages	$7,800	$37	$9,000	$133	$9,000	$87	$9,000	$89	$9,000	$86
Totals	**$924,050**	**$4,343**	**$996,592**	**$14,750**	**$904,580**	**$8,774**	**$931,489**	**$9,222**	**$934,904**	**$8,975**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for Department of Psychology, where the courses are housed.

A.4.d. Number and enrollment in courses in the program that support the general education component and other degree programs including certificates (if applicable):
No courses in the program support the general education or other degree programs or certificates.
Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:
Although there are no faculty members associated exclusively with the AS-IDS, two sections of the AS-IDS capstone are typically taught each year, meaning that approximately .25 FTE is dedicated to the program. A roster of faculty members who have taught the capstone over the last 5 years is below.

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Jason Poudrier	MFA	Oklahoma City U
Lynda Muller	MEd	CU

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Jennifer Bradley			BS, Psychology, CU

Jennifer Burks			BS, Psychology, CU
Alyssia Diaz			BS, Psychology, CU
Tamarshalita Johnson			BS, Interdisciplinary Studies, CU
Thomas Juarez	CGI Federal Inc.	Test Engineer	BA, English, CU
Cherry Martinez			BS, Family and Child Studies, CU
Kamdyn S. McAllister			BS, Speech-Language Pathology, USAO
Kayla Miller			BS, Psychology, CU
Jessica Moore			BS, Family and Child Studies, CU
Katelyn Morgan			BS, Psychology, CU
Torie Ortiz			MEd, Education, CU
Erycka Pretorius			Bachelor's, Engineering, OSU
Cole Pretorius			BS, Organizational Leadership, CU
Nicolas Raso			BME, Music Ed-Instr/General, SWOSU
Leighton L. Roach			BS, Information Technology, CU
Colton Seymour			BS, Organizational Leadership, CU
Kalisa Stancil	Beavers Animal Hospital	Veterinary Technician	
Kenneth P. Williams			BS, Interdisciplinary Studies, CU

A.4.g. If available, information about the success of students from this program who transferred to other institutions:
Information not available

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
Identify an academic home for the AS-IDS degree	The VPAA will assign the AS-IDS to an appropriate academic unit or college	5/1/2027
Work with the Student Enrichment Center to identify students who may benefit from pursuing the AS-IDS	The Student Enrichment Center will work with undecided students to move those who would benefit in the direction of the AS-IDS	12/30/2026
Create advisory board for AS-IDS	Identify local partners to serve on advisory board for AS-IDS	12/30/2026

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Interdisciplinary Studies–BS (360)

Previous Review

Date (Year) of Last Review 2021

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

The BS-IDS has the capacity to be a critical part of the university's degree completion efforts. As an interdisciplinary degree that combines two areas of study with the general education curriculum, the program offers flexibility for students who may need to leave the university without completing the degree they originally intended or who need an efficient path to graduation after changing majors midway through their program. To realize the full potential of the program, increased promotion is necessary, both through academic advising and through the university's student success coaching program. In addition, efforts to align IDS options with proposed certificate programs so that students who may graduate without completing their original major can obtain certificates in areas relevant to their career goals.

2. What developments and actions have taken place since the last review?
Since the last review, targeted program marketing to students with a large number of hours and no clear path to graduation has been implemented and a faculty member with responsibility for IDS teaching and assessment has been identified. Additionally, the program has exceeded the minimum for both majors and graduates.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:

The Student Learning Outcomes for the BS-IDS are as follows:

1) Students will synthesize and adapt major concepts from their primary and secondary concentrations in order to defend a position on a real-world problem.
2) Students will reflect on their preparation for their chosen career path and compose documents (written and oral) that market the skills and knowledge gained through their IDS concentrations to prospective employers.
3) Students will apply critical thinking and ethical principles to an analysis of an ethical dilemma related to their primary and secondary concentrations.
4) Students will communicate effectively in writing.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
The BS-IDS is unusual in that it allows students to combine two areas of study within a single major, making it ideal for students who may be transferring a large number of credits that do not apply to a CU degree program or who may have changed majors late in their undergraduate careers. The program is extremely efficient in graduating students, with a 3:2 major to degree ratio. On average, students graduate with 23 credit hours beyond the 120 required for graduation, but graduate quickly after entering the IDS program indicating that the BS-IDS is an effective path to graduation for students who have earned a large number of hours without yet obtaining a degree.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Degrees: 5*
Source: *OSRHE Chapter 3, Academic Affairs Policy, 3.7 Academic Program Review.*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	38	24
2022-2023	30	22
2023-2024	35	22
2024-2025	40	20
2025-2026	30	26*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

A.4.a. Number and enrollment in courses taught exclusively for the major for each of the last five years:
Only one course, UNIV 4543, is exclusive to the BS in IDS and is housed in the Department of Psychology.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
UNIV 4543	2	28	84	2	22	66	2	25	75	2	24	72	3	24	72
Total	**2**	**28**	**84**	**2**	**22**	**66**	**2**	**25**	**75**	**2**	**24**	**72**	**3**	**24**	**72**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	0	0	0	0	0	0	0
2000	0	0	0	0	0	0	0
3000	0	0	0	0	0	0	0
4000	84	66	75	72	72	369	73.8
Totals	**84**	**66**	**75**	**72**	**72**	**369**	**73.8**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	2	2	2	2	3
Number of courses (sections) taught in the department	211	203	207	203	209
Percentage of courses sections) taught exclusively for program	0.95%	0.99%	0.97%	0.99%	1.44%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount. (Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	**2021-2022**		**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
Program Cost (%)	0.95%		0.99%		0.97%		0.99%		1.44%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$13,500	$128	$13,500	$134	$13,500	$131	$13,500	$134	$13,500	$194
Departmental Travel	$6,000	$57	$6,000	$59	$6,000	$58	$7,125	$71	$7,125	$103
Faculty Salaries	$521,407	$4,953	$579,047	$5,733	$481,431	$4,670	$476,485	$4,717	$478,485	$6,890
Staff Salaries	$23,000	$219	$25,000	$248	$24,000	$233	$24,500	$243	$24,500	$353
Fringe Benefits	$252,343	$2,397	$261,045	$2,584	$235,649	$2,286	$250,879	$2,484	$252,294	$3,633
Adjunct Wages	$100,000	$950	$103,000	$1,020	$135,000	$1,310	$150,000	$1,485	$150,000	$2,160
Student Wages	$7,800	$74	$9,000	$89	$9,000	$87	$9,000	$89	$9,000	$130
Totals	**$924,050**	**$8,778**	**$996,592**	**$9,866**	**$904,580**	**$8,774**	**$931,489**	**$9,222**	**$934,904**	**$13,463**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for Department of Psychology where the course is housed.

A.4.d. Number and enrollment in courses in the program that support the general education component and other degree programs including certificates (if applicable):
The BS in IDS does not support the general education support or other degree programs.

Source: *Historic Headcount, AggieAccess https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	**Credential (i.e. MFA, PhD)**	**Institution that granted degree**
Lynda Muller	MEd	CU
Jason Poudrier	MFA	Oklahoma City U

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Matthew Barrier	Bandera County Extension Agent		
Hailie Callaway	Dept of Human Services	Case Manager II	MS, Behavioral Sciences, CU
Mary Lynn Campbell			Non-Degree Seeking, CU
Artaya Climes	Gym Facility		
Caleb Crawford	Silver Sage Community Center		
Stephanie Curtis	Sante Fe Middle School		
Michelle Dyer	Maritta Public Schools		
Christopher Glenn	AT&T	Technician	Bachelor's, Industrial Engineering, OU
Logan Hale	Forest Ridge		
Donna Harris	Quest Diagnostics	Supervisor	
Elizabeth Herringshaw			MEd, Education
Chelsie Hill			MA, Mental Health, CU
Cheyanne Hill	Victoria's Secret and Chief's Smokin' Icehouse		JD, Law, Oklahoma City U
John Holland			MEd, Education
Richard Johns			AAS, Information Technology, CU
Andrea Johnson	Dept of Human Resources		
Jessica Jones	Total Medical Personnel		Bachelor's, Diversified Studies, OKCU
Kailee Klinekole	Hillary Communications		MS, Behavioral Sciences, CU
Andrea Mayville	Cache Public HS		
Derek Nix	BNSF		
Torie Ortiz-Jones			MEd, Education, CU
Linda Powell-Cariker	Insurance Company		
Viki Reece			MA, Mental Health, CU
Moises Rosado-Contreras	Zumiez Clothing		Master's, English
Todd Sellars	Military		
Cody Sheppard	Lawton Public Sch		
Rebecca Slater	Jack Pratt Signs		MS, Behavioral Sciences, CU
Shirley Smith	Waurika Public Sch		
Wesley Stafford	Dept of Human Services	Child Welfare Specialist	
Caitlin Summars			MA, Mental Health, CU
Courtney D. Troxel			MEd, Education
Brooke Turney	Chickasaw Public Sch		MEd, Special Education, SWOSU
McKenzie Tysor			MS, Behavioral Sciences, CU
Tiffani Veal			Master's, Learning &Technology, Western Governors U
Tristen Wauqua			MS, Organizational Leadership, CU

A.4.g. If available, information about the success of students from this program who transferred to other institutions:
Information Not Available

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
Identify an academic home for the BS-IDS	The VPAA will identify an academic home for the BS-IDS	5/1/2027
Create an advisory board for the BS-IDS	The VPAA in conjunction with the academic deans will identify appropriate community partners and invite them to participate on a BS-IDS Advisory Board	12/30/2026
Explore the possibility of creating BS-IDS pathways for students who may benefit from a more flexible option for pursuing career goals.	The VPAA will work with the deans and chairs to explore the possibility of BS-IDS pathways.	5/1/2027

Program Review Report
3.7 Academic Program Review

Institution Name: Cameron University

Program Name and State Regents Code: Mathematics-BA (150)

Previous Review

Date (Year) of Last Review 2021

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

In the previous review cycle, the program had an average of 26 majors and 5 graduates per year and met the OSRHE's minimum standards for degree program productivity. The previous review compared the Student Learning Outcomes (SLOs) of Cameron University's (CU's) program with the program at Northwestern Oklahoma State University (NWOSU) and found that except for one outcome all the other outcomes were very similar.

The programs differ in their focus: CU's focuses on utilizing technology while NWOSU's focuses on utilizing spatial visualization and geometric modeling. The review noted the need to combine the three one-credit hour technology courses into a single three-credit hour course after observing weakness in utilizing technology as an effective tool in investigating, understanding, and applying mathematics. The previous review also identified the need for a feasibility study to replace the existing program with one in Applied Mathematics. However, due to the departure of the department chair and key faculty, progress has not been made on this task.

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

In Fall 2022, the department of Computing and Mathematical Sciences was created by merging the departments of Computing and Technology and Mathematics. As a result of the merge, the number of courses taught in the combined department increased, which explains the change in percentage of courses taught exclusively for the program (A.4.c., Part 1) as well as the change to the department budget from 2021-2022 to 2022-2023 and beyond (A.4.c., Part 2).

Overall, the mathematics program saw a decline in enrollment and graduation rates during this review cycle when compared to the previous review cycle. This decline started during the COVID pandemic and the program has not yet fully recovered. Another reason for the decline is the significant drop in international student enrollment. To attract more students to take mathematics courses beyond the calculus sequence, the program made several changes to its curriculum during the review period. Program faculty determined that students enrolled in other programs across campus were not able to take higher level mathematics courses because Foundations of Math (MATH 2613) is a required pre-requisite. Program faculty decided to replace this course with Discrete Math Structures (MATH 3413) and to distribute the content covered in MATH 2613 across other mathematics courses. Additionally, the Computer Science program at CU will be replacing their Discrete Mathematics (CS 1523) course with MATH 3413. MATH 3413 will also replace MATH 2613 as the pre-requisite for other upper division courses. We believe that these changes will result in more students choosing mathematics as their major or minor, especially in Computer Science and Engineering. The required program electives were also reviewed and courses that could be offered on a regular basis or used by other programs on campus were included. Electives that were not offered for a while were eliminated to make program requirements more transparent. Additionally, the program has updated and published a guaranteed course rotation that incorporates the above changes made to allow students to better plan their path to finishing their degree regardless of the semester in which they start. These approved changes will take effect in Summer 2026. Another change made to streamline the program combined the three required one-credit hour technology courses into a single three-credit hour Tech for Advanced Math (MATH 3003) course.

Beginning with Spring 2022, the department started offering gateway mathematics courses (Survey of Mathematics, Functions and Modelling, Intro to Statistics, and College Algebra) to concurrently enrolled students at rural high schools around Lawton via ITV. These courses are also being offered to concurrent students at the Life Ready Center (LRC) at Lawton Public Schools. The LRC plans to expands their mathematics offerings to Plane Trigonometry and the calculus sequence in the near future. Although these courses are not part of the BA in Mathematics program, we believe that using program faculty to teach these courses will allow opportunity for recruitment into the mathematics program by students in these courses.

Lastly, the program has seen a high faculty turnover over the last five years. In the previous review cycle, the program had six faculty members with terminal degrees in Mathematics or Statistics and five faculty members with Master's Degrees in Mathematics, Mathematics Teacher Education, Education and Behavioral Sciences. In the current review cycle, the number of faculty members with terminal degrees has declined to three and with Master's to two due to retirement and faculty leaving for other institutions.

Current Review

Date (Year) of Current Review 2026

Review Criteria

A. Vitality of the Program:

A.1 Program Objectives and Goals:

- Students will demonstrate a conceptual understanding of algebra, geometry, trigonometry, and calculus concepts.
- Students will apply major concepts from advanced algebra.
- Students will analyze ordinary differential equations.
- Students will construct mathematically rigorous and logically correct proofs.
- Students will formulate mathematical models that arise in real-world situations.
- Students will utilize technology as an effective tool in investigating, understanding, and applying mathematics.
- Students will analyze and solve problems through the application of concepts from algebra, geometry, trigonometry, and calculus.

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

The mission of the CU Department of Computing and Mathematical Sciences is to provide quality educational experiences in all computing and mathematical sciences courses offered through the department. The department offers courses that will provide all students, both majors and non-majors, with the knowledge and skills needed for life-long learning, as well as an appreciation for the beauty and power of computing and mathematical sciences. Majors will acquire a broad and solid base in computing and mathematical sciences, enabling them to continue their education in graduate school or to pursue careers in teaching, industry, or government.

During the past 5 years, ten (10) BA in Mathematics degrees were awarded (an average of 2 per year). Program graduates follow various career tracks including graduate studies and public and private sector jobs. A list of program graduates and their current status is located in A.4.f. Faculty believe that the program will grow in the next five years due to due to new career paths being created in the fields of Artificial Intelligence, Data Science and Analytics, Finance, etc. that have their base in mathematics. Since the program requires students to choose a minor to complete degree requirements, the department now publishes flyers that highlight minors that can lead to jobs in these fields, such as Computer Science, Information Technology, Information Systems, Business, etc.

The department will encourage student participation in meaningful educational experiences by supporting student organizations, scholarships, internships, and community and social activities. The department will also actively pursue increase of the program's reach by delivering asynchronous distance learning opportunities to students through the development and delivery of online courses. Additionally, the department will continue to support faculty research and professional development opportunities to recruit, develop, and retain highly qualified faculty and staff. Program faculty regularly review the degree program requirements against its peers. The table on p.3 compares our program requirements against its two peers.

Curriculum (Compared to other regional universities)

CU B.A. in Mathematics	NWOSU B.S. in Mathematics	SWOSU B.S. in Mathematics
Required core courses (36 hours)	**Required core courses (31 hours)**	**Required core courses (28 hours)**
Calc & Analytical Geom I (5) Calc & Analytical Geom II (5) Calc & Analytical Geom III (4) Foundations of Math (3) Intro Linear Algebra (3) Abstract Algebra (3) Differential Equations (3) Intro to Real Analysis (3) Math Capstone I (2) Math Capstone II (2) Tech for Advanced Math (3)	College Trigonometry (3) Statistics (3) Analytic Geom & Calc I (5) Analytic Geom & Calc II (5) Multivariable Calc (3) Discrete Math (3) Linear Algebra (3) Probability & Stats I (3) Math Techn (3)	Calc II (5) Foundations of Math (3) Linear Algebra (3) Abstract Algebra I (3) Real Analysis (3) Senior Seminar (2) One of the following: Multivariate Calc (3) Differential Equations (3) One of the following: Probability Theory (3) Math Stats (3) One of the following: Complex Variables (3) Abstract Algebra II (3) Probability Theory II (3)
Electives (6 hours)	**Electives (15 hours)**	**Electives (9 hours)**
History of Math, College Geom, Discrete Math Structures, Intro to Operations Research, Number Theory, Seminar in Math, Indep Study in Math, Math Stats I, Math Stats II	Advanced math electives (Any 3000 or 4000 level math courses, excl MATH 4442.)	6 hrs of upper-division math or stats. 3 hrs of computer sci programming or MATH 2003.
Graduation requirement summary	**Graduation requirement summary**	**Graduation requirement summary**
Min total hours for graduation: 120 Min Gen Ed hours: 40 Min major GPA: 2.0 Min overall GPA: 2.0	Min total hours for graduation: 120 Min Gen Ed hours: 45 Min major GPA: 2.0 Min overall GPA: 2.0	Min total hours for graduation: 120 Min Gen Ed hours: 44 Min major GPA: 2.0 Min overall GPA: 2.0

The programs at NWOSU and SWOSU are similar to CU's with few exceptions. For example, SWOSU requires Calc I as part of gen ed, but CU and NWOSU include it as part of program requirements. Additionally, the CU program solicits feedback from its Industrial Advisory Council (IAC) about program requirements. The IAC consists of outside reviewers in the regional industry, alumni, and/or current students of the program. The IAC meets annually with the faculty and the Department Chair to discuss the program's strengths and weaknesses, review the program's mission and objectives, and the skills sought by the local agencies represented on the board.

To ensure that students are meeting the learning objectives of the program, student achievement data is collected and presented in its annual assessment report. Assessment data is collected in multiple courses every semester. At the end of the academic year, the data is reported to the Office of Institutional Effectiveness (IE) for review. The program also administers the Major Field Area Test as an external source to measure the students' abilities. The (MFT) is a comprehensive standardized test administered by the Educational Testing Service (ETS) that measures students' mastery of factual knowledge, problem-solving, and critical thinking skills across core undergraduate mathematics curricula. The test is given to seniors in Mathematics Capstone II at the end of the semester. The table on pages 4-6 summarize the findings for the current review period. Due to a limited number of students being assessed, usually one or two, the target was not met on the measures that used MFT. Additionally, data for some measures is not reported in some years since the courses used for assessment are not offered every year.

SUMMARY OF ASSESSMENT FINDINGS FOR BA IN MATHEMATICS (150)

Outcome	Measure/Assessment	Findings
Students will demonstrate a conceptual understanding of algebra, geometry, trigonometry, and calculus concepts.	Mid-Level Assessment Exam	*Target*: 70% of students will correctly answer 9 or more out of the 15 questions related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2022-2023, 2021-2022 Target Met
	Survey of Graduates	*Target*: 75% of students will have a score ≥2 (i.e. meets or exceeds standard by giving a self-rating score of either 2 (I do this competently) or 3 (I do this well)) for the survey question 4.1 related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2022-2023, 2021-2022 Target Met
	Differential Equations Assessment	*Target*: 70% of students will successfully meet (score 2 or higher) one of two criteria associated with this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2021-2022 Target Not Met (Action Plan in Progress); 2023-2024 Target Met; 2022-2023 Not reported in this cycle
	ETS Major Field Test-Mathematics	*Target*: 75% of students will score better than one standard deviation below the national mean on the calculus portion. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2021-2022 Target Met; 2023-2024, 2022-2023 Target Not Met (Action Plan Created)
Students will apply major concepts from advanced algebra.	Mid-Level Assessment Exam	*Target*: 70% of students will correctly answer 1 or more out of the 2 questions related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2022-2023, 2021-2022 Target Met
	Survey of Graduates	*Target*: 75% of students will have a score ≥2 (i.e. meets or exceeds standard by giving a self-rating score of either 2 (I do this competently) or 3 (I do this well) for the survey question 4.2 related to this outcome. *Findings*: 2025-2026 Not yet reported, 2024-2025 Target Not Met (Action Plan Created); 2023-2024, 2022-2023, 2021-2022 Target Met
	ETS Major Field Test-Mathematics	*Target*: 70% of students will score better than one standard deviation below the national mean on the algebra portion. *Findings*: 2025-2026 Not yet reported, 2024-2025, 2023-2024 Target Not Met (Action Plan in Progress); 2022-2023, 2021-2022 Target Met
Students will analyze ordinary differential equations.	Differential Equations Assessment	*Target*: 70% of students will successfully meet (score 2 or higher) one of two criteria associated with this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2021-2022 Target Met; 2022-2023 Not reported this cycle
	Survey of Graduates	*Target*: 75% of students will have a score ≥2 (i.e. meets or exceeds standard by giving a self-rating score of either 2 (I do this competently) or 3 (I do this well) for the survey question 4.3 related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2022-2023, 2021-2022 Target Met; 2023-2024 Target Not Met (Action Plan Created)
Students will construct mathematically rigorous and logically correct proofs.	Differential Equations Assessment	*Target*: 70% of students will successfully meet (score 2 or higher) the one criterion associated with this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2021-2022 Target Not Met (Action Plan Created), 2023-2024 Target Met; 2022-2023 Not reported this cycle

	Proofs Collected from Classes	*Target*: 70% of students will meet or exceed standards for the proof (meet 4 or more of 6 criteria listed in the rubric). *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2022-2023 Target Met; 2021-2022 Target Not Met (Action Plan Created)
	Survey of Graduates	*Target*: 75 % of students will have a score ≥2 (i.e. meets or exceeds standard by giving a self-rating score of either 2 (I do this competently) or 3 (I do this well)) for the survey question 4.4 related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025 Target Not Met (Action Plan created); 2023-2024, 2022-2023, 2021-2022 Target Met
Students will formulate mathematical models that arise in real-world situations.	Differential Equations Assessment	*Target*: 70% of students will successfully meet (score 2 or higher) the one criterion associated with this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2021-2022 Target Met; 2022-2023 Not reported this cycle
	Survey of Graduates	*Target*: 75% of students will have a score ≥2 (i.e. meets or exceeds standard by giving a self-rating score of 2 (I do this competently) or 3 (I do this well)) for the survey question 4.5 related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2022-2023, 2021-2022 Target Met
Students will utilize technology as an effective tool in investigating, understanding, and applying mathematics.	Tech for Advanced Math Assessment-Mathematica	*Target*: 70% of students in MATH 3001 Mathematica will score 100% on the final programming project (meets and/or exceeds both parts of the rubric) *Findings*: 2025-2026 Not yet reported; 2024-2025 Target Met; 2023-2024, 2022-2023, 2021-2022 Not reported this cycle
	Tech for Advanced Math Assessment-MATLAB	*Target*: 70% of students in MATH 3001 MATLAB will score 100% on the final programming project (meets and/or exceeds both parts of the rubric). *Findings*: 2025-2026 Not yet reported; 2024-2025 Target Met; 2023-2024 Not reported this cycle; 2022-2023, 2021-2022 Target Met
	Tech for Advanced Math Assessment*	*Target*: 70% of students in MATH 3003 will score 100% on the final programming project (meets and/or exceeds both parts of the rubric). *Findings*: 2025-2026 Not yet reported; 2024-2025 Target Met
	Survey of Graduates	*Target*: 75% of the students will have a score greater than or equal to 2 (i.e. meets or exceeds standard by giving a self-rating score of either 2 (I do this competently) or 3 (I do this well)) for the survey question 4.6 related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2022-2023, 2021-2022 Target Met
Students will analyze and solve problems through the application of concepts from algebra, geometry, trigonometry, and calculus.	Mid-Level Assessment Exam	*Target*: 70% of students will correctly answer 2 or more questions out of the 4 questions related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025 Target Not Met (Action pan created); 2023-2024, 2022-2023, 2021-2022 Target Met
	Differential Equations Assessment	*Target*: 70% of students will successfully meet (score 2 or higher) the one criterion associated with this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2022-2023 Not reported this cycle; 2023-2024, 2021-2022 Target Met

* The individual Technology for Advanced Mathematics Assessments were combined into one when the three one-hour technology courses were combined into one three-hour course in AY 2024-2025.

	Survey of Graduates	*Target*: 75% of students will have a score ≥2 (i.e. meets or exceeds standard by giving a self-rating score of either 2 (I do this competently) or 3 (I do this well) for the survey question 4.7 related to this outcome. *Findings*: 2025-2026 Not yet reported; 2024-2025, 2023-2024, 2022-2023, 2021-2022 Target Met

The department and CU offer a host of academic resources to its students to help them succeed in their academic endeavors. CU's Eugene D. McMahon Library supports the learning needs of the Cameron community by connecting students, faculty, staff, and community members to information resources and services. The Student Enrichment Center's (SEC's) mission is to increase at-risk student persistence and completion by identifying at-risk students and providing access to personalized support and assistance to promote academic success. The Student SEC provides a variety of support services to CU students facing obstacles to successful degree completion. The Student Success Coach (SSC) works individually with CU students to improve goal setting, learning strategies, time management, and organizational skills, can assist students in navigating academic life., and provides academic advising services to students who have not declared a major. Once the student is ready, the coach will work with the student's major department to transition to a departmental advisor. To further help the students academically, CU students have several different options to obtain tutoring services. The Lawton Campus and Duncan campuses offer in-person and Zoom tutoring sessions for a variety of subjects. Please visit https://www.cameron.edu/tutoring and https://www.cameron.edu/duncan/services/tutoring-lab for more information. The students also have 24/7 online access to Tutor.com. Students can receive up to 10 hours of tutoring at no cost. Students can get expert help whenever they need it by connecting with a tutor online through the Tutor.com link in the Blackboard courses.

Students in the program have access to multiple computer labs furnished with standard and specialized software and hardware needed for their coursework. These labs are maintained by CU Information Technology Services (ITS). ITS also provides access to basic productivity tools, such as Microsoft 365, Adobe, etc., free of charge. The helpdesk, staffed by ITS, is available to assist students with technology-related issues. Students can contact the helpdesk via email, phone or in-person. Additionally, all departmental classrooms are now smart classrooms. These are state-of-the-art classrooms that enable instructors to have access to a computer, document camera, projector, and the internet for teaching purposes. In addition, Burch Hall B026 is equipped with a Smart Board, multiple cameras and monitors to support delivery of instruction.

To provide quality education, the program strives to hire and retain qualified faculty. The program requires a Master's degree in Mathematics or a related field for instructor-level positions and a PhD for Assistant Professor or higher-level positions. A list of mathematics faculty members is located in Table A.4.e. In addition to fulfilling teaching responsibilities, faculty members are actively involved in research and scholarly pursuits by publishing or reviewing scholarly work. Additionally, they are available to participate in public workshops and talks as needed.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Grads: 5*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	14	4
2022-2023	13	2
2023-2024	8	1
2024-2025	12	0
2025-2026	9	3*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
MATH 2613	1	10	30	1	10	30	1	4	12	1	8	24	1	6	18
MATH 3013	1	10	30	0	0	0	0	0	0	0	0	0	1	9	27
MATH 3213	1	5	15	0	0	0	1	2	6	0	0	0	1	4	12
MATH 4483	0	0	0	1	6	18	0	0	0	1	5	15	0	0	0
MATH 4782	1	3	6	1	4	8	1	1	2	1	1	2	1	4	8
MATH 4792	1	2	4	1	4	8	1	1	2	1	2	4	1	3	6
Totals	**5**	**30**	**85**	**4**	**24**	**64**	**4**	**8**	**22**	**4**	**16**	**45**	**5**	**26**	**71**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	2	0	0	0	0	2	0.4
2000	464	525	563	632	420	2604	520.8
3000	109	39	48	60	117	373	74.6
4000	10	53	4	72	26	615	33
Totals	**585**	**617**	**615**	**764**	**563**	**3144**	**628.8**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	5	4	4	4	5
Number of courses (sections) taught in the department	151	271	258	268	263
Percentage of courses (sections) taught exclusively for program	3.31%	1.48%	1.55%	1.49%	1.90%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total # of courses taught exclusively for program/Total # of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	3.31%		1.48%		1.55%		1.49%		1.90%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$13,000	$430	$23,000	$340	$23,000	$357	$23,000	$343	$23,000	$437
Departmental Travel	$7,000	$232	$11,500	$170	$11,500	$178	$12,375	$184	$12,375	$235
Faculty Salaries	$664,434	$21,993	$1,279,908	$18,943	$1,059,889	$16,428	$1,061,175	$15,812	$1,055,945	$20,063
Staff Salaries	$23,000	$761	$49,500	$733	$25,000	$388	$25,500	$380	$25,500	$485
Fringe Benefits	$292,627	$9,686	$552,410	$8,176	$464,632	$7,202	$465,380	$6,934	$487,580	$9,264
Adjunct Wages	$75,000	$2,483	$109,000	$1,613	$157,500	$2,441	$100,000	$1,490	$100,000	$1,900
Student Wages	$7,220	$239	$33,500	$496	$33,500	$519	$33,500	$499	$33,500	$637
Totals	**$1,082,281**	**$35,824**	**$2,058,818**	**$30,471**	**$1,775,021**	**$27,513**	**$1,720,930**	**$25,642**	**$1,737,900**	**$33,020**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):
The department offers MATH 2215, 2235, 2244, and 3253 to support Gen Ed and/or other programs on campus.

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
MATH 2215	4	50	250	3	46	230	5	51	255	6	73	365	5	57	285	1385
MATH 2235	2	24	120	3	46	230	3	52	260	3	31	155	5	38	190	955
MATH 2244	1	16	64	1	8	32	1	9	36	2	22	88	1	8	32	252
MATH 3253	1	14	42	1	9	27	1	14	42	1	14	42	1	14	42	195
Totals	**8**	**104**	**476**	**8**	**109**	**519**	**10**	**126**	**593**	**12**	**140**	**650**	**12**	**117**	**549**	**2787**

Source: *Historic Headcount, AggieAccess:https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Dr. Ioannis Argyros	PhD Mathematics	University of Georgia
Dr. James Dover	PhD Mathematics	University of Oklahoma
Dr. Gregory Herring	PhD Mathematics	University of Massachusetts
Dr. Janak Joshi	PhD Mathematics	The University of North Texas
Dr. Hong Li	PhD Statistics	Bowling Green State University
Ms. Sharon Christensen	MS Behavioral Sciences	Cameron University
Mr. Garry Kerns	MS Mathematics Teacher Education	Buffalo State SUNY
Mr. Christopher Sauer	MA Mathematics	Texas Tech University
Mr. Jim Streck	MA Mathematics	University of South Florida
Ms. Paula Wyatt	MA Education	Cameron University

Dr. James Dover	PhD Mathematics	University of Oklahoma
Ms. Teresa Ensley	MS Educational Leadership	Cameron University
Dr. Gary Kerns	Doctor of Education	Capella University
Mr. James King	BA Mathematics	Cameron University
Ms. Paula Wyatt	MEd in Education	Cameron University
Ms. Sandra Brierton	MS Information Systems Management	University of Phoenix
Mr. Howard Hampton	Master of School Administration	Northeastern State University
Ms. Traci Hanna	MA Teacher Education	Cameron University
Ms. Stefany McAvoy	MEd in Education	Cameron University
Dr. Karly Oty	PhD Mathematics	University of Colorado at Boulder
Mr. David Shaw	Masters in Educational Administration	Southern Nazarene University
Dr. Jacob Brue	MS Computer Science	The University of Tulsa,
Ms. Annette Shortes	MEd in Education	University of Texas Arlington
Mr. Samudra Regmi	MS Applied Mathematics	University of Houston
Ms. Tina Sorrells	MEd in Education	Univ. of Tennessee at Chattanooga
Ms. Sylvia Loveday	MEd Secondary Education	University of Oklahoma
Dr. Gary Buckley	PhD Chemistry	Texas A&M University

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

Name	Employer	Job Title	If Continuing Education, Program of Study
Jerome Gisinger	Goodyear Tire & Rubber	Industrial Technologist	
Goodness Agboola	Dell Technologies	Services Engineer	
Malcolm Gehlbach			
Luke McLennan			PhD Computational and Applied Mathematics
Bralea McKee			
Julie Shalkowski	Westwood HS School; Round Rock ISD, TX	Math Teacher	
Jefferey Warden			
Trace Boggs			MS Computer Science
Landon Holley			MS Computer Science
Jared Strange			

A.4.g. If available, information about the success of students from this program who transferred to other institutions: Information not available.

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
Increase enrollment in the program by focusing on internal and external recruiting.	Create and distribute flyers that link Mathematics major or minor to careers.	Spring 2028
Increase enrollment by encouraging the concurrent students to choose mathematics as their major.	Faculty teaching sections with concurrent students will identify 3-5 top performing students and encourage them to choose mathematics as their major with an appropriate minor by highlighting the workforce readiness of the combination.	Spring 2027

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Psychology–BS (165)

Previous Review

Date (Year) of Last Review 2021

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

The 2021 Program Review Report showed that the BS Psychology was aligned with the mission statement of the department and university. The program averaged 241.2 majors and 44.8 graduates per academic year. The recommendation was to maintain the program at the current level.

Program assessment data over the past five years has shown steady improvement in mastery of the three student learning objectives for the program: (1) students will demonstrate familiarity with the major concepts in psychology, (2) students will evaluate information using the scientific approach, and (3) students will effectively communicate scientific findings. The senior capstone exam results show that students are proficient in demonstrating familiarity with the major concepts in Psychology of Learning, History of Psychology, Abnormal Psychology, and Experimental Psychology as students met all benchmarks in these areas. Assessment data also shows that students are proficient in effectively communicating scientific findings and are proficient in evaluating information using a scientific approach. One area noted for monitoring (2023-2024) then addressing (2024-2025) was demonstrating familiarity with the major concepts in Lifespan Development. After the 2024-2025 assessment cycle, instructors of this course met to discuss how the curriculum is being covered in the course and to identify curricular improvements.

2. What developments and actions have taken place since the last review?
Significant changes have been made to the key assessments used to assess the program. Beginning in Spring 2024, BS Psychology students started taking a revised version of the Locally Developed Senior Capstone Examination, which is a 70-item multiple choice exam. This exam was developed because we were unable to perform item analysis on ACAT data to understand where our students were struggling. We are no longer collecting assessment data for ACAT performance. Instructional changes have also resulted in improvements in assessment scores. For example, the instructor for the Experimental Psychology course created a new "APA Guide" PowerPoint presentation for students to follow while writing their research proposal term paper for that course. This guide was used in Fall 2023 and Spring 2024 and appears to have facilitated understanding of APA formatting for the students resulting in improvements in students' scores on assessments measuring students' effective communication of scientific findings.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:
The mission statement of the B.S. Psychology program states, "Psychology is the scientific study of behavior. Through courses in psychology, students will learn principles which govern human behavior. The courses offered reflect the diversity in psychology and meet the educational objectives of at least three groups of students: (1) those who seek a general survey course in the field of psychology or those who wish to study a program of psychology in depth at the undergraduate level but do not contemplate entrance into psychology as a profession, (2) those who wish to enter psychology as a profession immediately after the BS, and (3) those who plan to attend graduate school and then enter psychology as a profession." The BS Psychology program currently has three student learning

outcomes: (1) students will demonstrate familiarity with the major concepts in psychology, (2) students will evaluate information using the scientific approach, and (3) students will effectively communicate scientific findings.

A.2 Quality Indicators (including Higher Learning Commission criteria and requirements):
The BS Psychology program at CU fully aligns with the quality indicators as established by the Oklahoma State Regents for Higher Education (OSRHE).

Achievements of Graduates: Graduates of the program demonstrate a high rate of continued professional and educational development. A significant number continue on into the MS Behavioral Sciences (MSBS) or the MA Mental Health (MAMH) programs and plan to pursue Licensure as Professional Counselors (LPC) or Licensed Marriage and Family Therapists (LMFT). These outcomes reflect the program's success in equipping graduates for professional roles in the psychology field. Additionally, graduates have used foundational understanding of psychology and human behavior to lead into a wide range of fields including law, education, and healthcare. Our graduates have gone on to pursue graduate degrees in Oklahoma, New York, Kansas, Pennsylvania, Mississippi, and Texas.

Curriculum: The BS Psychology includes 27 hours of core courses (PSY 1113, PSY 2113, PSY 3353, PSY 3413, PSY 3423, PSY 4363, PSY 4393, PSY 4423, and PSY 4433). In addition, students select 15 hours of major electives with a minimum of 9 hours of upper division coursework containing a PSY-prefix. This structure supports students pursuing foundational research knowledge as well as students intending to go on to pursue a clinical degree program. The courses rigorously explore theoretical and practical approaches to psychology.

Academic Resources: The program shares resources with the BS Family and Child Studies, MSBS, and MAMH programs, and it benefits from the broader resources of the department, including access to experienced faculty, academic support, and facilities. The courses are taught by full-time, part-time, and adjunct faculty with relevant credentials. Students have access to interlibrary loans, electronic resources, and academic support services equivalent to those available to all Cameron University students as required by OSRHE Policy 3.17.3.C.1.

Access to Information Technology Resources: Cameron University provides students with technology support, including access to online learning platforms, digital libraries, and access to our IT Department's resources. These services support both on-campus and online learning. Per OSRHE Policy 3.17.3.A.3, students are informed of the technology requirements necessary for course completion such as word processing tools and internet services. Further, the university provides technical support to ensure successful student access to online learning platforms, aligning with OSRHE Policy 3.17.3.C.3.

Special Services and Community Engagement: The program serves a critical need in the region by preparing professionals to address behavioral and mental health needs in the community. With the significant number of graduates that enter into graduate coursework, the program contributes to the regional behavioral health workforce and addresses gaps in rural mental health services. The program supports students through academic advisement, career counseling, and the availability of tutoring services for both traditional and online learners, aligning with OSRHE Policy 3.17.3.C.2.

Alignment with Industry or Professional Standards: The curriculum of the BS Psychology program at Cameron University is similar to peer institutions such as UCO and SWOSU. The programs all establish foundational knowledge in psychological theories, development, and research methods. All three programs emphasize statistical reasoning and research methodology.

Student Achievement and Outcomes Assessment: Program outcomes are centered on foundational understanding of major psychological concepts, research methodology, and communication of scientific findings. Student performance is assessed through coursework and application-based learning with key program assessments undergoing annual data analysis through our institutional assessment process. Evidence of achievement is further supported by graduates progressing into graduate programs, pursuing LPC, LMFT, Licensure in Social Work, and employment in clinical roles.

Reputation of the Program: The BS Psychology program's positive reputation is evidenced by the number of students progressing on into graduate programs, both here at CU and across the United States. The program's alignment with peer institutions' degree plans further strengthens its credibility and value.

Faculty Qualifications: Courses are taught by credentialed faculty with graduate degrees from institutions such as Oregon State University, OU, and SWOSU. Faculty have both practical experiences in the field and academic

expertise in psychology, both in research and clinical settings. Faculty training in online course delivery, as required by OSRHE Policy 3.17.3.B.1, is ongoing to support the option of fully online course delivery.

Evidence of Learning and Teaching Effectiveness: Teaching effectiveness is measured and demonstrated through our annual program assessment process. Further, it is demonstrated through student progression into licensure programs, professional roles, and further academic pursuits. Continuous improvement efforts, as required by OSRHE Policy 3.17.3.B. 2, include ongoing data analysis of student performance on key assessments and utilizing course evaluation feedback to refine course design and delivery.

Online Delivery Standards: As the program transitioned to allow availability of online delivery, it adhered to OSRHE Policy 3.1.7. The current CU requirement to secure Quality Matters approval for online course development ensures that courses follow accessibility standards (Section 508) and align with program objectives (OSRHE Policy 3.1.7.3.A.1). All the online courses include regular and substantive interaction through asynchronous and synchronous formats, supporting learner success (OSRHE Policy 3.1.7.3.D). Faculty training is available in both synchronous and asynchronous formats to further develop online teaching pedagogy and ensure intellectual property and copyright compliance (OSRHE Policies 3.1.7.3.B.1 and 3.1.7.3.B.3). Students receive comprehensive support, including access to learning resources, academic services, and technical support as required by OSRHE Policy 3.1.7.3.C. CU provides comprehensive support for online learners through academic resources such as 24/7 tutoring, library access, and structured advising. Student services include career counseling, wellness support, and enrichment programs, while the university's technical support system offers dedicated help desk assistance, computer labs, and clear guidelines for online learning technology. Together, these resources ensure that online students receive personalized, accessible, and effective support.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: *Majors: 12; Grads: 5*

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	Enrollment/Majors	Graduates/Degrees
2021-2022	232	59
2022-2023	213	44
2023-2024	209	49
2024-2025	208	38
2025-2026	189	40*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau, https://www.cameron.edu/iraa/institutional-data/fact-book.*
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
PSY 2113	5	141	423	4	102	306	3	97	291	5	81	243	3	68	204
PSY 3353	8	179	537	8	187	561	7	133	399	7	134	402	5	158	474
PSY 3413	4	82	246	3	84	252	4	73	219	4	83	249	3	83	249
PSY 3423	2	56	168	4	52	156	3	74	222	3	45	135	4	58	174
PSY 4363	5	102	306	5	89	267	3	73	219	3	75	225	4	71	213
PSY 4393	4	47	141	3	76	228	4	68	204	2	70	210	2	63	189
PSY 4423	3	72	216	3	65	195	4	69	207	3	65	195	3	60	180
PSY 4433	4	54	162	3	41	123	6	48	144	3	50	150	3	52	156
Totals	**35**	**733**	**2199**	**33**	**696**	**2088**	**34**	**635**	**1905**	**30**	**603**	**1809**	**27**	**613**	**1839**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	1,749	1,791	1,704	2,079	2,355	9,678	1,935.6
2000	423	306	291	243	204	1467	293.4
3000	951	969	840	786	897	4443	888.6
4000	825	813	774	780	738	3930	786
Totals	**3,948**	**3,879**	**3,609**	**3,888**	**4,194**	**19,518**	**3,903.6**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	35	33	34	30	27
Number of courses (sections) taught in the department	211	203	207	203	209
Percentage of courses sections) taught exclusively for program	16.59%	15.64%	16.11%	14.22%	12.80%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*
*(Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	16.59%		15.64%		16.11%		14.22%		12.80%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$13,500	$2,240	$13,500	$2,111	$13,500	$2,175	$13,500	$1,920	$13,500	$1,728
Departmental Travel	$6,000	$995	$6,000	$938	$6,000	$967	$7,125	$1,013	$7,125	$912
Faculty Salaries	$521,407	$86,501	$579,047	$90,563	$481,431	$77,559	$476,485	$67,756	$478,485	$61,246
Staff Salaries	$23,000	$3,816	$25,000	$3,910	$24,000	$3,866	$24,500	$3,484	$24,500	$3,136
Fringe Benefits	$252,343	$41,864	$261,045	$40,827	$235,649	$37,963	$250,879	$35,675	$252,294	$32,294
Adjunct Wages	$100,000	$16,590	$103,000	$16,109	$135,000	$21,749	$150,000	$21,330	$150,000	$19,200
Student Wages	$7,800	$1,294	$9,000	$1,408	$9,000	$1,450	$9,000	$1,280	$9,000	$1,152
Total	$924,050	$153,300	$996,592	$155,867	$904,580	$145,728	$931,489	$132,458	$934,904	$119,668

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):
PSY 1113 is a general education course. FAMS 3153 and PSY 3363 are core courses in the Family and Child Studies (BS).

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
PSY 1113	23	583	1,749	27	597	1,791	38	568	1,704	50	693	2,079	59	785	2355	9,678
FAMS 3153	4	112	336	4	109	327	4	100	300	2	80	240	3	79	237	1,440
PSY 3363	2	70	210	2	66	198	3	94	282	2	71	213	2	70	210	1,113
Totals	**29**	**765**	**2,295**	**33**	**772**	**2,316**	**45**	**762**	**2,286**	**54**	**844**	**2,532**	**64**	**934**	**2802**	**12,231**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Stephanie White*	PhD Instructional Leadership	OU
John Geiger*	PhD Psychology	Northern Illinois U
Jeff Seger*	PhD Psychology	OSU
Paul James*	PhD Counseling, LPC	Oregon State U
Joe Williams*	PhD Psychology, LMFT	Capella U
Charles Frye-Davies*	PhD Experimental Psychology & Behavioral Analysis	Utah State U
Megan Culbert*	MS Psychology	Grand Canyon U
Mary Dzindolet**	PhD Experimental Psychology	UT-Arlington

Shaun Calix**	PhD Human Development and Family Studies	U of Missouri
Will Stern**	PhD Social and Quantitative Psychology	OU
Eileen Hilliard	MS Education Psychology/ Counseling	Texas Tech U
Shawn Brue	PhD Marriage and Family Therapy, LPC, LMFT	Northcentral U
Sheila Hodge-Windover	PhD Psychology-Health Psychology/Behavioral Medicine, LMFT	Northcentral U
Jim Hochmuth	MSBS Counseling, LPC	CU
Todd McDaniels	MS Psychology	OU
David Schmahl	MEd Educational Psychology	OU
Kayla Barron	MS Behavioral Science-Marriage and Family Therapy, LMFT	CU
Kelly Wray	MS School Counseling; MS, Behavioral Science, LADC	SWOSU; CU
Leanne Perales	MS Behavioral Science	CU
Stephanie Stern**	PhD Social Psychology	OU
Amy Jester	MS Behavioral Science	CU
Joe (Adam) Randall	PhD Psychology- Experimental	Texas Tech U
Derek Kirby	MA Marriage and Family Counseling, MS, Behavioral Science, LPC, LMFT	Southwestern Baptist Theological Seminary; CU
Brenda Ototivo	MS Psychology/Behavioral Health, LADC	CU
Joanni Sailor**	PhD Family Psychology, LMFT	Capella U
Jen Dohlman	EdD Counselor Education and Supervision, LPC	National Louis U
Kerri Stephens	MHR Human Relations; MEd, Educational Psychology	OU
Jonathan Schlieper	MS Behavioral Science-Marriage and Family Therapy, LMFT	CU
Abby Howell	MS Behavioral Science	CU
Caley Filipek	MS Behavioral Science	CU
Jennifer Stringham	MS Behavioral Science- Marriage and Family, LMFT	CU
Scott Peterson	PhD Psychology-Experimental/Cognitive Psychology	Georgia Institute of Technology
Michelle Cannon	MS Clinical Health Counseling, LPC, LADC	Walden U

*Denotes full-time faculty
**Denotes retired or former full-time faculty

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

Name	Employer	Job Title	If Continuing Education, Program of Study
2021-2022			
Randi Whaley	Focus Mental Health Services	LMFT Candidate	MA Mental Health, CU
Yvonne Rodriguez			MS Behavioral Sciences, CU
Brian Webb	Wichita Mountain Prevention Network	Stephens County Coordinator	
Christopher Burk			MS Behavioral Sciences, CU
Jason Hall	OKC Fire Department	Mobile Integrated Health Navigation Responder	
Tammar Williams		Counselor	MS Behavioral Sciences, CU
Lieux'Rita Green		Case Manager/Care Coordinator	MS Behavioral Sciences, CU

Ereca Camero	Independent Contractor - Indiana Transport		
Tabatha White	E-surance		
Mikel Blann			MS Behavioral Sciences, CU
Sherina Owens		Behavior Analyst	MS Behavioral Sciences, CU
Darrasha Shugard	Lawton Beauty Supply		
Shawnda Gunter	First Bank and Trust		
Christine Severs		Case Manager/Care Coordinator	MS Behavioral Sciences, CU
Rikki Tasso-Thompson	Burgess & Hightower	Legal Assistant	
Ashley Adams	Vocational school		MS Behavioral Sciences, CU
Severin Simonsen	Tipton Law, LLC	Legal Extern	Juris Doctorate, Penn State
Monica Cossio		Case Manager/Care Coordinator	MS Behavioral Sciences, CU
Brandon Harris	Apache Casino & Hotel		
Brendan Feldman			MS Behavioral Sciences, CU
Mckenzie Johnson			MA Mental Health, CU
Madison Marshall	CU		
Hannah Wellman	CU	Graduate/Transfer Admissions Counselor	MS Behavioral Sciences, CU
Abraham Renteria			MS Behavioral Sciences, CU
Khmari Edwards			MS Behavioral Sciences, CU
Whitney Turnpaugh	Lexington Police Department		
Kylie French			MS Behavioral Sciences, CU
Sarah Garner	Family Promise		
Mailie McClusky	Twin Oaks Bowling Center		
Ashley DeCollo			MS Behavioral Sciences, CU
Annissa Courtney	Wichita Tribes	Administrative Secretary	
Mikayla Richmond			MS Behavioral Sciences, CU
2022-2023			
Nichole Colvin			MA Mental Health, CU
Rikki Schumann			MA Mental Health, CU
Daviaann Connywerdy	Comanche Nation Prevention & Recovery	Case Manager	MA Mental Health, CU
Mattea Lear			MA Mental Health, CU
Jared Rey			MA Mental Health, CU
Tatiyana Harris	Walmart	Certified Pharmacy Technician	MA Mental Health, CU
Kristi Ridder			MA Mental Health, CU
Jodi Ruiz			MA Clinical Mental Health, OU
Cinterria Bostick	Jackson County Hospital, Altus, OK	Respiratory Care Practitioner	
Aiga Dissmann	Central Care Cancer Center	Case Manager/Care Coordinator	MA Social Work, OU

Alora Hoahwah			MA Mental Health, CU
Holly Davis			MA Mental Health, CU
Anastasia Adamson			MS Psychology, Southern New Hampshire U
Sabrina McClellan			BA Art, CU
Esteban Lozania			MS Behavioral Sciences, CU
Michael Christensen			MA Mental Health, CU
Mackenzie Lee			PhD Psychology, Liberty U
Carissa Andres			MS Behavioral Sciences, CU
Haley Unah			MA Mental Health, CU
Mercedes Mannings			Master's, U of Kentucky
2023-2024			
Lauren Coody			MS Administration Special Ed, Southern Nazarene U
Tiffany Howard			MS Behavioral Sciences, CU
Bobbi Fuglsang			MA Mental Health, CU
Melina Ponce	Comanche County Memorial Hospital	Mental Health Technician	
Alannah Guilin			MA Mental Health, CU
Alina Mejia			MS Behavioral Sciences, CU
Denisse Findlay			MA Mental Health, CU
Meagan Welden	Comanche County Memorial Hospital	Office Coordinator	
Haylee Alaelua			MS Behavioral Sciences, CU
Thomas Bishop			MA Mental Health, CU
Megan Perry			MA Mental Health, CU
Hannah Heidebrecht			MA Mental Health, CU
Kennedy McKinzie			MA Mental Health, CU
Michael Richard			MA Mental Health, CU
Haylee Smith	Liberty National Bank	Credit Administration Specialist	
Jordan Mendoza			MS Behavioral Sciences, CU
Zaria Kamara			MS Experimental Psych, Rochester Inst of Technology, NY
Brittney Payette			MA Mental Health, CU
Micah Sweat			MA Mental Health, CU
Qwaunesha Strange			MS Clinical Mental Health, OU
Kamryn Roberts			MEd Education, CU
Kegan Kiehl			MS Clinical Mental Health, Grand Canyon U
Jade Guzman			MS Behavioral Sciences, CU
April Martin	Duncan Public Schools	Library and Media Aide	
Belle Vignes			BS Family & Child Studies, Mississippi State U
Caleb Aycock			MS Behavioral Sciences, CU
Ashlynn Bruce			MS Behavioral Sciences, CU
Jaden Okon	Sedgwick County Government	Juvenile Corrections Officer	
Jordan Edwards			MA Mental Health, CU
2024-2025			
Melissa Principe-VanSelus			MA Mental Health, CU
Demetria Barnes			MEd Education, CU
Lisa R. Myers			MA Mental Health, CU

Lisa M. Wade			MEd Special Education, OU
Claudia Partridge			MA Clinical Mental Health, OU
Shawna H. Cogburn			MS Behavioral Sciences, CU
Benetria Cunningham			MA Mental Health, CU
Patricia Cruz-Wagoner			MS Behavioral Sciences, CU
Jennifer R. Burks			MS Applied Psychology, Liberty U
Heather G.Benke			MA Marriage and Family Therapy, OBU
Saige L.Schmidt			PhD Psychology, OSU
Arian Spears			MS Psychology, Our Lady of the Lake U of San Antonio
Luke S. Alltizer	Peak Behavioral Health	Behavioral Health Technician	
Sarah N. Fryer			MA Mental Health, CU
Garth Carey			BA Performing Arts, Wichita State U
Bethany Crow			MA Mental Health, CU
Danielle D. Bodine			MA Mental Health, CU
Kelsey Creech			Bachelor of Social Work, UT-Arlington
2025-2026			
Deanna Kordelski			MA Mental Health, CU
Kaytlynn Womack			MA Mental Health, CU
Cassie Adamson	ABS Kids	Behavioral Health Technician	
Kailyn Armour			MA Mental Health, CU
Braeden Bittner	Elgin Public Schools	Special Education Department	MA Mental Health, CU
Donovan Borg	Enterprise	Management Trainee	
Maryssa Crispin			MA Mental Health, CU
Cierra Hickman	Kids Crossing Dayschool	Early Childhood Educator	
Gabrielle Lewis			MA Mental Health, CU
Brianna Miles			MA Mental Health, CU
Katelyn Morgan			MA Mental Health, CU
Jordan Padgett			MA Mental Health, CU
Harmon Parmer			MA Mental Health, CU
Macie Carter			MS Behavioral Sciences, CU
Chelsea Castro			MS Behavioral Sciences, CU
Jenna Goessel			MBA, CU
Amanda Long			MS Behavioral Sciences, CU
Vanessa Long			MS Behavioral Sciences, CU
Richart Morita			MS Behavioral Sciences, CU
Gabrielle Row			MBA, CU
Allie Stidham			MA Mental Health, CU

A.4.g. If available, information about the success of students from this program who transferred to other institutions:
Information not available

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:

Recommendations	Implementation Plan	Target Date
Create a routine departmental system to track alumni.	Develop an alumni survey that will be sent to all alumni's alternate (non-Cameron) email addresses. Accumulate all survey data into a shared document for MSBS full-time faculty to review.	Create survey Fall 2026, Conduct survey of alumni February 2027, Analyze survey data March 2027
Evaluate program electives to determine if there is demand for specific additions.	Form a committee to examine workforce needs and compare available courses with peer institutions, then make a recommendation regarding program electives.	Form Committee Fall 2026, Present Recommendations Fall 2027

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**.

Institution Name: Cameron University

Program Name and State Regents Code: Sports and Exercise Science-BS (370)

List Embedded Certificates included in this review: Coaching and Teaching (270)

Previous Review

Date (Year) of Last Review 2021

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

Based on our previous five-year program review, the following overarching and specific goals were established by the Sports and Exercise Science (SES) Program:

- Program goals include strategies to further develop campus, program and community partnerships to:
  - Enhance students' skills–building a stronger workforce for the future.
  - Identify, nurture, and recruit high-quality students.
  - Improve department and university image and visibility by providing a valued community service.
- Specific goals include:
  - Increase in professional development opportunities for faculty to improve upon the inclusive learning experience for students regardless of delivery format.
  - Marketing strategies to enhance department and university image and visibility.
  - Secure additional articulation agreements with applicable institutions.
  - Keep curriculum current and relevant by meeting present and future needs of the state and the region including program initiation for one or more of the following:
    - Micro-credentials
    - Consortia Agreements
    - Joint Degree Programs

The BS in SES program exceeded the minimum number of majors and graduates, experienced strong enrollment in both lower- and upper-division courses, produced graduates who, for the most part, directly enter the workforce or continue on to graduate programs. The program increased professional development by attending semesterly training by the university distance learning office and through each core faculty member maintaining national certifications and state medical licensure through continuing education. Market resources were updated both on the university website, a program flyer, and a PowerPoint presentation. An articulation agreement with Western Oklahoma State College was established to allow their students to transition seamlessly into our SES program at CU. An embedded certificate in Coaching and Teaching was developed. At this time, no consortia or joint degree program agreements have been established. The SES program at CU remains viable, serves a regional and state need, and should be maintained at the current level.

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

During the last five years, the following developments, actions, and highlights have taken place within the SES Program:

- Program has added an embedded certificate in Coaching and Teaching (270).
- Number of program faculty has decreased by the equivalent of one full-time position.
- Program enrollment remains consistent.
- Program persistence rates are high (86%) (Average for all levels). This is our most recent percentage Fall to Spring.
- Program has transitioned through three department/program chairs.
- All full-time faculty now possess terminal degrees.
- An MOU was established with WOSC.

- The program updated/upgraded various pieces of equipment through internal and external funding sources.

Current Review

Date (Year) of Current Review 2026

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.3 as directed below).*

A. Vitality of the Program:

A.1 Program Objectives and Goals:
The mission of the Department of Sports & Exercise Science at CU is to prepare students for successful careers in corporate, medical, and/or community-based settings that embrace lifetime health and wellness of its constituents.

Program Learning Outcomes and Related Assessments (Course Assessed):

1. Students will identify scientific principles to support evidence-based practices.
   - Multiple Choice Exam (SES 3033) and Article Critique (SES 4043)
2. Students will demonstrate the use of appropriate assessments for a range of health conditions.
   - Skills Assessment (SES 4013) and Wellness Program (SES 4023)
3. Students will design appropriate wellness programs for a range of health conditions.
   - Wellness Program Assignment (SES 4013) and Wellness Assessment Program (SES 4023)
4. Students will communicate professional information effectively.
   - Verbal Communication Assessment (SES 4013) and Written Communication Assessment (SES 4043)
5. Students will recognize legal and ethical standards for professional practice.
   - Multiple Choice Exam (SES 3023) and Case Study (SES 4033)

Program Specific Goals and Objectives:

1. Addition of AAS degrees in Physical Therapy Assistant and Occupational Therapy Assistant.
   a. Through a partnership and MOU with Caddo-Kiowa Technology Center.
   b. CU will be the degree granting institution.
   c. General education courses will be instructed on the CU campus.
   d. Technical degree courses will be instructed at Caddo-Kiowa Technology Center.
2. Addition of Sports Management specialization for MSOL degree.
   a. A future request for this specialization will be made in collaboration with the McMahon School of Business.
   b. Curriculum will be modified for the specialization.
3. Degree reconfiguration/additions including options that could lead to additional embedded certificates or micro-credentials.
4. Continued recruitment efforts to increase program enrollment including focused use of digital media ads.
5. Continued evaluation of program assessment outcomes and measures.
   a. Utilization of IDEA evaluations.
   b. Program evaluation through the PQIR process.
   c. Utilization of technology: WEAVE & Tableau.

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

Graduate Achievements: During this five-year reporting cycle, the SES program (370) along with the embedded certificate in Coaching and Teaching (270) graduated 183 students. Of those graduates, 63% either continued their education or began employment. Of those 63%, 42% were going into or are currently in areas that are considered critical occupations. Over this past five-year reporting cycle, students graduated from the OSU College of Osteopathic Medicine Program, OU Health Science Center Physical Therapy Program and Occupational Therapy Program, numerous physical therapy assistant and occupational therapy assistant programs, as well as numerous master's degree programs.

Curriculum: The SES program curriculum consists of 15 courses (45 credit hours) of required major components and 5 courses (15 credit hours) of major guided electives. The embedded Coaching and Teaching Certificate consists of 5 courses (15 credit hours). Both the bachelor's degree program and embedded certificate can be completed in traditional and online formats.

Academic Resources: SES program students have access to a variety of on-campus and online resources to help them achieve academic success. Below is a list of the various resources provided across our campus:

- Academic Advising Center, Student Enrichment Center, Aggie Support Team, University Library, Financial Aid, Student Development Office, Student Services, Student Wellness Center, Office of Campus Life, and IT Support Services

Along with the many academic resources provided by the university, a few specific examples of the academic resources utilized by program faculty to assist with student success include:

- Therapeutic Exercise Lab, Exercise Physiology Lab, Anatomage Lab with learning resources, Academic advisement, availability of scholarships, lectureships and department waivers, etc., Flexibility of office hours (traditional, Zoom and email), Student Blackboard Ultra course that serves as a centralized hub for students to receive notifications and access to documents specific to the program, Professional development opportunities and career-based projects, Monthly faculty meetings to discuss student success in classes and action items to address deficiencies, and Outreach efforts through email and text messages to students and through Navigate (course specific).

Access to Information Technology: In addition to the full-service computer lab in the library, there are many other student labs and testing centers available across campus. Wireless internet access is available in classrooms and buildings across campus to ensure that all students have a physical location where they can access the internet. Given the increase in demand for distance education through use of Zoom technologies, many classrooms include Polycom stations to accommodate different delivery formats. Additional university improvements include streamlining the process for IT support for both faculty and students, Tutor.com for students, ProctorU for test proctoring options, updated testing centers and computer labs, and the upgrade to Blackboard Ultra which includes various embedded programs for video (Panapto), collaborate (Zoom), and various other accessibility features.

Special Services Provided to Students and/or Community: Through the use of our departmental Exercise Physiology Lab, utilizing a variety of lab equipment, we are able to offer certain biometric tests/evaluations to students as well as individuals in the community. An individual is able to schedule an appointment online, and the test/evaluation is administered by our student lab technician under the supervision of a qualified faculty member to ensure safety and accuracy.

Evaluation of Program Against Industry or Professional Standards: The SES program is not currently evaluated by an external accreditor. Our program has students who are interested in a broad range of careers from classroom teachers to physicians. Since our curriculum can be completed in an online format, each of our required major courses and guided elective courses that we offer on a consistent basis are certified through Quality Matters. This ensures that courses meet industry and professional standards from an online perspective.

Student Achievement Data: Below is snapshot of our student achievement data over the past five-year cycle:

Achievement Data Snapshot	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Program Assessment Metrics* % of Assessments Achieved	80%	70%	90%	90%	Current Cycle
Student Program Persistence Rates FR to SR (FA to FA)	61%	65%	66%	62%	68%
Student Program Persistence Rates FR to SR (FA to SP)	85%	82%	82%	84%	86%
Overall Avg Program Persistence Rate (To the Deg Prog)	73%	74%	74%	73%	77%
DFW Rates	16%	16%	17%	15%	12%
Grads Employed %	31%	29%	34%	40%	1%
Grads Continuing Education %	40%	44%	38%	31%	52%
Grads w/unclear Exit Survey** Information %	29%	27%	28%	29%	47%
Total Grads Employed or Continuing Ed %	71%	73%	72%	71%	53%

Program assessment is conducted and reported yearly through Cameron University's PQIR process. Assessment metrics and data are entered into WEAVE program, which uses student achievement on ten assessments to measure program success.* ***Source:* *Institutional Effectiveness; https://www.cameron.edu/iraa/assessment. **The Exit Survey is administered to students graduating the program who are enrolled in our capstone SES 4053 Practicum course. Data is collected via our learning management system, Blackboard Ultra.*

Regional or National Recognition of the Program: The program has not received any recognition at the regional or national level.

Faculty Qualifications: There are currently four full-time faculty within the Department of Sports and Exercise Science, all at the doctoral-level (one PhD, two EdD's, and one DPT). Each of the full-time faculty members hold additional medical licensure or related credentials. Two faculty members are licensed and nationally board-certified athletic trainers through the Oklahoma State Board of Medical Licensure and Supervision and Board of Certification

(BOC); one is a licensed physical therapist through the Oklahoma State Board of Medical Licensure and Supervision: and one is a nationally certified strength and conditioning specialist and exercise physiologist. Each of these faculty have clinical expertise outside the higher education setting working directly in the various fields where they are licensed or certified. The department also currently employs 11 adjunct faculty. Each of the adjunct faculty members have wide ranging professional certifications and educational backgrounds with all but three holding a master's degree or higher. Examples of some of the certifications held by adjunct faculty include: registered/licensed dietician, licensed/certified athletic trainer, certified personal trainer, certified strength and conditioning specialist, and performance enhancement specialist. Each faculty member must meet the minimum faculty qualification guidelines established by the Higher Learning Commission (HLC).

Evidence of Student Learning and Teaching Effectiveness Demonstrating the Program is Fulfilling its Mission:

Direct measures of student learning and related outcomes are listed below that support the program is fulfilling its mission:

Program Learning Outcomes and Related Assessments (Course Assessed):

1. Students will identify scientific principles to support evidence-based practices.
    a. Multiple Choice Exam (SES 3033): 1% of students
    b. Article Critique (SES 4043): 89% of students
2. Students will demonstrate the use of appropriate assessments for a range of health conditions.
    a. Skills Assessment (SES 4013): 93% of students
    b. Wellness Program (SES 4023): 92% of students
3. Students will design appropriate wellness programs for a range of health conditions.
    a. Wellness Program Assignment (SES 4013): 96% of students
    b. Wellness Assessment Program (SES 4023): 93% of students
4. Students will communicate professional information effectively.
    a. Verbal Communication Assessment (SES 4013): 92% of students
    b. Written Communication Assessment (SES 4043): 89% of students
5. Students will recognize legal and ethical standards for professional practice.
    a. Multiple Choice Exam (SES 3023): 75% of students
    b. Case Study (SES 4033): 86% of students

Indirect measures utilized to demonstrate the program is fulfilling its mission to support the above direct measures include:

- Exit Surveys (Graduating Student Survey), Advisory Board Feedback, and In-Class Student Reflections (Discussion Board activities)

Evidence of Teaching Effectiveness

- Semester IDEA Student Course Evaluations, Mid-Semester Course Evaluations, Yearly Faculty Reviews that include teaching effectiveness component, Quality Matters Online Course Review

Online Program Design:

Online Course Development

All SES required program courses that are instructed online have been certified through the Quality Matters certification process and meet the Quality Matters Rubric standards.

Advertising

The SES Program is approved and listed as a fully online program through OSRHE and has been approved by the HLC. The program is listed as a fully online program on the CU website.

Equipment and Software/Tools

The SES Program utilizes Blackboard Ultra as its primary learning management system. This system has embedded programs like Panapto, Harmonize, Zoom, and others to support student learning. Program students have access to Microsoft Office products through the university. The SES program utilizes various pieces of equipment in the Exercise Physiology, Therapeutic Exercise, and Anatomage labs.

Online Teaching Support:

Faculty Development

SES Program faculty and adjuncts have access to various forms of online teaching support. Within the Blackboard Ultra LMS, there are several course shells that provide support information on course development, accessibility,

assessments, and a variety of other topics related to online course instruction. The Office of Distance Learning provides various workshops via Zoom to address topics related to online teaching.

Continuous Improvement
Over the review period, the Sports and Exercise Science Program implemented multiple continuous improvement initiatives to strengthen online teaching and learning support. Faculty participated in ongoing professional development related to online pedagogy, accessibility, student engagement, and instructional technology offered through our Office of Distance Learning. Standardized LMS course templates and online course quality standards were adopted to improve consistency and student navigation utilizing Quality Matters. Student support services were expanded to include virtual tutoring, advising, and online orientation resources. Assessment data, including course evaluations, retention metrics, and student learning outcomes, were reviewed annually to guide data-informed improvements in online course delivery and student success initiatives.

Faculty Training on Copyright and Intellectual Property
During this current review period, SES Program faculty completed/attended an accessibility workshop which included information regarding copyright and intellectual property. Two of our four full-time faculty completed their doctorate degrees during this period and completed the CITI research training that covers the topics of intellectual property and ethics. Each faculty member has completed the required Quality Matters training to teach and develop online courses. Several of our faculty utilize Open Education Resources (OER) for their online courses and have completed training that includes information on copyright and intellectual property.

Online Learner Support: The SES Program addresses online learner support by providing learning resources, student services and a technical support system to assist our online students succeed. Students are made aware of these resources through our LMS system, BlackBoard Ultra. Within each online course shell, our Distance Learning department has embedded an "University Course Start Here Resources" module to assist students locate the needed resources to be successful in an online course environment. Resources available in this module include: navigating the course environment, learner support resources, CU Tutor.com, TimleyCare-Medical and Mental Health Support, and various other topics. Under the "Learner Support Resources", students have access to university policies, technical assistance resources, academic support resources, accessibility information, and other information related to assist in student success.

Online Learner Success:
During this reporting period, the SES Program utilized a variety of educational tools to demonstrate synchronous and asynchronous interaction. Examples of the educational tools utilized by SES faculty include:

- *Synchronous Interaction such as:* Class lectures via Zoom; Virtual lab demonstrations; Virtual office hours; online Oral Presentations; and Interactive polling or questioning during class sessions.
- *Asynchronous Interaction such as:* Recorded lectures or instructional videos; Structured learning modules within the LMS; LMS announcements; Instructor feedback on assignments; Open class discussion forum; Online quizzes or exams; Case Study analysis; and Written discussion posts with peer responses.

A.3 Minimum Productivity Indicators:

A.3.a. OSRHE Minimum Standards for Degree Program Productivity: ***Majors: 12; Grads: 5***

A.3.b. Number of majors and graduates in the program over the last five years.

Time Frame (e.g.: 5-year span)	BS Enrollment/Majors	Certificate Enrollment/Majors	BS Graduates/Degrees	Certificate Graduates/Degrees
2021-2022	166	0	35	0
2022-2023	169	0	34	0
2023-2024	176	0	31	1
2024-2025	170	1	38	10
2025-2026	171	1	33*	1*

Source: Enrollment/Majors: *Historic Fall Enrollment Viz, Headcount by Major Table, Tableau,* https://www.cameron.edu/iraa/institutional-data/fact-book.
Graduates/Degrees: *Degrees Awarded Viz, By Degree Type Table, Tableau,* https://www.cameron.edu/iraa/institutional-data/fact-book.
*Degrees awarded in SP26 are included but not yet finalized.

A.4 Other Quantitative Measures:

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

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***
SES 2033	5	155	465	3	85	255	3	97	291	3	97	291	3	114	342
SES 2043	3	77	231	2	69	207	2	68	204	2	73	219	2	78	234
SES 3003	3	71	213	3	65	195	3	64	192	3	61	183	2	57	171
SES 3013	3	69	207	2	67	201	2	60	180	2	63	189	2	66	198
SES 3023	3	47	141	2	46	138	2	46	138	2	55	165	2	59	177
SES 3033	2	43	129	2	39	117	2	43	129	3	49	147	2	47	141
SES 3043	2	46	138	3	52	156	2	38	114	2	48	144	2	37	111
SES 3053	2	47	141	2	51	153	2	48	144	2	56	168	2	56	168
SES 4003	2	34	102	2	53	159	2	49	147	2	41	123	2	35	105
SES 4013	2	36	108	2	52	156	2	44	132	2	44	132	2	44	132
SES 4023	2	35	105	2	28	84	2	39	117	2	40	120	2	34	102
SES 4033	2	49	147	2	44	132	2	51	153	2	50	150	2	51	153
SES 4043	3	46	138	3	56	168	2	42	126	2	37	111	2	44	132
SES 4053	2	36	108	2	35	105	2	41	123	2	44	132	2	37	111
SES 3036	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SES 3073	0	0	0	0	0	0	0	0	0	1	12	36	0	0	0
SES 3083	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SES 3093	0	0	0	0	0	0	2	40	120	1	4	12	0	0	0
SES 3103	2	43	129	0	0	0	1	29	87	1	28	84	1	28	84
SES 3113	2	38	114	0	0	0	1	25	75	1	25	75	1	35	105
SES 3123	2	28	84	2	28	84	0	0	0	0	0	0	0	0	0
SES 3131	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SES 3132	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SES 3133	0	0	0	0	0	0	0	0	0	1	11	33	0	0	0
SES 3143	1	21	63	1	20	60	1	16	48	1	17	51	1	12	36
SES 3153	1	19	57	1	15	45	1	13	39	1	11	33	1	12	36
Total	**44**	**940**	**2820**	**36**	**805**	**2415**	**36**	**853**	**2559**	**38**	**866**	**2598**	**33**	**846**	**2538**

Source: *Historic Headcount, AggieAccess:* https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.

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

Level	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total	5 Yr Avg
1000	0	0	0	0	0	0	0.0
2000	696	462	495	510	576	2739	547.8
3000	1,416	1,149	1,266	1,320	1,227	6,378	1,275.6
4000	708	804	798	768	735	3,813	762.6
Totals	**2,820**	**2,415**	**2,559**	**2,598**	**2,538**	**12,930**	**2,586.0**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

A.4.c. Direct instructional costs for the program during the review period:
The direct instructional cost for the program is calculated as a proportion of the total number of courses taught in the department over the last five years. This percentage is used to calculate the direct instructional cost of the program being reviewed.

Part 1. Percentage of Total Departmental Courses Taught Exclusively for Program

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of courses (sections) taught exclusively for program	44	36	36	38	33
Number of courses (sections) taught in the department	87	79	69	79	72
Percentage of courses (sections) taught exclusively for program	50.6%	45.6%	52.2%	48.1%	45.8%

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount. (Total number of courses taught exclusively for program/Total number of courses taught)*100 = Percentage of courses taught exclusively for program.*

Part 2. Operating Budget for Department (D) and Program (P)**

Category	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Program Cost (%)	50.6%		45.6%		52.2%		48.1%		45.8%	
Budget items	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*	*D*	*P*
Supplies & Equipment	$11,500	$5,819	$11,500	$5,244	$11,500	$6,003	$22,000	$10,582	$22,000	$10,076
Departmental Travel	$3,000	$1,518	$3,000	$1,368	$3,000	$1,566	$3,750	$1,804	$3,750	$1,718
Faculty Salaries	$285,363	$144,394	$289,675	$132,092	$287,415	$150,031	$287,415	$138,247	$261,060	$119,565
Staff Salaries	$23,500	$11,891	$24,000	$10,944	$25,000	$13,050	$25,500	$12,266	$24,500	$11,221
Fringe Benefits	$140,753	$71,221	$143,876	$65,607	$142,479	$74,374	$152,055	$73,138	$152,689	$69,932
Adjunct Wages	$55,000	$27,830	$56,500	$25,764	$72,000	$37,584	$60,000	$28,860	$72,000	$32,976
Student Wages	$5,700	$2,884	$6,500	$2,964	$6,500	$3,393	$6,500	$3,127	$6,500	$2,977
Total	**$524,816**	**$265,557**	**$535,051**	**$243,983**	**$547,894**	**$286,001**	**$557,220**	**$268,023**	**$542,499**	**$248,465**

Source: *Fiscal Year Budget Summary provided by Office of Business and Finance*
**Calculated using percentage of courses taught exclusively for program and total budget for department.

A.4.d. Number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates (if applicable):

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			
Course	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***# Sections***	***Enrollment***	***SCH***	***Total (CHP)***
SES 2003	8	274	822	8	277	831	9	319	957	9	343	1029	10	378	1134	4773
SES 2013	9	247	741	9	258	774	8	280	840	8	267	801	8	290	870	4026
SES 2023	13	370	1110	13	384	1152	11	373	1119	10	345	1035	10	355	1065	5481
Total	**30**	**891**	**2673**	**30**	**919**	**2757**	**28**	**972**	**2916**	**27**	**955**	**2865**	**28**	**1023**	**3069**	**14280**

Source: *Historic Headcount, AggieAccess: https://aggieaccess.cameron.edu/web/home-community/dashboards/historic-headcount.*

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 specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Dr. Kris Mahlock*	EdD, LAT, ATC	Capella U
Dr. Melissa Thacker*	DPT, PT	Langston U
Dr. Tyson Chambers*	EdD, LAT, ATC	US Sports Academy
Dr. Bryson Hughes*	PhD, CSCS, EP-C, CPT	Concordia-St. Paul
Dr. Season Graves**	DHSc, LAT, ATC	Nova Southeastern
Karen Funderburg**	MS, RD, LD	OSU
Stephanie Della Costa**	MS	Ohio U
Meagan Steen**	MS, LAT, ATC	Northwestern State U of Louisiana
Joshua Poahway**	MS, CSCS, PES, USAW-1	Arkansas Tech U
Joshua Cobble**	MLA	Fort Hays State U
Joseph Roberts**	BA	CU
Jessica Weddington-Nunez**	MS, RD, LD	OU
Dana Winters**	MS	Midwestern State U
Christin Richey**	BS	CU
Rick Clyburn**	BS	CU
Dr. Stephanie Boss***	EdD	Walden U
Andrea VanGorder***	MS, LPC, LMFT	CU
Randa Burch***	MEd	SWOSU
Dr. Gregory Hoepfner***	DMA	OU
Emma Andrews***	MS	Fresno State U
Dr. John Duty***	JD	U of Houston
Sheri Geiger***	BS, cPT, GFI	CU
D. Schmahl***	MEd	OU

*(*Current full-time faculty member | **Current adjunct faculty member | ***Former full-time or adjunct faculty within this five-year review cycle)*

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

Name	Employer	Job Title	If Continuing Ed, Program of Study
2021-2022			
Devin Thompson	Walmart		
Chelsa Marie Cagulada	Memorial Health	Respiratory Therapist	
Cara Osceola	Southwest Barbell & Fitness		
Shane James	Frederick Public Sch		
Gregory Jordan	Cavalcanti BJJ & Self-Defense		
Carly Sweat			OSU College of Osteopathic Med
Xavier Obregon	UCO	Grad. Assistant	UCO Sports Management
William Fisher	City of Lawton		
Jordan Ellis			LU
Benjamin Penick			CU

Heather Bailey	Duncan Public Schools		
Brock Schreiner			Southern Arkansas U, Unknown
Whitney Outon	Scraper Counseling Center	LPC	MACU, MS Counseling
Maighan Hedge			Australia, Physiotherapy
Drew Henderson			CU, MS Behavioral Sciences
Wyatt Johnson			OSU College of Osteopathic Med
Nicholas Gunnarschja			US Sports Academy
Kylie Garrett	NOC		
Ronald Coffell	Mangum Public Schools		
Haley Castle			OU Health Sciences Center, OT
Saulo Yoel			CU, MBA
2022-2023			
Jennifer Keener	Lawton YMCA		
Charlie Smith	Temple Public Schools	WBB Coach	
Krista Camarillo	Kihido Martial Arts		
Whitney Huff	Tipton Public Schools		
Alexander Bointy			Logan U, Masters
Antonio Gomez Rangel	Waurika Public Schools		
Alexis Chao			OU Health Science Center, OT
Alyssa Jackson	CU	Adm. Assist.	Liberty U, Masters
Tiffany Angell			OU, Nutrition
Stevie Repp			OCCC, OTA
Mickey Nocelotl	ATI Physical Therapy		
Mikalyn Moreland			Caddo-Kiowa, PTA
Kylee Sparks	Bray-Doyle Public Schools		
Maci McMurtrey			Murray State College, ASN
Karley Miller	UCO	Asst. WBB Coach	MACU, MS
Alejandra Collier			Temple College
Julianne Garcia			Australia, PT
Tyler Coleman			CU
Sydney Bolin	Lawton Public Schools	Volleyball Coach	CU, Education
2023-2024			
Taylor Lovelace*			CU
Zachary Hanna			US Sports Academy
Jacob Dawson	Wichita Falls ISD		
Blakelee Marco			OK City U, PT
Daelene Farlow			CU, Unknown
Alberto Espino	Military Service	Soldier	CU, MEd
Devin Ousley			OU, Nursing
Joshua Poahway	Cache High School	Head Strength Coach	Arkansas Tech U, MS
Samuel Harris	Military Service	Soldier	
Savannah Layeski			Parker U, Chiropractic, DC
Rj Gibson	Lawton Public Schools	Asst. Baseball Coach	
Courtnee Cash	Professional Athlete-Greece	WBB Player	
Malerie Nyberg			CU, IDS
Seth Olvera			American Public U, Pre-PT
Korie Allensworth			UCO, MS
Edward Kipruto	Military Service	Soldier	
Lance Barnett			CU, Behavioral Sciences
Mackenzie Kovacev	Timber Creek Public Schools	Cheer Coach	
2024-2025			
Radisson King	Self-Employed	Business Owner	
Taylor Lovelace	Cache Public Schools		
Heath Jackson			Southern Nazarene U, PTA
Ky Christopher*			CU, Exercise Science
Halli Pearson	Lawton Public Schools	Teacher	OSU, Comm. Sci.
Riann Goff*			OCCC, Business
Shane Lord*			CU, Exercise Science

Kennedy Ellis			Southern Nazarene U, PTA
Nathan Angiel	Lawton Fire Department	Firefighter	
Daichele Haynes	Wal-Mart		
Charlie Oligher*	Lawton Public Schools		
Nolan Archuleta	Elgin Public Schools		
Ben Johnson*	Duncan Public Schools	Coach	CU, MEd
Sydney Bolin*	Lawton Public Schools	Volleyball Coach	
Luke French*			UCCS, MA
Emberlynn Carter*			SW Baptist, Nursing
Jacee Stelter		PTA	Hutchinson CC, PTA
Amayah Smith			CU
Kateryna Rudenko			UCO, MS
Joshua Emery	Military Service	Soldier	
Emma Costantini			CU, Behavioral Sciences
2025-2026			
Hannah Buttry	Dick's Sporting Goods		
Matthew Nicholas			CU
Tanner Knight	Canute Public Schools	Coach	
Jacinta Massie			Texas Tech U, OT
Gracie Ortiz			Brigham Young U, Masters
Dalton Peak	Military Service	Officer	
Johnny Pel			NASM or ACE, Professional Certs
Jesus Castillo			UCO, Dietetics
Darius Harris			Caddo-Kiowa Tech., PTA
Maylynn Murray			CU, Radiology Tech.
Jennifer Valdez			UTEP, Physical Therapy
Benjamin Williams			CU, Masters

**Student earned embedded certificate.*

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

Student	Success Information
Carly Sweat	Graduated from OSU School of Osteopathic Medicine.
Wyatt Johnson	Currently in final year of OSU School of Osteopathic Medicine.
Xavier Obregon	Graduated from UCO with a Master's Degree in Sports Management
Alyssa Jackson	Graduated from Liberty U with a Master's Degree in Exercise Science and Wellness.
Joshua Poahway	Graduated from Arkansas Tech U with Master's Degree in Kinesiology. Currently pursuing a Doctorate at the U of Concordia-St. Paul.
Karly Miller	Graduated from MACU with a Master's Degree.

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
The program should begin a more thorough process of tracking of graduates for both employment and attendance to graduate programs.	The department will initiate a more extensive outreach campaign to include emails, surveys, and mailed communication.	Summer 2027
The program should begin a transition to align with the healthcare occupations fields in order to better align with the critical occupational fields' areas.	The department will begin to explore the options related to this transition. This will include student surveys, advisory board feedback, university administration strategic planning.	Summer 2031
The program should evaluate program assessment criteria related to Learning Outcome 1 due to low student completion percentage.	Course faculty will begin the process of modifying instructional methods within the courses where the assessment is introduced, reinforced, and mastered.	Summer 2028

Department/
Program Head _____ Date:
(Signature)

Dean _____ Date:
(Signature)

Chief
Academic
Officer _____ Date:
(Signature)

President _____ Date:
(Signature)

EXHIBIT E

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Return by December 31, 2026 to academicaffairsrequests@osrhe.edu

Institution: Cameron University

ACADEMIC CALENDAR FOR 2027-2028

NOTE: All schedules should include final exams

Summer 2027 Session:

Semester (8-week session) (begins and ends)	5/26/2027 through 7/21/2027
1st 4-week session (begins and ends)	5/26/2027 through 6/23/2027
2nd 4-week session (begins and ends)	6/24/2027 through 7/21/2027

Please list dates of all holidays/breaks (no classes)

MEMORIAL DAY	5/31/2027
JUNETEENTH	6/18/2027
INDEPENDENCE DAY	7/5/2027

Summer Commencement date (if applicable)	5/5/2028

Fall 2027 Semester:

16-week Semester (begins and ends)	8/16/2027 through 12/10/2027
1st 8-week session (begins and ends)	8/16/2027 through 10/11/2027
2nd 8-week session (begins and ends)	10/12/2027 through 12/10/2027

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short-term session in the shaded boxes)

12-week session (begins and ends) 9/14/2027 through 12/10/2027

Please list dates of all holidays/breaks (no classes)

LABOR DAY	9/6/2027
FALL BREAK	10/14/2027 through 10/15/2027
THANKSGIVING BREAK	11/24/2027 through 11/26/2027

Fall Commencement date (if applicable)	5/5/2028

EXHIBIT E

Spring 2028 Semester:

16-week Semester (begins and ends)	1/10/2028 through 5/5/2028
1st 8-week session (begins and ends)	1/10/2028 through 3/6/2028
2nd 8-week session (begins and ends)	3/7/2028 through 5/5/2028

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short-term session in the shaded boxes)

12-week session (begins and ends) 2/7/2028 through 5/5/2028

Please list dates of all holidays/breaks (no classes)

MARTIN LUTHER KING	1/17/2028
SPRING BREAK	3/13/2028 through 3/17/2028

*****Note: Spring Break should be scheduled for the-week that encompasses the third Wednesday in March*****

Spring Commencement date (if applicable) 5/5/2028

Intersessions (classes that meet between regularly scheduled semesters or that meet between summer session and fall semester, between fall semester and spring semester, or between spring semester and summer session):

	Fall 2027 Intersession (between summer 2027 and fall 2027)	Spring/Winter 2027-2028 Intersession (between fall 2027 and spring 2028)	Summer 2028 Intersession (between spring 2028 and summer 2028)
Intersession begins	07/22/2027	12/13/2027	05/8/2028
Intersession ends	08/06/2027	01/07/2028	05/15/2028

Summer 2027 (if applicable):

Final add date 8-week classes	6/2/2027
Final drop date 8-week classes:	6/2/2027
Final add date first 4-week classes:	5/28/2027
Final drop date first 4-week classes:	5/28/2027
Final add date 2nd 4-week classes:	6/28/2027
Final drop date 2nd 4-week classes:	6/28/2027

Fall 2027:

Final add date 16-week classes:	8/23/2027
Final drop date 16-week classes:	8/27/2027
Final add date 1st 8-week classes:	8/20/2027
Final drop date 1st 8-week classes:	8/20/2027
Final add date 12-week classes:	9/20/2027
Final drop date 12-week classes:	9/22/2027
Final add date 2nd 8-week classes:	10/20/2027
Final drop date 2nd 8-week classes:	10/20/2027

Spring 2028:

Final add date 16-week classes:	1/18/2028
Final drop date 16-week classes:	1/24/2028

EXHIBIT E

Final add date 1st 8-week classes:	1/14/2028
Final drop date 1st 8-week classes:	1/14/2028
Final add date 12-week classes:	2/11/2028
Final drop date 12-week classes:	2/15/2028
Final add date 2nd 8-week classes:	3/20/2028
Final drop date 2nd 8-week classes:	3/20/2028

CAMERON UNIVERSITY
STATEMENTS OF NET POSITION
JUNE 30, 2026 AND 2025
UNAUDITED-MANAGEMENT USE ONLY

	6/30/2026	6/30/2025
Assets		
Unrestricted cash and cash equivalents	$ 8,351,753	$ 10,682,014
Restricted cash and cash equivalents	17,168,773	6,986,817
Accounts receivable, net	5,550,451	3,222,661
Leases receivable	429,736	507,737
Net other post-employment benefits asset	351,267	168,276
Deposits and prepaid expenses	2,627,264	2,514,465
Capital assets, net	51,390,263	52,501,326
Total Assets	85,869,507	76,583,296
Deferred Outflows	3,507,478	5,288,754
Liabilities		
Accounts payable and accrued expenses	2,121,633	2,088,406
Post-employment benefits obligation	2,399,266	2,462,897
Accrued compensated absences	295,294	279,734
Net pension liability	19,746,118	25,746,203
Unearned revenue	1,070,417	1,008,230
Leases payable	505,661	300,464
Capital lease payable	12,267,777	13,611,452
Deposits held in custody for others	116,225	95,776
Total Liabilities	38,522,391	45,593,162
Deferred Inflows	7,097,102	5,192,950
Net Position		
Net Position	43,757,492	31,085,938
Total Net Position	$ 43,757,492	$ 31,085,938

EXHIBIT F

CAMERON UNIVERSITY
STATEMENTS OF REVENUE, EXPENSES AND CHANGES IN NET POSITION
FOR THE TWELVE MONTHS ENDED JUNE 30, 2026 AND 2025
UNAUDITED-MANAGEMENT USE ONLY

	6/30/2026	6/30/2025
Operating Revenues		
Student tuition and fees	$ 22,046,184	$ 21,500,753
Grants and contracts	3,567,043	5,113,835
Sales and services of educational activities	478,050	484,715
Sales and services of auxiliary enterprises	11,397,772	6,609,709
Other operating revenues	40,875	53,809
Total Operating Revenues	37,529,924	33,762,821
Operating Expenses		
Compensation and benefits	27,854,511	28,062,296
Contractual services	1,241,197	1,456,182
Supplies and materials	22,764,851	13,578,936
Depreciation	4,105,456	3,958,668
Utilities	2,124,391	1,977,695
Communication	190,095	176,397
Scholarships and fellowships	19,450,037	20,183,538
Other operating expenses	2,307,844	2,220,895
Total Operating Expenses	80,038,382	71,614,607
Operating loss	(42,508,458)	(37,851,786)
Nonoperating Revenues and (Expenses)		
State appropriations	18,893,476	18,901,485
Grants and contracts	10,833,272	10,994,942
Private gifts	933,469	1,117,749
Endowment and Investment income	715,480	619,773
Net Nonoperating Revenues and (Expenses)	31,375,697	31,633,949
Income Before Other Revenues, (Expenses), Gains or (Losses)	(11,132,761)	(6,217,837)
Other Revenue, Expenses, Gains or Losses		
Private gifts for capital projects	-	850,000
Capital state appropriations	16,499,282	5,275,326
Total Other Revenue, (Expenses), Gains and (Losses)	16,499,282	6,125,326
Change in Net Position	$ 5,366,521	$ (92,511)

EXHIBIT F

CAMERON UNIVERSITY

STATEMENT OF REVENUE, EXPENSES AND CHANGES IN NET POSITION
BUDGET TO ACTUAL
FOR THE TWELVE MONTHS ENDED JUNE 30, 2026
UNAUDITED-MANAGEMENT USE ONLY

	FY 26 Annual Budget	July 2025 - June 2026 Actual	Percent of Budget	Difference Budget to Actual
Operating Revenues				
Student tuition and fees	$ 20,349,164	$ 22,046,184	108.3%	$ (1,697,020)
Grants and contracts	6,896,619	3,567,043	51.7%	3,329,576
Sales and services of educational activities	604,616	478,050	79.1%	126,566
Sales and services of auxiliary enterprises	5,809,581	11,397,772	196.2%	(5,588,191)
Other operating revenues	164,093	40,875	24.9%	123,218
Total Operating Revenues	33,824,073	37,529,924	111.0%	(3,705,851)
Operating Expenses				
Compensation and benefits	30,744,456	27,854,511	90.6%	2,889,945
Contractual services	754,420	1,241,197	164.5%	(486,777)
Supplies and materials	14,085,231	22,764,851	161.6%	(8,679,620)
Depreciation	-	4,105,456	0.0%	(4,105,456)
Utilities	2,474,700	2,124,391	85.8%	350,309
Communication	179,700	190,095	105.8%	(10,395)
Scholarships and fellowships	17,489,460	19,450,037	111.2%	(1,960,577)
Other operating expenses	1,846,796	2,307,844	125.0%	(461,048)
Total Operating Expenses	67,574,763	80,038,382	118.4%	(12,463,619)
Operating Income (Loss)	(33,750,690)	(42,508,458)	125.9%	8,757,768
Nonoperating Revenues (Expenses)				
State appropriations	18,900,377	18,893,476	100.0%	6,901
Grants and contracts	10,330,000	10,833,272	104.9%	(503,272)
Private gifts	1,728,570	933,469	54.0%	795,101
Endowment and Investment income	531,502	715,480	134.6%	(183,978)
Net Nonoperating Revenues	31,490,449	31,375,697	99.6%	114,752
Income (Loss) Before Other Revenues, Expenses, Gains or (Losses)	(2,260,241)	(11,132,761)		8,872,520
Other Revenues, Expenses, Gains or (Losses)				
Private gifts for capital projects	-	-		-
State appropriations for capital purposes	16,300,000	16,499,282	101.2%	(199,282)
Total Other Revenues, Expenses, Gains or (Losses)	16,300,000	16,499,282	101.2%	(199,282)
Change in Net Position	$ 14,039,759	$ 5,366,521		$ 8,673,238

Status Draft PolicyStat ID 20889708

Last Approved N/A

Next Review N/A

Liaison Jamil Haynes: Director of Human Resources

Area AP>Human Resources

Responsible Executives President

Paid Parental Leave Policy

Introduction:

Rogers State University (RSU) recognizes that supporting employees as they balance career, childbirth, and family life ultimately benefits RSU and promotes overall health. The Paid Parental Leave Policy provides eligible faculty and staff with paid leave following the birth or adoption of a child(ren) for care and bonding with the child(ren).

The policy applies to all benefits-eligible faculty and staff members who are appointed to regular positions of .5 or greater full-time equivalent (FTE) and have completed twelve (12) months of benefits-eligible service.

It is the policy of RSU to offer eligible employees up to a total of three (3) weeks of paid parental leave within a 12-month period following the birth or adoption of a minor child(ren) who has joined the household within the last 30 days.

Definitions:

N/A

Policy:

1. Eligibility
    a. Paid parental leave is available to eligible employees who have been employed by RSU in a regular benefits-eligible position for twelve (12) continuous months directly preceding

the qualifying event.

b. Benefits-eligible employees are defined as regular full-time and part-time faculty and staff employees who are appointed at an FTE of .5 or greater. For eligible employees working less than full-time (1.0 FTE classification), paid parental leave will be prorated at the current salary and appointment percentage (FTE).

c. Temporary employees, student employees, employees assigned to contracts governed by the federal Service Act, postdocs, research scholars and graduate assistants are not eligible for this paid parental leave benefit. Provided, however, separate parental leave policies may govern these employees. Please contact your hiring supervisor to learn more.

d. Any requests for exceptions should be submitted in writing within 30 days of the event (denial, birth, adoption, foster placement) to and must be approved by the Human Resources Director of Benefits and Retirement.

2. Request
Requests for paid parental leave must be submitted in writing to the employee's supervisor and the Office of Human Resources at least thirty (30) days before the leave is expected to begin, unless extenuating circumstances exist.

When both parents are RSU employees who meet eligibility guidelines, each employee is entitled to up to a total of three (3) weeks of paid parental leave within a 12-month period. Paid parental leave can be taken all at once or intermittently but must be taken within twelve (12) months of the date of the birth or adoption of the child(ren).

All Paid Parental Leave received by an employee under this policy will run concurrently with the employee's Family Medical Leave Act (FMLA) entitlement if the employee is eligible for FMLA. If ineligible for paid parental leave, an employee may still take paid leave, extended sick leave if applicable, or unpaid FMLA (if eligible) for additional time off. Additional information regarding leave benefits is available by contacting the Office of Human Resources or by referring to the RSU Paid Time Off Policy and the RSU Family and Medical Leave Act (FMLA) Policy..

3. Unused Leave
Any unused leave at the end of the 12-month period of the qualifying event will be forfeited. Paid Parental Leave will have no cash value and will not result in a payout benefit upon separation of service. The pay for the hours used from Paid Parental Leave will be based on the employee's regular base rate of pay. Paid Parental Leave will not be considered as time worked for overtime purposes.

Approval Authority:

President

Former Policy Number:

N/A

FY 27 Proposed Audit Plan — Rogers State University

Five proposed engagements • Total budget hours: 1,100

#	Audit Area	Scope/Objectives	Budget Hours
1	**Purchasing / Contract Approvals / P-Card Compliance**	Assess procurement approvals, competitive sourcing, allowable P-Card use, support, reconciliations, vendor oversight, and conflicts.	320
2	**IT & Vendor Mgmt / Prior Finding Remediation**	Validate prior cyber remediation; assess IT vendor security due diligence, cloud/SBITA monitoring, and SLA oversight.	275
3	**Athletics / NCAA Eligibility Certification**	Test eligibility certification controls and documentation for NCAA and conference compliance.	205
4	**Financial Aid: R2T4 / Title IV Corrective-Action Review**	Validate FY25 corrective actions; test R2T4 accuracy, documentation, 45-day returns, and withdrawal coordination.	200
5	**Alternate Claims**	Statutory review of claims reporting, documentation, reserves, recoveries, and fraud/waste/abuse monitoring.	100

ROGERS STATE UNIVERSITY

EXHIBIT H

EXHIBIT I



RSU RISING

STRATEGIC PLAN

2026-2031

ROGERS STATE UNIVERSITY

EXHIBIT I



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EXECUTIVE SUMMARY



Members of the Board of Regents:

I proudly present to you for review and discussion a draft of the new strategic plan for Rogers State University - RSU Rising. This title was selected as it reflects our collective aspiration to serve as a center of opportunity for Oklahomans and to increase our value as a regional university focused on meeting the state's most pressing educational needs.

RSU's current strategic plan was set to run through 2027, but a leadership change and a rapidly evolving environment affecting higher education in our state did not allow us the luxury of waiting another year. A new and bold direction was needed to successfully navigate challenges and take advantage of opportunities.

The mission of RSU Rising is simple, yet powerful: "We impact lives through education." This mission will be accomplished by maintaining affordability, opening new doors of opportunity to a degree, and providing our graduates with access to programs that address Oklahoma's most critical workforce needs.

RSU Rising presents ambitious yet attainable goals that will be accomplished through well-defined strategies and tactics, resource allocation, assignments of accountability, and consistent measurements of outcomes and performance metrics.

At the heart of this plan are six key strategic pillars:

- Expand access and opportunities
- Grow enrollment to support growth of the region
- Enhance the Hillcat experience
- Create a sustainable financial model and achieve operational excellence
- Expand the influence of RSU through high-impact collaborations
- Become the pillar of choice

Each of these pillars represents opportunities for progress and possibility, and collectively they will position RSU as a model for regional universities.

In preparing RSU Rising, more than 70 members of the university community and external stakeholders served on subcommittees, and more than 200 individuals provided important feedback on this draft. In the end, I am confident RSU Rising reflects the consensus of our many constituents.

At Rogers State University we stand at a pivotal moment, one that requires imaginative solutions and bold leadership. RSU Rising is our compass that will provide the direction to new levels of success and service for the people of Oklahoma.

Don Raleigh

Don Raleigh
President

Mission statement

We impact lives through education.

Core values

Student Driven: We make decisions that support student success.

Community: We foster a welcoming campus where you can connect, belong, and be yourself.

Innovation: We seek to bring bold ideas to life.

Excellence: We set high standards and strive to excel in everything we do.

Empowerment: We create opportunities for Hillcats to lead and succeed.



Pillar 1: Expand access and opportunities

Strategy 1: Develop structured K-12 and CareerTech pipelines, moving from isolated opportunities to systematized priorities

- Create alignment with K-12 schools to improve student persistence, completion outcomes, and to build relationships that support student transitions
- Expand CareerTech aligned degrees and certificate pathways
- Begin career awareness efforts earlier to shift RSU's influence upstream
- Make RSU the preferred partner among counselors and administration.
- Employ financial and access-oriented tactics to reduce friction points that derail students at transition moments

Strategy 2: Align academic offerings with workforce needs

- Conduct ongoing workforce needs analysis with industry partners
- Expand the number of master's level and accelerated program offerings based on workforce demand
- Integrate industry recognized credentials into degree programs
- Establish advisory committees for all departments to ensure programs are well aligned with regional needs

Strategy 3: Create an academic structure that supports sustainable growth

- Evaluate restructuring options that maximizes operational efficiency and supports student success
- Establish clear guidelines for defining academic schools, including graduate programs
- Transition graduate degree programs into a stand-alone school or college
- Explore opportunities to begin a doctoral program

Strategy 4: Expand access to academic enrichment programs.

- Establish a task force to review the mission of the Honors and President's Leadership Class programs and their alignment to the University's academic goals
- Develop and approve updated criteria for eligibility in the Honors Program
- Pilot upper division Honors courses in selected majors
- Develop policies and establish goals for study abroad programs
- Evaluate the feasibility of establishing an Honors College



Pillar 2: Grow enrollment to support growth of the region

Strategy 1: Design and execute an enrollment management strategy that increases student headcount enrollment to 4,000 by 2031

- Increase enrollment through defined recruitment and retention initiatives, expanded academic offerings and flexible pathways
- Enhance student support services and engagement initiatives to improve retention and graduation rates
- Develop standardized pathway information for all programs to ensure aligned delivery
- Expand career pathway opportunities for community college transfers, in addition to K-12 students in rural school districts

Strategy 2: Grow the number of concurrently enrolled students

- Create ownership of concurrent enrollment by establishing an Office of Concurrent Programs and naming a director.
- Increase the number of fall semester concurrently enrolled students to 635 by 2031
- Grow the number of reduced fee partner high schools to 40
- Grow the number of homeschooled students in concurrent enrollment
- Increase the rate of concurrent students who enroll as full-time freshmen from 30% to 45%
- Leverage existing tuition waivers and introduce textbook grants and completion scholarships

Strategy 3: Determine the most effective and sustainable branch campus model for the Bartlesville and Pryor campuses.

- Conduct a feasibility study to evaluate the viability, effectiveness, and long-term sustainability of the current branch campus structure
- Incorporate input from students, faculty, staff, local employers, and community leaders in Bartlesville and Pryor
- Compare similar regional universities with branch campuses to show best practices and alternative models



Pillar 3: Enhance the Hillcat Experience

Strategy 1: Improve the student academic journey
- Improve retention, persistence, and graduation rates
- Develop a 360-degree advising ecosystem that defines responsibilities for students, advisors, and faculty mentors
- Strengthen communication and information literacy about the student journey to include academic, enrollment, and student success information
- Evaluate course rotations and plans of study for all programs to ensure course modality, sequencing, and availability align with student enrollment needs

Strategy 2: Create a "Hillcat roadmap to success" concept
- Develop a baseline proficiency in the use of artificial intelligence for all students
- Develop ways to consistently improve integration and onboarding for all categories of students
- Develop a commuter student engagement plan
- Implement success checkpoints throughout the student lifecycle and recognize credit milestones
- Develop networking, mentoring, and collaboration opportunities to strengthen connection between students, faculty, and staff
- Enhance campus engagement and expand campus/student traditions

Strategy 3: Create opportunities through affordability
- Develop a co-curriculum program addressing college affordability strategies
- Expand student financial aid opportunities
- Better utilize the block rate tuition program and expand to graduate level courses
- Improve communication during the student billing process

Strategy 4: Expand career readiness and real-world engagement opportunities
- Develop a Career Center concept to meet student demand for career planning, internships, and workforce engagement
- Implement strategies to ensure students are ready for the career search process
- Increase the number of student workers and graduate assistantships
- Launch a mentor network connecting students with RSU alumni

Strategy 5: Improve student wellness
- Expand student wellness resources
- Improve early alert and behavioral intervention processes
- Secure grant funding for wellness initiatives
- Improve the physical and mental health of students



Pillar 4: Create a sustainable financial model and achieve operational excellence

Strategy 1: Create a Campus Master Plan that aligns facilities, land and space to the University's need and resources

- Explore the feasibility of multipurpose events center housing appropriate athletic and performance facilities, along with possible space for a wellness center, campus police, and a welcome center
- Determine the future use of Loshbaugh Hall
- Reduce facility expenses and generate resources by repurposing or selling unnecessary buildings and those with high deferred maintenance burdens
- Develop plans to support improvement of athletic and intramural facilities

Strategy 2: Develop a comprehensive deferred maintenance strategy

- Establish annual funding targets dedicated to deferred maintenance
- Support maintenance of residence life facilities to maintain current comparative advantages
- Prioritize projects based on risk, safety, and mission impact
- Bundle maintenance projects with planned renovations when feasible

Strategy 3: Strengthen and improve financial and budgetary policies and procedures

- Seek opportunities to expand shared services with OU system institutions
- Establish criteria by which new and existing programs and initiatives are evaluated for costs, benefits, and alignment with the strategic plan
- Develop a culture of continuous process improvement and operational excellence
- Establish a committee focused on risk mitigation

Strategy 4: Establish a comprehensive technology and digital infrastructure plan

- Assess the utilization of all software components to ensure effective use and operational efficiency
- Standardize technology in all classrooms and determine the need for specialized technology-enhanced learning spaces
- Strengthen cybersecurity and data protection capabilities
- Upgrade campus network and wireless coverage
- Assess the feasibility of a centralized building access system
- Implement policies governing the use of artificial intelligence systems



Pillar 5: Expand the impact of RSU through high-impact collaborations

Strategy 1: Build a brand presence in the Tulsa metropolitan area that supports enrollment, business partnerships and philanthropic support

- Invest in increased marketing of programs, services, and competitive advantages
- Strengthen agreements with other higher education institutions in Tulsa to create seamless degree pathways
- Seek opportunities for a physical presence in the Tulsa metro to deliver on-ground coursework.
- Develop partnerships with Tulsa County public schools
- Establish new relationships and build upon existing relationships within the Tulsa metro business community

Strategy 2: Actively collaborate with the Cherokee Nation to develop partnerships that align with the priorities of each entity

- Develop a formal strategic partnership framework
- Create opportunities for further partnership with Cherokee Film to enhance educational opportunities, programming support and distribution
- Seek opportunities to capitalize on the Cherokee Nation's healthcare expansion in Claremore through joint program development to address workforce needs
- Support the sharing of Cherokee Nation culture within the campus community

Strategy 3: Establish RSU as the center of workforce development in Northeast Oklahoma

- Institutionalize a clear strategy for workforce development and support with appropriate resources, including a Director of Workforce Partnerships.
- Create a consortium of manufacturers, economic development entities and other educational partners to develop degrees related to advanced manufacturing engineering
- Build partnerships with new and existing major industries in the region to position RSU as a hub for education and workforce training
- Utilize assets such as the Robson Center for Science and Technology and the Pryor Campus to provide venues for specialized workforce training
- Work with area healthcare providers to seek opportunities to offer new healthcare degree programs and options.
- Assess the need for customized corporate leadership programs for mid and upper-level employees

Strategy 4: Increase private giving to the RSU Foundation to support institutional goals

- Implement focused campaigns as needed to support critical needs of the University
- Grow value of endowments to $30 million with a focus on supporting new and emerging academic programs
- Grow annual Foundation support of scholarships to $1.5 million to support enrollment growth
- Establish an Office of Grants and Sponsored Programs and employ a full-time grant writer
- Improve outreach and deepen the connection of alumni with current students
- Support academic and cultural programs, including a prominent lecture series, to build community engagement.



Pillar 6: Become the employer of choice

Strategy 1: Foster an engaged and satisfied RSU community

- Implement a competitive compensation structure that includes a robust, market adjustable, merit-based salary program to ensure that compensation for high-performing faculty and staff becomes and remains competitive with peer institutions.
- Develop and implement a faculty and staff retention plan that rewards longevity and excellence
- Build a robust and objective system for yearly faculty and staff evaluations that promotes active improvement and honest, objective assessment
- Provide competitive health insurance and financial planning choices to meet the specific needs of employees

Strategy 2: Promote shared governance across the University to ensure an engaged and active role for all employees

- Promote an active and engaged Faculty Senate and Staff Advisory Committee to provide guidance and advice on all decisions guiding the university.
- In coordination with faculty and staff, develop and communicate clear and accessible institutional policies
- Maintain a standing Budget Advisory Committee including representatives of faculty, staff, and administration
- Ensure faculty and staff input is meaningfully incorporated in decision making, especially where it concerns the future and direction of the University and ensure timely and transparent communication of decisions and opportunities to all employees

Strategy 3: Promote and defend academic excellence, academic freedom, and freedom of thought and expression

- Foster a culture of robust civil engagement and conversation
- Foster intellectual diversity and academic independence.
- Build strong policies to guide administration and faculty in dealing with conflict and controversy in and out of the classroom
- Build a strong system of professional development by providing resources for improving and growing skills in teaching
- Establish clear professional development pathways, including mentoring and leadership development

Strategy 4: Support employee well-being, recognition, and work-life balance

- Establish and provide access to both physical and mental health resources to all employees
- Develop structured onboarding and job training programs for new personnel
- Create formal and informal recognition programs for faculty and staff
- Explore and implement flexible work arrangements, where appropriate, including scheduling flexibility and hybrid options, to support work-life balance and strengthen employee recruitment, satisfaction, and retention
- Explore expansion of employee benefits, including parental leave and dependent tuition waivers





EXHIBIT I

STRATEGIC PLANNING COMMITTEE

Includes Steering Committee and Goal Team Members

STEERING COMMITTEE

Dr. Brian Andrews
Dr. Jerrett Phillips
Dr. Don Raleigh
Dr. Mark Rasor
Dr. Chris Ratcliff
Steve Valencia, Chair
Dr. Susan Willis
Dr. Mark Peaden - Faculty Senate
Audrey Baker - Staff Council
Luke Mackey - SGA
Tad Jones - Community Representative

SUBCOMMITTEES

Mission and Values
Alaina Abolail – Co-Chair
Dr. Chris Ratcliff – Co-Chair
Dr. Tom Carment
Jeana Rae Conn
Kaitlin Crotty
Whitney Hocutt
Dr. Christi Mackey
Dr. Joseph McKeon
Dawn Tatro
Joshua Garrison – Student
Raquel Flores – Community Representative
Lynsey Simmons – Community Representative

Pillars 1 and 2
Dr. Susan Willis – Co-Chair
Fred Dietz – Co-Chair
Audrey Baker
Luz Garrett
Ronna Hatley
Dr. Kenneth Hicks
Dr. Alex Lopez
Ronda Riden
Dr. Curtis Sparling
Rob Turner
Dr, Kim Dyce
Emma Kelley – Student
Dr. Kenny Hindenburg – Community Representative

Pillar 3
Dr. Jerrett Phillips – Chair
Heather Davis
Dr. Laura Gray
Savannah Roeder
Kyla Short
Meg Thompson
Jason Reavis
Dr. Sara Moon-Seo
Payton Lahmeyer
Rachel Metcalf
Addison Wisdom - Student
Ian Feary – Student
Victoria Middleton – Community Representative

Pillar 4
Dr. Mark Rasor – Chair
Derek Larkin
Dr. Carla Lynch
Issac McNutt
George Proctor
Brian Coley
Dr. Sally Emmons
Michael Allgood
Brian Reeves
Tip Crowley
Isaac Dean – Student
Trent Siever – Community Representative
Sara Moss – Community Representative

Pillar 5
Steve Valencia – Chair
Teri Bowers
Dr. Amy Evans
Stephani Freeman
Corrie King
Travis Peck
Samantha Rhea
Kenny Day
Troy Gerard
Dr. Paul Hatley
Shelbee Base – Student
Bailey Thompson – Community Representative

Pillar 6
Dr. Brian Andrews – Co-Chair
Dr. Mark Peaden – Co-Chair
Megan Dempsey
Roxanne Eddington
Larry Elzo
Jamil Haynes
Karyn Krause
Dr. David Bath
Catherine Burns
Errin Law
Olivia Graham – Student
Rhonda Spurlock – Community Representative
Sara Wallace – Community Representative

2027-2028 Academic Calendar

Institution: Rogers State University

Link to Academic Calendar: https://www.rsu.edu/event-calendar/academic-events

Name of Person Completing Form: Dr. Susan Willis

Email of Person Completing Form: swillis@rsu.edu

Summer 2027

First Day of Summer 2027 Classes: 06/07/2027

Summer Holidays/Breaks: 06/18/2027, 07/05/2027,

Last Day of Summer 2027 Classes: 07/30/2027

Fall 2027

First Day of Fall 2027 Classes: 08/16/2027

Fall Holidays/Breaks: 09/06/2027, 10/14/2027-10/15/2027, 11/24/2027-11/26/2027

Last Day of Fall 2027 Classes: 12/10/2027

Fall Commencement: N/A

Spring 2028

First Day of Spring 2028 Classes: 01/18/2028

Spring Holidays/Breaks: 03/13/2028-03/17/2028

Last Day of Spring 2028 Classes: 05/12/2028

Spring Commencement: 05/12/2028

Summer 2028

First Day of Summer 2028 Classes: 06/05/2028

Summer Holidays/Breaks: 06/19/2028, 07/04/2028

Last Day of Summer 2028 Classes: 07/28/2028

ROGERS STATE UNIVERSITY

EXHIBIT K

STATEMENT OF NET POSITION

June 2026 (FY26)

UNAUDITED - MANAGEMENT USE ONLY

Assets	6/30/26	6/30/25
Unrestricted Cash and cash equivalents	$ 20,086,501	$ 23,234,371
Restricted Cash and cash equivalents	8,447,552	6,359,094
Accounts receivable - net	2,866,469	2,700,323
Accounts receivable ODFA	12,000,000	12,000,000
Net other post-employment benefit asset	310,507	327,282
Deposits and prepaid expenses	-	-
Capital assets, net	62,475,726	58,605,066
Total Assets	106,186,755	103,226,135
Deferred Outflows of Resources	4,175,915	4,449,322
Liabilities		
Accounts payable and accrued expenses	3,293,174	1,332,054
Post-employment benefits obligation	256,275	-
Accrued compensated absences	1,164,323	1,067,795
Net pension liability	17,680,265	19,923,474
Unearned revenue	893,562	854,084
Bonds payable	1,311,942	1,476,077
Other financial arrangements	37,901,647	40,839,333
Leases payable	1,075,471	921,626
Deposits held in custody for others	216,811	216,111
Total Liabilities	63,793,470	66,630,554
Deferred Inflows	4,139,427	3,643,808
Net Position		-
Net Position	42,429,773	37,401,095
Total Net Position	$ 42,429,773	$ 37,401,095

ROGERS STATE UNIVERSITY

EXHIBIT K

STATEMENT OF REVENUES, EXPENSES AND CHANGES TO NET POSITION

June 2026 (FY26)

UNAUDITED - MANAGEMENT USE ONLY

	6/30/26	6/30/25
Operating Revenues		
Student tuition and fees	$ 10,121,439	$ 13,544,518
Federal grants and contracts	2,215,271	1,931,916
State and private grants and contracts	2,955,359	3,984,621
Auxiliary enterprises	5,814,106	8,602,624
Other operating revenues	213,103	190,078
Total Operating Revenue	21,319,279	28,253,757
Operating Expenses		
Compensation and benefits	26,116,312	24,619,762
Contractual services	3,315,006	3,015,794
Supplies and materials	10,325,128	8,610,433
Depreciation	3,812,565	4,044,947
Utilities	1,516,789	1,485,906
Communications	301,961	273,111
Scholarships and fellowships	2,381,512	8,937,485
Other operating expenses	2,114,098	1,916,109
Total Operating Expenses	49,883,370	52,903,546
Operating Loss	(28,564,091)	(24,649,789)
Nonoperating Revenues (Expenses)		
State appropriations	15,817,473	15,740,376
Federal and State Grants	8,234,874	8,594,912
Endowment and Investment income	570,633	550,603
Interest expense	(1,394,220)	(1,172,622)
Net Nonoperating Revenues	23,228,759	23,713,269
Income Before Other Revenues, (Expenses), Gains or (Losses)	(5,335,332)	(936,520)
Other Revenues, Expenses, Gains or Losses		
Capital state appropriations	6,617,846	5,440,337
Capital Grants and Gifts	2,403,293	-
Total Other Revenue, (Expenses), Gains and (Losses)	9,021,139	5,440,337
Change in Net Position	$ 3,685,808	$ 4,503,817

EXHIBIT K

ROGERS STATE UNIVERSITY

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
BUDGET TO ACTUAL
FOR THE TWELVE MONTHS ENDED JUNE 30, 2026
UNAUDITED - MANAGEMENT USE ONLY

	FY26 Annual Budget	July-June Actual	% of Budget	Difference Budget to Actual
Operating Revenues				
Student Tuition and fees, net	$ 10,233,219	$ 10,121,439	99%	$ 111,780
Federal grants and contacts	2,059,734	2,215,271	108%	$ (155,537)
State and private grants and contracts	3,004,659	2,955,359	98%	$ 49,300
Auxiliary enterprises	9,875,355	5,814,106	59%	$ 4,061,249
Other Revenue/Use of Reserves	5,204,621	213,103	4%	$ 4,991,518
Total Operating Revenue	30,377,588	21,319,279	70%	9,058,310
Operating Expenses				
Compensation and benefits	29,634,065	26,116,312	88%	3,517,753
Contractual services	4,491,468	3,315,006	74%	1,176,462
Supplies and materials	22,335,415	10,325,128	46%	12,010,287
Utilities	2,015,879	1,516,789	75%	499,090
Communications	366,421	301,961	82%	64,460
Other operating expenses	2,845,483	2,114,098	74%	731,385
Depreciation expense	-	3,812,565	0%	(3,812,565)
Scholarships	2,705,753	2,381,512	88%	324,242
Total Operating Expenses	64,394,484	49,883,370	77%	14,511,114
Operating Income (Loss)	(34,016,895)	(28,564,091)		(5,452,804)
Nonoperating Revenues (Expenses)				
State appropriations	15,546,038	15,817,473	102%	(271,435)
On-behalf OTRS Contributions	-	-	0%	-
Federal and State Grants	8,234,874	8,234,874	100%	-
Investment income	116,312	491,164	422%	(374,852)
OSHRE Endowment income	87,590	79,469	91%	8,121
Interest expense	-	(1,394,220)	0%	1,394,220
Net Nonoperating Revenues	23,984,814	23,228,759	97%	756,055
Income (Loss) Before Other Revenues, Expenses, Gaines or (Losses)	(10,032,081)	(5,335,332)		(4,696,749)
Other Revenues, Expenses, Gains or (Losses)				
State appropriations restricted for capital purposes	5,760,150	5,760,150	100%	-
Capital Gifts and Grants	600,000	2,403,293	401%	(1,803,293)
On-behalf state appropriation restricted for debt service	-	857,696	0%	(857,696)
Total Other Revenues, Expenses, Gains or (Losses)	6,360,150	9,021,139	142%	(2,660,989)
Change in Net Position	$ (3,671,931)	$ 3,685,808		$ (7,357,739)

EXHIBIT L

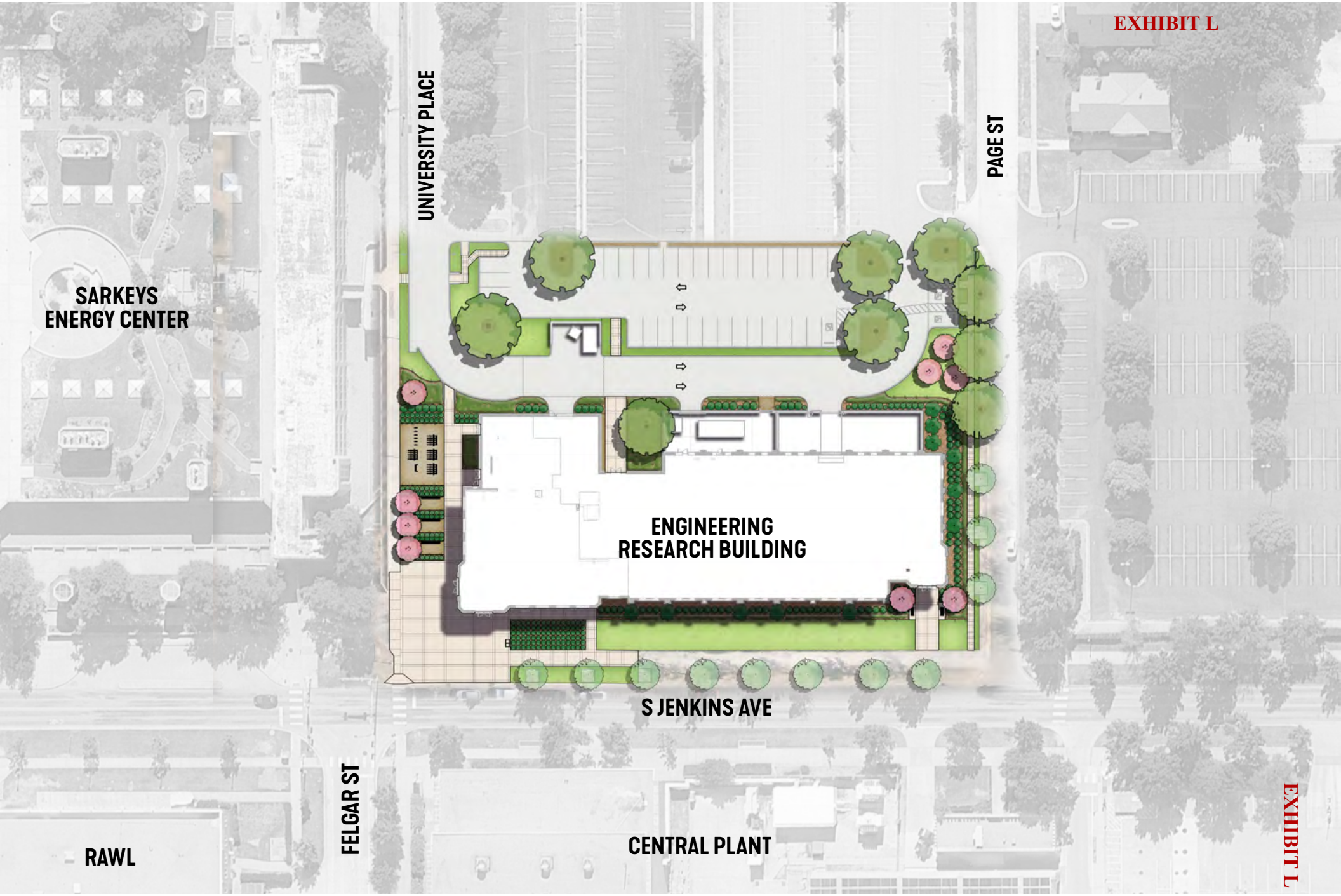
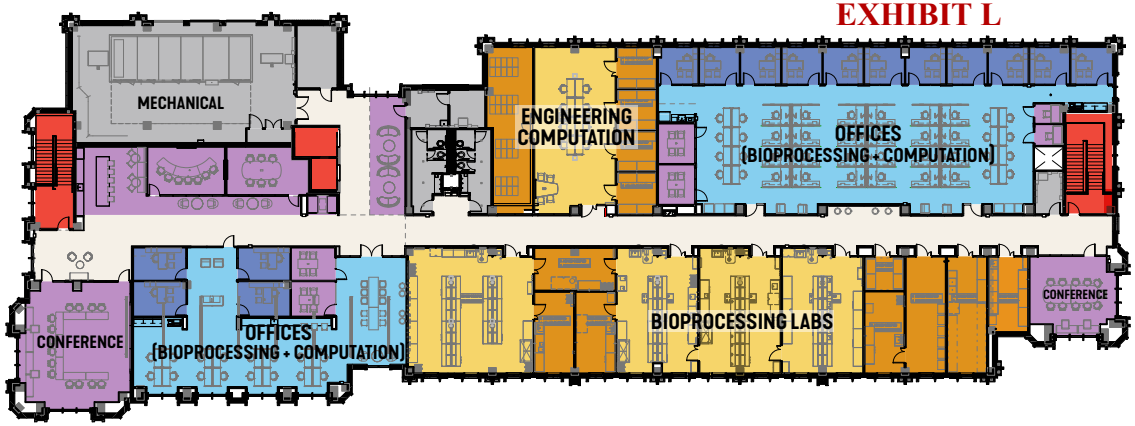


EXHIBIT L

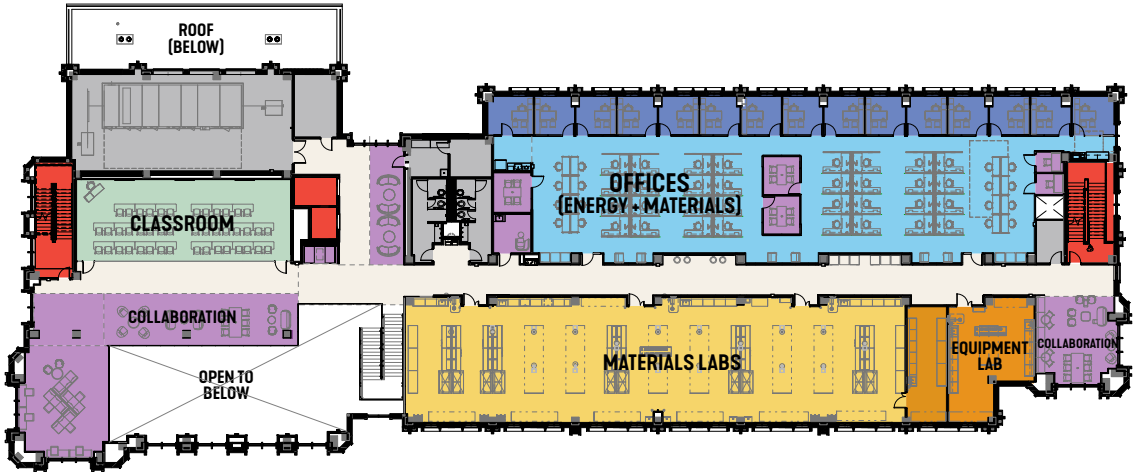
SITE PLAN
ENGINEERING RESEARCH BUILDING
08/20/2026

TRUE
NORTH

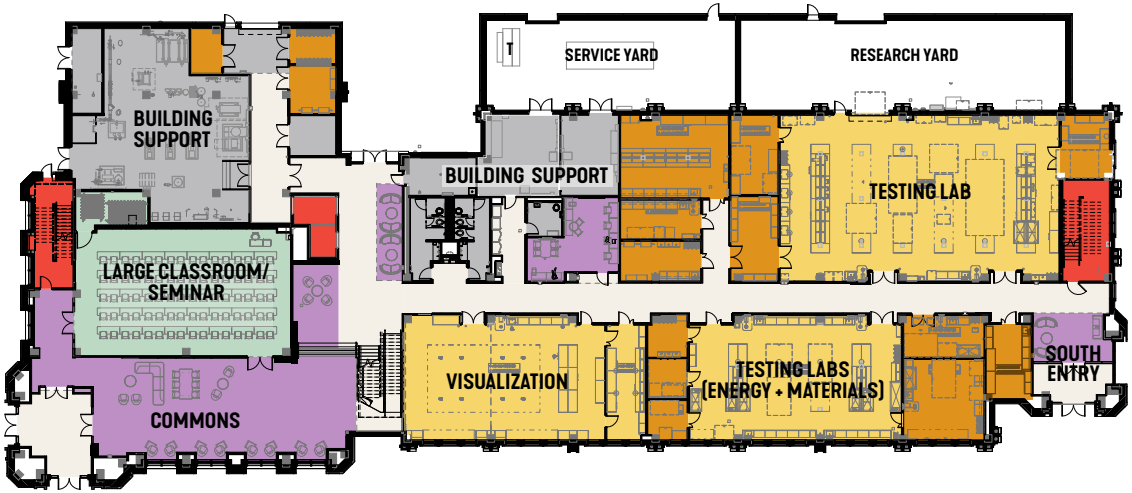
EXHIBIT L



LEVEL 3



LEVEL 2



LEVEL 1

EXHIBIT L

TRUE NORTH



EXHIBIT L

EXTERIOR RENDERING - VIEW AT NW CORNER AT S JENKINS AVENUE
ENGINEERING RESEARCH BUILDING
08/20/2026



EXHIBIT L

EXTERIOR RENDERING - VIEW AT SW CORNER AT S JENKINS AVENUE
ENGINEERING RESEARCH BUILDING
08/20/2026

EXHIBIT M

OU Insurance Monthly Rate Sheet for the 2027 Plan Year
The University of Oklahoma – All Campuses

Monthly Rates Shown for Active, Full Time (0.75-1.0 FTE) Employees

Dental Insurance

	Basic Plan			Alternate Plan		
Plan	**Employee Share**	**OU Share**	**Rate**	**Employee Share**	**OU Share**	**Rate**
Employee Only	**$20.20**	$15.32	$35.52	**$43.34**	$15.32	$58.66
Employee + Child(ren)	**$50.58**	$15.32	$65.90	**$93.46**	$15.32	$108.78
Employee + Spouse	**$53.38**	$15.32	$68.70	**$98.02**	$15.32	$113.34
Employee + Family	**$86.58**	$15.32	$101.90	**$152.96**	$15.32	$168.28

Medical Insurance

Tier 1 - $41,999.99 and below

	PPO			HDHP		
Plan	**Employee Share**	OU Share	Rate	**Employee Share**	OU Share	Rate
Employee Only	**$76.32**	$771.52	$847.84	**$29.82**	$715.58	$745.40
Employee + Child(ren)	**$322.18**	$1,288.72	$1,610.90	**$141.62**	$1,274.60	$1,416.22
Employee + Spouse	**$427.32**	$1,607.50	$2,034.82	**$268.34**	$1,520.58	$1,788.92
Employee + Family	**$565.50**	$1,893.20	$2,458.70	**$324.24**	$1,837.34	$2,161.58

Tier 2 - $42,000 to $64,999.99

	PPO			HDHP		
Plan	**Employee Share**	OU Share	Rate	**Employee Share**	OU Share	Rate
Employee Only	**$135.66**	$712.18	$847.84	**$82.00**	$663.40	$745.40
Employee + Child(ren)	**$402.74**	$1,208.16	$1,610.90	**$226.60**	$1,189.62	$1,416.22
Employee + Spouse	**$630.80**	$1,404.02	$2,034.82	**$375.68**	$1,413.24	$1,788.92
Employee + Family	**$835.96**	$1,622.74	$2,458.70	**$453.94**	$1,707.64	$2,161.58

Tier 3 - $65,000 and above

	PPO			HDHP		
Plan	**Employee Share**	OU Share	Rate	**Employee Share**	OU Share	Rate
Employee Only	**$220.44**	$627.40	$847.84	**$126.72**	$618.68	$745.40
Employee + Child(ren)	**$467.16**	$1,143.74	$1,610.90	**$339.90**	$1,076.32	$1,416.22
Employee + Spouse	**$793.58**	$1,241.24	$2,034.82	**$518.80**	$1,270.12	$1,788.92
Employee + Family	**$958.90**	$1,499.80	$2,458.70	**$626.86**	$1,534.72	$2,161.58

EXHIBIT M

OU Insurance Monthly Rate Sheet for the 2027 Plan Year
The University of Oklahoma – Pre-65 Retiree Premium Rates*

BCBS Dental Coverage		
	Basic Plan	**Total Premium**
Basic Plan	Retiree Only	$35.52
	Retiree and Child(ren)	$65.90
	Retiree and Spouse	$ 68.70
	Retiree and Family	$101.90
Alternate Plan	Retiree Only	$58.66
	Retiree and Child(ren)	$108.78
	Retiree and Spouse	$113.34
	Retiree and Family	$168.28

Pre-Medicare Retiree - Blue Cross Blue Shield		
		Total Premium
PPO	Retiree Only	$1,565.13
	Retiree and Child(ren)	$2,973.72
	Retiree and Spouse	$3,756.27
	Retiree and Family	$4,538.83
HDHP	Retiree Only	$1,258.76
	Retiree and Child(ren)	$2,391.63
	Retiree and Spouse	$3,021.03
	Retiree and Family	$3,650.39

**Rates shown are actual rates and do not include any university premium subsidy percentage; the subsidy amounts are different per retiree and are based on age and years of service at time of retirement.*

UNIVERSITY HOSPITALS TRUST EASEMENT AGREEMENT FOR CHILDREN'S HEART CENTER – HC

Legal Description of Property

The following are legal descriptions of the respective permanent surface/subsurface and airspace easements. These legal descriptions may be revised to reflect final construction plans, which will be subject to the approval of the University's Vice President and General Counsel and the Vice President for Campus Operations.

University Property Legal Description

A tract of land lying in the Southeast Quarter (SE/4) of Section Twenty-seven (27), Township Twelve (12) North, Range Three (3) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma being more particularly described as follows:
COMMENCING at the centerline intersection of N.E. 13th Street and Phillips Avenue as shown on the Plat of HOWE'S CAPITOL ADDITION, according to the recorded plat in Book 19 of Plats, Page 2, Oklahoma County Clerk's Office;
THENCE South 0°10'36" West, along the centerline of said Phillips Avenue, a distance of 53.00 feet, to a point on the south right-of-way of said N.E. 13th Street, extended;
THENCE South 89°48'51" East, along said south right-of-way, a distance of 649.07 feet;
THENCE South 23°29'12" East, a distance of 250.50 feet;
THENCE South 89°48'50" East, a distance of 25.65 feet;
THENCE South 0°12'03" West, a distance of 72.50 feet;
THENCE South 89°48'51" East, a distance of 27.00 feet, to the POINT OF BEGINNING;
THENCE continuing South 89°48'51" East, a distance of 44.61 feet;
THENCE South 0°12'03" West, a distance of 385.50 feet, to a point on the north line of DEDICATION OF RIGHT-OF-WAY, recorded in Book 7413, Page 382, Oklahoma County Clerk's Office;
THENCE North 89°47'37" West, along said north right-of-way line, a distance of 44.61 feet;
THENCE North 0°12'03" East, a distance of 385.49 feet to the POINT OF BEGINNING.
Said tract of land contains an area of 17,197 square feet or 0.3948 acres, more or less.

Surface and Subsurface Legal Description

Subsurface Tract 1

A subsurface being contained within Point Numbers 1, 2, 3, 4, 5, 6, 7 and 8, lying in the Southeast Quarter (SE/4) of Section Twenty-seven (27), Township Twelve (12) North, Range Three (3) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma being more particularly described as follows:

COMMENCING at the centerline intersection of N.E. 13th Street and Phillips Avenue as shown on the Plat of HOWE'S CAPITOL ADDITION, according to the recorded plat in Book 19 of Plats, Page 2, Oklahoma County Clerk's Office;

THENCE South 0°10'36" West, along the centerline of said Phillips Avenue, a distance of 53.00 feet, to a point on the south right-of-way of said N.E. 13th Street, extended;

THENCE South 89°48'51" East, along said south right-of-way, a distance of 649.07 feet;

THENCE South 23°29'12" East, a distance of 250.50 feet;

THENCE South 89°48'50" East, a distance of 25.65 feet;

THENCE South 0°12'03" West, a distance of 72.50 feet;

THENCE South 89°48'51" parallel with said south right-of-way, a distance of 31.01 feet;

THENCE South 0°11'09" West, a distance of 21.33 feet to a point having an elevation of 1225.00 feet above MSL according to NAVD88 and said point being the POINT OF BEGINNING and being identified as Point No. 1;

THENCE South 89°58'45" East, a distance of 7.00 feet, to a point having an elevation of 1226.00 feet and being identified as Point No. 2;

THENCE South 0°01'15" West, a distance of 61.29 feet, to a point having an elevation of 1224.00 feet and being identified as Point No. 3;

THENCE North 89°58'45" West, a distance of 7.00 feet, to a point having an elevation of 1224.00 feet and being identified as Point No. 4;

THENCE North 0°01'15" East, a distance of 61.29 feet to said Point No. 1;

THENCE proceeding vertically downward perpendicular to the horizontal plane of elevation and to Point Nos. 1, 2, 3 and 4 to a point, said point being at an elevation of 1125.00 feet and being identified as Point No. 5;

THENCE South 89°58'45" East, a distance of 7.00 feet, to a point having an elevation of 1126.00 feet and being identified as Point No. 6;

THENCE South 0°01'15" West, a distance of 61.29 feet, to a point having an elevation of 1124.00 feet and being identified as Point No. 7;

THENCE North 89°58'45" West, a distance of 7.00 feet, to a point having an elevation of 1124.00 feet and being identified as Point No. 8;

THENCE North 0°01'15" East, a distance of 61.29 feet to said Point No. 5 and also being the POINT OF ENDING.

Subsurface Tract 2

A subsurface being contained within Point Numbers 1, 2, 3, 4, 5, 6, 7 and 8, lying in the Southeast Quarter (SE/4) of Section Twenty-seven (27), Township Twelve (12) North, Range Three (3) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma being more particularly described as follows:

COMMENCING at the centerline intersection of N.E. 13th Street and Phillips Avenue as shown on the Plat of HOWE'S CAPITOL ADDITION, according to the recorded plat in Book 19 of Plats, Page 2, Oklahoma County Clerk's Office;

THENCE South 0°10'36" West, along the centerline of said Phillips Avenue, a distance of 53.00 feet, to a point on the south right-of-way of said N.E. 13th Street, extended;

THENCE South 89°48'51" East, along said south right-of-way, a distance of 649.07 feet;

THENCE South 23°29'12" East, a distance of 250.50 feet;

THENCE South 89°48'50" East, a distance of 25.65 feet;

THENCE South 0°12'03" West, a distance of 72.50 feet;

THENCE South 89°48'51" parallel with said south right-of-way, a distance of 27.00 feet;

THENCE South 0°12'03" West, a distance of 149.57 feet to a point having an elevation of 1224.00 feet above MSL according to NAVD88 and said point being the POINT OF BEGINNING and being identified as Point No. 1;

THENCE South 89°58'45" East, a distance of 14.67 feet to a point having an elevation of 1224.00 feet and being identified as Point No. 2;

THENCE South 0°01'15" West, a distance of 18.00 feet to a point having an elevation of 1224.00 feet and being identified as Point No. 3;

THENCE North 89°58'45" West, a distance of 14.72 feet to a point having an elevation of 1224.00 feet and being identified as Point No. 4;

THENCE North 0°01'15" East, a distance of 18.00 feet to said Point No. 1;

THENCE proceeding vertically downward perpendicular to the horizontal plane of elevation and to Point Nos. 1, 2, 3 and 4 to a point, said point being at an elevation of 1125.00 feet and being identified as Point No. 5;

THENCE South 89°58'45" East, a distance of 18.00 feet to a point having an elevation of 1124.00 feet and being identified as Point No. 6;

THENCE South 0°01'15" West, a distance of 18.00 feet to a point having an elevation of 1124.00 feet and being identified as Point No. 7;

THENCE North 89°58'45" West, a distance of 18.00 feet to a point having an elevation of 1124.00 feet and being identified as Point No. 8;

THENCE North 0°01'15" East, a distance of 18.00 feet to said Point No. 5 and also being the POINT OF ENDING.

Subsurface Tract 3

A subsurface being contained within Point Numbers 1, 2, 3, 4, 5, 6, 7 and 8, lying in the Southeast Quarter (SE/4) of Section Twenty-seven (27), Township Twelve (12) North, Range Three (3) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma being more particularly described as follows:

COMMENCING at the centerline intersection of N.E. 13th Street and Phillips Avenue as shown on the Plat of HOWE'S CAPITOL ADDITION, according to the recorded plat in Book 19 of Plats, Page 2, Oklahoma County Clerk's Office;

THENCE South 0°10'36" West, along the centerline of said Phillips Avenue, a distance of 53.00 feet, to a point on the south right-of-way of said N.E. 13th Street, extended;

THENCE South 89°48'51" East, along said south right-of-way, a distance of 649.07 feet;

THENCE South 23°29'12" East, a distance of 250.50 feet;

THENCE South 89°48'50" East, a distance of 25.65 feet;

THENCE South 0°12'03" West, a distance of 72.50 feet;

THENCE South 89°48'51" parallel with said south right-of-way, a distance of 31.01 feet;

THENCE South 0°11'09" West, perpendicular to said south right-of-way, a distance of 243.45 feet to a point having an elevation of 1223.00 feet above MSL according to NAVD88 and said point being the POINT OF BEGINNING and being identified as Point No. 1;

THENCE South 89°58'45" East, a distance of 7.00 feet to a point having an elevation of 1223.00 and being identified as Point No. 2;

THENCE South 0°01'15" West, a distance of 75.30 feet to a point having an elevation of 1223.00 and being identified as Point No. 3;

THENCE North 89°58'45" West, a distance of 7.00 feet to a point having an elevation of 1222.00 and being identified as Point No. 4;

THENCE North 0°01'15" East, a distance of 75.30 feet to said point No. 1;

THENCE proceeding vertically downward perpendicular to the horizontal plane of elevation and to Point Nos. 1, 2, 3 and 4 to a point, said point being at an elevation of 1123.00 feet and being identified as Point No. 5;

THENCE South 89°58'45" East, a distance of 7.00 feet to a point having an elevation of 1123.00 and being identified as Point No. 6;

THENCE South 0°01'15" West, a distance of 75.30 feet to a point having an elevation of 1123.00 and being identified as Point No. 7;

THENCE North 89°58'45" West, a distance of 7.00 feet to a point having an elevation of 1122.00 and being identified as Point No. 8;

THENCE North 0°01'15" East, a distance of 75.30 feet to said point No. 5 and also being the POINT OF ENDING.

Said tract of land contains an area of 527 square feet or 0.0121 acres, more or less.

Airspace Legal Description

An airspace being contained within Point Numbers 1, 2, 3, 4, 5, 6, 7 and 8, lying in the Southeast Quarter (SE/4) of Section Twenty-seven (27), Township Twelve (12) North, Range Three (3) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma being more particularly described as follows:

COMMENCING at the centerline intersection of N.E. 13th Street and Phillips Avenue as shown on the Plat of HOWE'S CAPITOL ADDITION, according to the recorded plat in Book 19 of Plats, Page 2, Oklahoma County Clerk's Office;

THENCE South 0°10'36" West, along the centerline of said Phillips Avenue, a distance of 53.00 feet, to a point on the south right-of-way of said N.E. 13th Street, extended;

THENCE South 89°48'51" East, along said south right-of-way, a distance of 649.07 feet;

THENCE South 23°29'12" East, a distance of 250.50 feet;

THENCE South 89°48'50" East, a distance of 25.65 feet;

THENCE South 0°12'03" West, a distance of 72.50 feet;

THENCE South 89°48'51" East, a distance of 27.00 feet, to a point having an elevation of 1224.69 feet above MSL according to NAVD88 and said point being the POINT OF BEGINNING and being identified as Point No. 1;

THENCE continuing South 89°48'51" East, a distance of 44.61 feet to a point having an elevation of 1227.00 feet and being identified as Point No. 2;

THENCE South 0°12'03" West, a distance of 385.50 feet to a point having an elevation of 1225.00 feet and to a point on the north line of DEDICATION OF RIGHT-OF-WAY, recorded in Book 7413, Page 382, Oklahoma County Clerk's Office, also being identified as Point No. 3;

THENCE North 89°47'37" West, along said north line, a distance of 44.61 feet to a point having an elevation of 1223.00 feet and being identified has Point No. 3;

THENCE North 0°12'03" East, a distance of 385.49 feet to said Point No. 1;

THENCE proceeding vertically upward perpendicular to the horizontal plane of elevation and to Point Nos. 1, 2, 3 and 4 to a point, said point being at an elevation of 1425.00 feet and being identified as Point No. 5;

THENCE continuing South 89°48'51" East, a distance of 44.61 feet to a point having an elevation of 1427.00 feet and being identified as Point No. 6;

THENCE South 0°12'03" West, a distance of 385.50 feet to a point having an elevation of 1425.00 feet and being identified as Point No. 7;

THENCE North 89°47'37" West, a distance of 44.61 feet to a point having an elevation of 1423.00 feet and being identified has Point No. 8;

THENCE North 0°12'03" East, a distance of 385.49 feet to said Point No. 5 an also being the POINT OF ENDING.

Said tract of land contains an area of 17,197 square feet or 0.3948 acres, more or less.

Drive Relocation Easement

A tract of land lying in the Southeast Quarter (SE/4) of Section Twenty-seven (27), Township Twelve (12) North, Range Three (3) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma being more particularly described as follows:

COMMENCING at the centerline intersection of N.E. 13th Street and Phillips Avenue as shown on the Plat of HOWE'S CAPITOL ADDITION, according to the recorded plat in Book 19 of Plats, Page 2, Oklahoma County Clerk's Office;

THENCE South 0°10'36" West, along the centerline of said Phillips Avenue, a distance of 53.00 feet, to a point on the south right-of-way of said N.E. 13th Street, extended;

THENCE South 89°48'51" East, along said south right-of-way, a distance of 624.47 feet to the POINT OF BEGINNING;

THENCE continuing South 89°48'51" East, along said south right-of-way, a distance of 43.19 feet;

THENCE South 21°04'25" East, a distance of 223.79 feet;

THENCE South 42°48'21" East, a distance of 81.89 feet;

THENCE South 0°01'15" West, a distance of 109.74 feet;

THENCE South 23°42'13" East, a distance of 20.63 feet;

THENCE South 71°30'29" East, a distance of 28.42 feet;

THENCE South 0°01'15" West, a distance of 271.28 feet;

THENCE South 27°24'12" West, a distance of 11.42 feet to a point on the north line of DEDICATION OF RIGHT-OF-WAY recorded in Book 7413, Page 382, Oklahoma County Clerk's Office;

THENCE North 89°47'37" West, along said north line, a distance of 39.68 feet;

THENCE North 47°11'53" East, a distance of 27.81 feet;

THENCE North 0°01'15" East, a distance of 172.23 feet;

THENCE North 29°16'08" West, a distance of 30.89 feet;

THENCE North 48°34'13" West, a distance of 23.50 feet;

THENCE North 0°01'15" East, a distance of 146.29 feet;

THENCE North 89°58'45" West, a distance of 38.57 feet;

THENCE North 21°04'25" West, a distance of 330.11 feet to a point on said south right-of-way line, said point also being the POINT OF BEGINNING.

Said tract of land contains an area of 26,886 square feet or 0.6172 acres, more or less.

Temporary Construction Access Easement

A tract of land lying in the Southeast Quarter (SE/4) of Section Twenty-seven (27), Township Twelve (12) North, Range Three (3) West of the Indian Meridian, Oklahoma City, Oklahoma County, Oklahoma being more particularly described as follows:

COMMENCING at the centerline intersection of N.E. 13th Street and Phillips Avenue as shown on the Plat of HOWE'S CAPITOL ADDITION, according to the recorded plat in Book 19 of Plats, Page 2, Oklahoma County Clerk's Office;

THENCE South 0°10'36" West, along the centerline of said Phillips Avenue, a distance of 53.00 feet, to a point on the south right-of-way of said N.E. 13th Street, extended;

THENCE South 89°48'51" East, along said south right-of-way, a distance of 649.07 feet;

THENCE South 23°29'12" East, a distance of 250.50 feet;

THENCE South 89°48'50" East, a distance of 25.65 feet;

THENCE South 0°12'03" West, a distance of 72.50 feet;

THENCE South 89°48'51" East, a distance of 27.00 feet, to the POINT OF BEGINNING;

THENCE continuing South 89°48'51" East, a distance of 83.91 feet;

THENCE South 0°14'36" West, passing the northwest building corner of the BSEB building at a distance of 30.88 feet and continuing along the westerly face of said BSEB building for a total a distance of 163.42 feet;

THENCE North 89°49'38" West, along said westerly face, a distance of 5.00 feet;

THENCE South 0°12'24" West, along said westerly building face, passing the southwest corner of said building at 147.08 feet for a total distance of 222.09 feet, to a point on the north line of DEDICATION OF RIGHT-OF-WAY recorded in Book 7413, Page 382, Oklahoma County Clerk's Office;

THENCE North 89°47'37" West, along said north line, a distance of 78.76 feet;

THENCE North 0°12'03" East, a distance of 385.49 feet to the POINT OF BEGINNING.

Said tract of land contains an area of 31,197 square feet or 0.7162 acres, more or less.

EXHIBIT O

FY27 Proposed Audit Plan — Norman & Health Campus

Nine active engagements • Total budget hours: 2,930 • Scope/description and campus shown; LICAS remains risk-based.

#	Audit Area	Scope / Description	Hours	Campus
1	**Risk-Based LICAS**	Distributed IT, third-party software, and local control environment.	450	Norman / Health
2	**DOJ Settlement / HIPAA Follow-Up**	Review data-loss corrective actions and HIPAA control remediation.	400	Health
3	**Risk-Based LICAS**	Decentralized risk areas selected through the risk-based LICAS process.	350	Norman / Health
4	**OUES Inc / Online Program**	Assess online program based on auditable areas of the contract.	350	Norman
5	**OUHC Contract Monitoring**	Review monitoring of OU Health agreements, obligations, and performance.	300	Health
6	**Clery Act Compliance**	Evaluate Clery reporting, notifications, records, and compliance processes.	300	Norman / Health
7	**Athletics – CAPS Reporting**	Assess controls over student-athlete revenue-sharing payments as it relates to the CAPS financial reporting requirements.	280	Norman
8	**Required Alternate Claims**	Required review of alternate claims administration and documentation.	250	Norman / Health
9	**AI & Research Data Governance**	Assess AI and research data governance, access, and oversight controls.	250	Norman / Health

THE UNIVERSITY OF OKLAHOMA

PROGRAM MODIFICATION – DOCTOR OF MEDICINE – HC

Table 1. Current and Proposed Admission and/or Graduation Requirements, College of Medicine

Current Program Admission and/or Graduation Requirements	Proposed Program Admission and/or Graduation Requirements
The Oklahoma State Regents for Higher Education require that all applicants be U.S. citizens or hold a permanent visa and have a minimum of 90 semester hours. All eligible applicants must have a minimum GPA of 3.0 and a minimum total score of 492 on the MCAT. MCAT score must be within two years of application cycle. The following courses are required with a letter grade of "C" or better: • 1 Semester General Zoology/Biology w/ Lab • 1 Semester Genetics, Cellular Biology, or Molecular Biology (your choice) • 2 Semesters English • 2 Semesters General Chemistry • 2 Semesters Organic Chemistry • 2 Semesters Physics • 3 Semesters Psychology, Sociology, Philosophy, or Humanities (any combination) Pass/Fail grading, advanced placement, and CLEP scores are accepted if a subsequent higher course is taken for a grade. In addition, it is recommended applicants take the following courses: • 1 Semester Biochemistry • 1 Semester of a writing-intensive English course** The University of Oklahoma College of Medicine participates in the American Medical College Application Service (AMCAS). Persons applying to the MD program should begin the application process during the summer a year in advance of the time they wish to be admitted. All applicants are required to take the Medical College Admission Test (MCAT®). We will use an applicant's most recent MCAT® score which must be taken no later than the fall of the year in which the application is filed. Three letters of recommendation are required to complete an application. These may either be three faculty letters, or a premedical committee	The Oklahoma State Regents for Higher Education require that all applicants be U.S. citizens or hold a permanent visa ~~and have a minimum of 90 semester hours~~. All eligible applicants must have a minimum GPA of 3.0 and a minimum total score of 492 on the MCAT. MCAT score must be within two years of application cycle. Accepted applicants must earn 90 college credit hours over 6 semesters (or equivalent) as documented in an official transcript prior to matriculation. The following courses are not required, but are recommended with a letter grade of "C" or better: • 1 Semester General Zoology/Biology w/ Lab • 1 Semester Genetics, Cellular Biology, or Molecular Biology (your choice) • 2 Semesters English • 2 Semesters General Chemistry • 2 Semesters Organic Chemistry • 2 Semesters Physics • 3 Semesters Psychology, Sociology, Philosophy, or Humanities (any combination) Pass/Fail grading, advanced placement, and CLEP scores are accepted if a subsequent higher course is taken for a grade. In addition, it is recommended applicants take the following courses: • 1 Semester Biochemistry • 1 Semester of a writing-intensive English course** The University of Oklahoma College of Medicine participates in the American Medical College Application Service (AMCAS). Persons applying to the MD program should begin the application process during the summer a year in advance of the time they wish to be admitted. All applicants are required to take the Medical College Admission Test (MCAT®). The program ~~we~~ will use an applicant's most recent MCAT®

Current Program Admission and/or Graduation Requirements	Proposed Program Admission and/or Graduation Requirements
letter and one faculty letter. Our definition of a faculty letter is one written by a college/university faculty member who has instructed you at the college/university level. These letters should be submitted through AMCAS Letters as part of the AMCAS application. Additional letters of recommendation may also be submitted by the applicant – but are not required. We accept up to eight letters total. Our secondary/supplemental application links are emailed to all applicants by the College of Medicine Admissions Office after the primary application material has been received from AMCAS. A non-refundable application fee of $85.00 is required to be submitted electronically with the submission of the secondary application. Applicants receiving an AMCAS fee waiver will also receive a University of Oklahoma College of Medicine application fee waiver. **A writing-intensive course should include instructional objectives and graded assignments that are designed to enhance college-level writing skills.	score which must be taken no later than the fall of the year in which the application is filed. Three letters of recommendation are required to complete an application. Please have three letters of evaluation sent from individuals who are familiar with the applicant's recent scientific work, study experience, or professional experience. If a pre-medical committee letter is received, it will count as two of the three total letters required. ~~These may either be three faculty letters, or a premedical committee letter and one faculty letter. Our definition of a faculty letter is one written by a college/university faculty member who has instructed you at the college/university level.~~ These letters should be submitted through AMCAS Letters as part of the AMCAS application. Additional letters of recommendation may also be submitted by the applicant – but are not required. We accept up to eight letters total. Our secondary/supplemental application links are emailed to all applicants by the College of Medicine Admissions Office after the primary application material has been received from AMCAS. A non-refundable application fee of $85.00 is required to be submitted electronically with the submission of the secondary application. Applicants receiving an AMCAS fee waiver will also receive a University of Oklahoma College of Medicine application fee waiver. **A writing-intensive course should include instructional objectives and graded assignments that are designed to enhance college-level writing skills.

THE UNIVERSITY OF OKLAHOMA

Table 2. Current and Proposed Prerequisite Requirements, College of Medicine

Current Prerequisite Requirements	
COURSE TITLE	CREDIT HOURS
General Zoology/Biology with Laboratory – REQUIRED	3
Genetics, Cellular Biology, or Molecular Biology – REQUIRED	3
English – REQUIRED	6
General Chemistry – REQUIRED	6
Organic Chemistry – REQUIRED	6
Physics – REQUIRED	6
Psychology, Sociology, Philosophy, or Humanities – REQUIRED	9

Proposed Prerequisite Requirements	
COURSE TITLE	CREDIT HOURS
General Zoology/Biology with Laboratory – REQUIRED	3
Genetics, Cellular Biology, or Molecular Biology – REQUIRED	3
English – REQUIRED	6
General Chemistry – REQUIRED	6
Organic Chemistry – REQUIRED	6
Physics – REQUIRED	6
Psychology, Sociology, Philosophy, or Humanities – REQUIRED	9
Proposed Prerequisite Recommendations	
Biochemistry - RECOMMENDED	3
Writing-intensive English – RECOMMENDED	3

EXHIBIT Q

THE UNIVERSITY OF OKLAHOMA

PROGRAM MODIFICATION – DOCTOR OF PHILOSOPHY IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH – HC

Table 1. Current and Proposed Admission and/or Graduation Requirements, Graduate College

Current Program Admission and/or Graduation Requirements	Proposed Program Admission and/or Graduation Requirements
Master's degree from an accredited institution. GPA of 3.5 is competitive for most doctoral programs; the OEH Department requires a minimum GPA of 3.30 for the PhD in OEH. Proof of language proficiency for international applicants: the PhD program in OEH requires a score of 90 IBT; all other PhD programs require a score of 88 IBT. Full information about the TOEFL policy of the University of Oklahoma Health Campus is available at OU Health Campus' TOEFL page. Applicants to the PhD program in Biostatistics must have completed a master's degree in biostatistics or related field. Applicants to the PhD program in Epidemiology must have completed a master's degree in epidemiology or equivalent.	~~Master's~~ Bachelor's degree in a STEM or relevant degree (e.g., Occupational and Environmental Health, Chemistry, Biology, Physiology, Biochemistry, or other appropriate life science; Physics; Mathematics; Statistics; Nutrition; Exercise Science; Environmental Health; Computer Science; Geographic Information Systems; Safety Science) from an accredited institution. GPA of 3.5 is competitive for most doctoral programs; the OEH Department requires a minimum GPA of 3.30 for the PhD in OEH. Grade point average admission requirement on a 4.00 scale can be met by any of the following: • 3.30 cumulative GPA in bachelor's degree; • 3.30 in the last 60 credit hours of upper-division coursework applied to the bachelor's degree; • 3.30 (or higher) in the master's degree; • 3.30 cumulative GPA in the last 12 or more hours of graduate-level coursework. Proof of language proficiency for international applicants: ~~the PhD program in OEH requires a score of 90 IBT; all other PhD programs require a score of 88 IBT. Full information about the TOEFL policy of the University of Oklahoma Health Campus is available at OU Health Campus' TOEFL page.~~ ~~Applicants to the PhD program in Biostatistics must have completed a master's degree in biostatistics or related field.~~ ○ TOEFL score of 4.5 or above; OR ○ IELTS score of 6.5 or above. OR ○ Other approved test and score designated by the University ~~Applicants to the PhD program in Epidemiology must have completed a master's degree in epidemiology or equivalent.~~

EXHIBIT R

THE UNIVERSITY OF OKLAHOMA

PROGRAM MODIFICATION – MASTER OF HEALTH ADMINISTRATION – HC

Table 1. Current and Proposed Curriculum Requirements for the MHA, Hudson College of Public Health.

Current Curriculum	Proposed Curriculum
HAP 5183 Organizational Theory and Behavior	~~HAP 5183 Organizational Theory and Behavior~~
HAP 5203 Health Economics	~~HAP 5203 Health Economics~~
HAP 5303 Health Policy and Politics	~~HAP 5303 Health Policy and Politics~~
HAP 5453 U.S. Health Care System	HAP 5453 U.S. Health Care System
HAP 5483 Healthcare Law and Ethics	HAP 5483 Healthcare Law and Ethics
HAP 5543 Marketing of Health Services	~~HAP 5543 Marketing of Health Services~~
HAP 5563 Human Resource Management	HAP 5563 Human Resource Management
HAP 5613 Financial Management of Health Service Organizations	HAP 5613 Financial Management of Health Service Organizations
HAP 5623 Forecasting and Budgeting	HAP 5623 Forecasting and Budgeting
HAP 5643 Quantitative Methods in Health Administration	HAP 5643 Quantitative Methods in Health Administration
HAP 5733 Managed Care and Integrated Delivery Systems	HAP 5733 Managed Care and Integrated Delivery Systems
HAP 5863 Strategic Management in Health Service Organizations	HAP 5863 Strategic Management in Health Service Organizations
HAP 5873 Health Information Systems	HAP 5873 Health Information Systems
HAP 5883 Health Care Quality Management	HAP 5883 Health Care Quality Management
HAP 5950 Field Work in Health Administration (1 credit hour)	~~HAP 5950 Field Work in Health Administration (1 credit hour)~~
HAP 5973 MHA Capstone: Seminar in Health Services Management	HAP 5973 MHA Capstone: Seminar in Health Services Management
HAP 7103 Managerial Epidemiology (may substitute BSE 5113 – Principles of Epidemiology)	~~HAP 7103 Managerial Epidemiology (may substitute BSE 5113 – Principles of Epidemiology)~~
HAP 7913 Professional Communication Skills in Healthcare Settings	~~HAP 7913 Professional Communication Skills in Healthcare Settings~~
	HAP 7003 Healthcare Operation
	HAP 7111 Health Policy for Executives
	HAP 7112 Health Economics for Executives
	HAP 7213 Personal and Organizational Leadership
Total Credit Hours: 52	Total Credit Hours: ~~52~~ 42

Table 2. Current and Proposed Curriculum Requirements for the eMHA, Hudson College of Public Health.

Current Curriculum	Proposed Curriculum
HAP 7113 Healthcare Leadership	~~HAP 7113 Healthcare Leadership~~
HAP 5453 U.S. Healthcare System	HAP 7213 Personal and Organizational Leadership Year Series
HAP 7111 Health Policy for Executives	HAP 5453 U.S. Healthcare System
HAP 7112 Health Economics for Executives	HAP 7111 Health Policy for Executives
HAP 5643 Quantitative Methods in Health Administration	HAP 7112 Health Economics for Executives

Current Curriculum	Proposed Curriculum
HAP 5863 Strategic Management in Health Service Organizations HAP 5973 MHA Capstone: Seminar in Health Services Management HAP 5623 Health Forecasting and Budgeting HAP 5563 Human Resources Management in Health Services Organizations HAP 5733 Managed Care and Integrated Delivery Systems HAP 5613 Financial Management of Health Service Organizations HAP 5483 Health Care Law and Ethics HAP 5873 Health Information Systems HAP 5883 Health Care Quality Management HAP 5653 Healthcare Operations Management Total Credit Hours: 42	HAP 5643 Quantitative Methods in Health Administration HAP 5863 Strategic Management in Health Service Organizations HAP 5973 MHA Capstone: Seminar in Health Services Management *Specialization Courses – must complete 6 of the following courses*: HAP 5623 Health Forecasting and Budgeting HAP 5563 Human Resources Management in Health Services Organizations HAP 5733 Managed Care and Integrated Delivery Systems HAP 5613 Financial Management of Health Service Organizations HAP 5483 Health Care Law and Ethics HAP 5873 Health Information Systems HAP 5883 Health Care Quality Management ~~HAP 5653 Healthcare Operations Management~~ HAP 7003 Healthcare Operations Management Total Credit Hours: ~~42~~ 36

Table 3. Current and Proposed Admission and/or Graduation Requirements for the eMHA, Hudson College of Public Health.

Current Program Admission and/ or Graduation Requirements	Proposed Program Admission and/ or Graduation Requirements
Prerequisite Requirements: • Bachelor's degree with a minimum Grade Point Average of 3.0 from an accredited institution. • Three years of relevant professional experience in healthcare or related field is required. • Evidence of leadership potential, demonstrated through application materials (CV/resume, letters of recommendation, and personal statement). • Interview with each applicant. • Proof of language proficiency for international applicants: TOEFL score of 100 or above.	Prerequisite Requirements: • Bachelor's degree with a minimum Grade Point Average of 3.0 from an accredited institution. • Three years of relevant professional experience in healthcare or related field is required. • Evidence of leadership potential, demonstrated through application materials (CV/resume, letters of recommendation, and personal statement). • ~~Interview with each applicant.~~ • ~~Proof of language proficiency for international applicants: TOEFL score of 100 or above~~ Applicants for whom English is a second language are required to submit Test of English as a Foreign Language (TOEFL) internet-based scores with at least a 4.5 score under the new scoring system (79 in the previous scoring system) or International English Language Testing System (IELTS) scores

Current Program Admission and/ or Graduation Requirements	Proposed Program Admission and/ or Graduation Requirements
	of at least 6.5. TOEFL/IELTS is waived for an applicant who has earned a baccalaureate or master's degree from a U.S. institution.

EXHIBIT S

BYLAWS OF
THE UNIVERSITY OF OKLAHOMA COLLEGE OF MEDICINE

ARTICLE 1

The Bylaws of the University of Oklahoma College of Medicine are promulgated (1) to facilitate the performance of faculty duties and obligations, (2) to protect the rights and privileges of the faculty in accordance with administrative policies and procedures of The University of Oklahoma, (3) to document the faculty's responsibility for the content and quality of the educational, research, patient care, and public service programs of the College, and (4) to be in accordance with medical school accreditation standards.

ARTICLE 2
College Administration

Section 2.1 Relationship within the Health Campus and University

The Health Campus (OUHC) is an integral part of the University of Oklahoma. The Colleges of Medicine, Dentistry, Nursing, Pharmacy, Allied Health, Public Health, and Graduate Studies are administered by Deans and comprise the University of Oklahoma Health Campus. The College of Medicine is organized into a main campus at the Health Campus in Oklahoma City and a branch campus in Tulsa. The Executive Dean of the College has authority over both campuses. The School of Community Medicine-Tulsa is headed by a Dean who reports to and through the Executive Dean. The Senior Vice President and Provost is responsible for all Health Campus academic programs and activities.

The Dean of the School of Community Medicine-Tulsa is appointed on recommendation of the Executive Dean to the Senior Vice President and Provost for action by the University President and Board of Regents. The Executive Dean of the College of Medicine is responsible to the Senior Vice President and Provost and is appointed by the University Board of Regents on recommendation of the Senior Vice President and Provost and the University President.

Section 2.2 Affiliated Institutions

An affiliated institution is an institution with an approved formal affiliation agreement with the University for educational, service, and/or research purposes and that provides for dual employment or dual appointment.

For faculty members whose base professional salary is guaranteed in whole or part by an approved affiliated institution, the Dean, with the advice of the individual department chair, will determine whether the level of academic commitment is to the College of Medicine and whether such faculty members are eligible for a faculty appointment. Such appointments must be approved by the Executive Dean, Senior Vice President and Provost, University President, and Board of Regents.

ARTICLE 3
The General Faculty: Membership, Responsibilities, Academic Organization, Titles, and Meetings

Section 3.1 Membership in the General Faculty

The General Faculty of the College of Medicine includes all full-time, part-time, and volunteer faculty members. The Regular Faculty is composed of all full-time faculty who hold tenured, tenure track, or consecutive term appointments with the unmodified academic titles of assistant professor, associate professor, or professor. Regular Faculty also include some full-time faculty whose salaries are paid all or in part by an approved external entities .

The part-time and volunteer faculty may use their academic titles in their professional careers, in a manner consistent with the Board of Regents' Individual Conflicts of Interest policy.

Section 3.2 Responsibilities of the Regular Faculty

(a) To recommend to the Regents, through the Executive Dean and Senior Vice President and Provost, the standards for admission, courses of instruction, and requirements for graduation of candidates for the M.D. degree and for candidates for the M.H.S. (physician associate and physician assistant) degree.

(b) To conduct the various educational, research, clinical, and public service programs of the College of Medicine.

(c) To recommend to the Regents, through the Executive Dean and Senior Vice President and Provost, those medical students meeting the requirements to receive the degree of Doctor of Medicine and those physician associate and physician assistant students meeting the requirements to receive the degree of Master of Health Sciences;

(d) To deliberate and advise the Executive Dean regarding questions of general policy or other matters related to the College.

Section 3.3 Academic Organization: Departments, Divisions and Sections

(a) The primary unit of the faculty organization is the academic department. The title of the chief officer of each department shall be Chair. Where appropriate, departments may designate Divisions or Sections as delineated in sections (c) and (d) below.

(b) The Chair of each department shall be the academic officer of the department and will define the duties for each faculty member of the department and assign expectations for these duties. Each department shall hold regular meetings at least six times each year for discussion of education, public service, and research programs and other departmental business. Written departmental profiles shall be filed with the Dean on a periodic basis, the frequency of which shall be at the discretion of the Dean.

(c) The academic unit naming convention for the College of Medicine establishes the following hierarchy as the standard for all departments that maintain distinct specialty-based cohorts of faculty:

- Department – top-level academic unit
- Division – primary sub-unit within a department, representing major specialty groupings

- Section – secondary sub-unit within a division, representing further sub-specialization

Section 3.4 Faculty Appointments

Several elements describe an academic appointment and may be components of academic titles, including Rank; Full-Time Faculty; Limited Term Faculty; Volunteer Faculty; Acting and Interim Titles; Primary, Joint, and Secondary Appointments; and Emeritus Faculty. Refer to the Health Campus Faculty Handbook for detailed information.

(a) Rank. Rank indicates the level of an appointment. Professor, Associate Professor, and Assistant Professor, are academic ranks for full-time tenured, tenure-track, and consecutive- term appointments. The system for titles and ranks within the College of Medicine shall conform to the overall system for the University of Oklahoma Health Campus as delineated in the Faculty Handbook and in the *Appointment, Promotion, and Tenure Guidelines* published by the College of Medicine.

(b) Full-Time Faculty. Full-time faculty appointments with unmodified academic titles (assistant professor, associate professor, and professor) shall be limited to those Regular Faculty who hold tenured, tenure track, or consecutive-term appointments, as described in Section 3 of the Health Campus Faculty Handbook.

(c) Limited Term Faculty. Limited Term faculty may be full-time or part-time and shall have academic titles such as instructor, lecturer, , or titles modified by prefixes such as visiting, adjunct, clinical, ; or, in the instance of research funded appointments, by the suffix “of research” (e.g., assistant professor of research), as described in Section 3 of the Faculty Handbook.

(d) Volunteer Faculty. Volunteer faculty serve without remuneration and shall be given the same modified academic titles as limited term faculty, as described in Section 3 of the Faculty Handbook.

(e) Acting and Interim Titles. The titles “Acting” and “Interim” are usually applied to indicate that an individual filling an administrative position has been appointed in lieu of a permanent appointee. The title “Acting” may be designated by the regularly appointed individual holding the administrative title to the individual who will fulfill that role during the appointed individual’s absence from the campus, subject to approval by the appointed individual’s Dean and, if applicable, the Senior Vice President and Provost. The title “Interim” may be designated by the Board of Regents, upon recommendation from the Executive Dean and Senior Vice President and Provost, when no regularly appointed individual is in office.

(f) Primary, Joint, and Secondary Appointments are defined in Section 3.2.3 of the Faculty Handbook

(g) Emeritus Faculty are addressed in Section 3 of the Faculty Handbook.

Section 3.5 Meetings

The Regular Faculty shall meet at least twice each year at the call of the Executive Dean, and additionally upon written request of 30 members. Emergency meetings may be called by the Executive Dean. The meetings will be chaired by the Executive Dean.

ARTICLE 4
Faculty Appointment Procedures

Section 4.1 Procedure for Appointment of Full-Time, Part-Time and Volunteer Faculty.

Appointments to the faculty of the College of Medicine shall originate with the Chair of the primary department concerned. Departmental appointment recommendations of full-time and part-time faculty must be approved by the Executive Dean, who will transmit them for approval by the Senior Vice President and Provost. The appointee will initially receive a written statement of proposed terms of faculty appointment (PTFA) provided by the department chair or dean defining the appointee's initial teaching, research, professional/clinical service, and administrative responsibilities, and other special conditions pertaining to the appointment. The process to request to open and recruit for a position and the PTFA template are available from the Office of the Senior Vice President. Details regarding official letters of offer are in Section 3 of the Faculty Handbook.

Section 4.2 Professional Requirements for Appointment

Professional requirements for appointment to a particular faculty rank shall be determined in conformity with University standards and policy by the Executive Dean upon advice of the Faculty Board. Specialty requirements for appointment will be recommended by departments for approval by the Faculty Board and Executive Dean.

ARTICLE 5
Standing Boards, Councils and Committees

Section 5.1 Faculty Board

(a) Composition and Representation.

The Faculty Board of the College of Medicine shall be composed of the Chair of each academic department in the College and six full-time faculty, nominated by the Committee on Committees: two full professors, two associate professors, and two assistant professors, at least two of whom must be from the School of Community Medicine-Tulsa and at least one from a basic sciences department. The Faculty Board appoints all members (other than departmental chairs) upon recommendation from the Committee on Committees. Members appointed by the Committee on Committees shall serve two-year terms and may be reappointed for one sequential two-year term. The Executive Dean, the Dean of the School of Community Medicine-Tulsa, the Chair of the Admissions Board, and the Chair of the Medical Education Committee shall be ex-officio, nonvoting members.

(b) Function.

The Faculty Board serves as the executive committee of the Faculty of the College of Medicine, with authority to conduct its affairs in the intervals between meetings of the Regular Faculty;

prepares recommendations on such matters as are deemed necessary for action of the Regular Faculty; considers any interdepartmental matters or issues affecting the College and its external relationships that require action, advice or arbitration; and acts as an executive advisory body to the Executive Dean.

(c) Meetings, Agenda, Call of Meetings, and Minutes.

The Faculty Board shall meet at least quarterly and upon call of the Executive Dean or the Chair of the Faculty Board, or upon petition of seven members. A quorum shall consist of a simple majority of members constituting the Faculty Board. Minutes shall be kept by the Office of the Dean and distributed with the agenda.

(d) Officers.

1. The members of the Faculty Board shall elect a Chair, a Vice Chair, and a Secretary by secret ballot. This shall take place at the last Faculty Board meeting prior to July 1 of even numbered years. The eligible nominee receiving the most votes will be appointed Chair; the nominee with the second number of votes shall be the Vice Chair; and the nominee with the third number of votes shall be Secretary. These officers shall take office July 1 and serve two-year terms. No incumbent shall serve more than two successive terms in the same office.

2. The Chair shall serve as liaison advisor to the Executive Dean on matters concerning the Faculty and shall preside at regular and called meetings of the Faculty Board and the Executive Committee of the Faculty Board. The Vice Chair shall preside in the absence of the Chair. The Secretary shall make certain that minutes are recorded and assist the Chair and Executive Dean in developing meeting agendas for distribution in advance of the meetings, along with the minutes of the previous meeting.

(e) Faculty Board Executive Committee.

The Executive Committee of the Faculty Board shall consist of eight members: the Chair, Vice Chair, and Secretary of the Faculty Board, plus four members and one at-large member elected annually from a list nominated by the Faculty Board. The Executive Committee will include at least two chairs from the basic sciences faculty, at least one chair from the School of Community Medicine-Tulsa, and at least one chair from an Oklahoma City clinical department. The Executive Committee shall act for the Faculty Board between meetings of the Faculty Board and shall advise the Executive Dean on matters affecting the College and/or its external relations. The Executive Committee of the Faculty Board shall meet at least bi-monthly, and upon call of the Executive Dean or the Chair of the Faculty Board or upon petition of three members of the Executive Committee.

Section 5.2 Other Boards, Councils and Committees

(a) Admissions Board*.

* Information on admissions and educational programs for the PA programs is available from the PA Program Director's office or the Dean's office.

An Admissions Board shall be solely responsible for decisions regarding student admission to the MD program in accordance with the OUCOM mission and policies and procedures established by the faculty. The College of Medicine shall not implement or enact any admissions policy, procedure, or practice that violates accreditation standards published by the Liaison Committee on Medical Education (LCME), other accrediting agencies, or the U.S. Department of Education. The composition of the Admissions Board is defined by college policy and shall comply with the relevant LCME accreditation standards and representative of faculty across all phases of the curriculum. The Chair of the Admissions Board shall be appointed by the Executive Dean. The procedures followed by the Admissions Board shall be delineated in policies published by the College and approved by the Faculty Board.

(b) Committee on Committees.

The Committee on Committees is a ten-member committee of associate and full professors reviewed and appointed by the Executive Committee of the Faculty Board from a thirty-member list of names recommended by the Faculty Board. Of the ten committee members, two will be appointed from the School of Community Medicine-Tulsa; three will be appointed from the basic sciences departments; and five will be appointed from the other Oklahoma City departments with the advice of the Executive Committee of the Faculty Board. The Executive Dean will appoint the Chair of the committee. The Committee on Committees proposes the membership of standing committees and subcommittees (except in cases where committee or subcommittee membership is otherwise stipulated by College of Medicine Bylaws or policy) to the Executive Committee of the Faculty Board for review and appointment. The Executive Dean or his designee will initiate requests for nominations from the Regular faculty on behalf of the committee. In the case of standing committees, the slate of nominees will be presented to the Executive Committee of the Faculty Board for appointment.

(c) Medical Education Committee*.

The Medical Education Committee shall oversee the educational program leading to the M.D. degree and the MD portion of dual degree programs (e.g., MD-PhD). This committee shall be responsible for the overall design, management, and evaluation of a curriculum that is consistent with accreditation standards established by the Liaison Committee on Medical Education.

The Medical Education Committee shall consist of a Chair appointed by the Executive Dean, and faculty members elected by the Committee on Committees representing all phases of the curriculum. Assistant, associate, and vice deans, and any other executive leadership shall serve as non-voting *ex officio* members. Committee members and chair shall serve a two-year term that is renewable once.

(d) The Medical Education Committee shall have standing subcommittees as stipulated below.

1. The Preclinical Curriculum Subcommittee shall be responsible for the oversight of the pre-clerkship (i.e., preclinical) phase of the M.D. curriculum. The subcommittee shall issue recommendations regarding curriculum or policy changes in the pre-clerkship phase to the Medical Education Committee. Subcommittee members shall include: faculty members who

serve as course directors for each required course in the preclinical curriculum, one student elected by the Oklahoma City first-year class, one student elected by the Tulsa first-year class, one student elected by the Oklahoma City second-year class, and one student elected by the Tulsa second-year class and two members designated by the Faculty Board. Assistant, associate, and vice deans, and any other executive leadership shall serve as non-voting ex officio members. The Executive Dean shall appoint the chair of the subcommittee.. The chair shall serve a two-year term that is renewable once.

2. The Clinical Curriculum Subcommittee shall be responsible for the oversight of the clinical phase of the M.D. curriculum. The subcommittee shall issue recommendations regarding curriculum or policy changes in the clerkship phase to the Medical Education Committee. Subcommittee members shall include: faculty members who serve as directors for each required Oklahoma City and Tulsa clerkship , two faculty members who serve as directors for clinical selective courses, one student elected by the third-year Oklahoma City class, one student elected by the fourth-year Oklahoma City class, one student elected by the third-year Tulsa class, one student elected by the fourth-year Tulsa class, and two members designated by the Faculty Board. The Faculty Board selects the two members who represent clinical selective courses. Assistant, associate, and vice deans, and any other executive leadership shall serve as non-voting *ex officio* members. The Executive Dean shall appoint the chair of the subcommittee, The chair shall serve a two-year term that is renewable once.

3. The Curriculum Evaluation Subcommittee shall be responsible for the evaluation of all courses in the M.D. curriculum. The subcommittee shall make recommendations as necessary to the Medical Education Committee. Subcommittee members shall include eight faculty members appointed by the Executive Committee of the Faculty Board and shall represent all phases of the curriculum from programs on both campuses (OKC and Tulsa). The Executive Dean shall appoint the chair of the subcommittee. The chair and members shall serve a two-year term that is renewable once. Assistant, associate, , and vice deans, and any other executive leadership shall serve as non-voting *ex officio* members.

(e) Student Promotions Committee.

The Student Promotions Committee shall be composed of eleven voting faculty members appointed by the Executive Committee of the Faculty Board. At least two of members shall be Tulsa campus faculty. Assistant, associate, and vice deans, and any other executive leadership shall serve as non-voting *ex officio* members. In accordance with relevant institutional and College policies, the committee shall make recommendations to the Executive Dean regarding medical student promotion in the MD and MD dual degree programs. from both campuses.

Section 5.3 Boards, Councils, and Committees reporting directly to the Dean

(a) Promotions and Tenure Committee.

The Faculty Promotions and Tenure Committee shall consist of twenty-five (25) faculty members at the rank of full professor or associate professor comprised of ten (10) tenured professors and fifteen (15) full professors and associate professors in a consecutive term appointment as proposed by the Committee on Committees to the Executive Committee of the Faculty Board for

appointment. For the consecutive term appointees, the committee shall consist of a minimum of seven full professors in a consecutive term appointment and seven to eight associate professors in a consecutive term appointment. There should be an appropriate and proportionate balance among basic sciences and clinical science departments and between the Oklahoma City and School of Community Medicine-Tulsa campuses, with at least three members from Tulsa. Co-Chairs shall be appointed by the Executive Dean and will be comprised of one basic sciences committee member and one clinical science committee member. Each member shall serve for two years, renewable for up to three two-year terms.

This committee shall consider proposals for promotion and/or tenure of full-time and promotion of part-time faculty presented by departmental chairs and shall recommend the action to be taken by the Executive Dean. Tenure proposals, including those with corresponding promotion, shall be reviewed by the eligible tenured committee members only. Promotion consideration of tenure-eligible, consecutive term, and limited term faculty shall be reviewed by the full committee. The promotion of volunteer faculty shall be reviewed and recommended by the Committee and forwarded to the Executive Dean. All decisions concerning promotion and tenure will follow established policies and procedures defined in the Health Campus Faculty Handbook and, where more specific, the COM handbook, on promotion and tenure, with the Health Campus Faculty Handbook governing in case of conflict.

(b) Student Appeals Boards.

The Student Appeals Board is made up of five faculty members, and five student members nominated by the Medical Student Council and appointed for one-year terms by Executive Committee of the Faculty Board. The faculty members are appointed from the pool nominated by the Committee on Committees. The faculty serve two-year terms and may serve two consecutive terms. If a term expires after a hearing has been granted, the faculty appointed shall continue until the conclusion of the hearing. The Board may hear an appeal made by a student consistent with the Faculty Handbook Academic Misconduct and Academic Appeals policies.

(c) Faculty Appeals Board.

The Faculty Appeals Board is a standing body of the University of Oklahoma Health Campus that responds to matters of tenure abrogation, dismissal, severe sanctions, alleged violations of academic freedom or academic due process, and other grievances unresolved through other efforts, as described in the Faculty Handbook. The Faculty Appeals Board considers all appealable matters brought before it by individual faculty members, academic units, the Senior Vice President and Provost, or the President. The Faculty Appeals Board's composition, procedures of operation, methods of obtaining a hearing, description of formal procedures, handling of charges, hearing regulations, and the disposition of charges, are published in the Faculty Handbook.

(d) Post Tenure Review Committee

The Executive Dean of the COM will appoint members of the Post Tenure Review Committee (PTR). The PTR committee will conduct scheduled and prompted reviews of tenured faculty members in accordance with the OU Health Campus policy and procedures concerning post

tenure review. The PTR committee will be composed of ten (10) tenured faculty members representing both OKC and Tulsa campuses and faculty members from both basic sciences and clinical departments. In most cases, members of the PTR committee will be those who have previously served on the COM Promotion and Tenure Committee. One additional voting member will be the current or past chair of the Campus Tenure Committee or their designee.

ARTICLE 6
Ad hoc Committees and Task Forces

The Chair of the Faculty Board or the Executive Dean may establish, as occasions arise, ad hoc committees or task forces required to advise on special problems of the faculty of the College of Medicine and its affiliated institutions.

An ad hoc promotion and tenure committee, when needed, shall consist of seven (7) committee members.

ARTICLE 7
Conduct of Meetings

Unless otherwise specified in these Bylaws, rules, and procedures to be followed shall be guided by The Standard Code of Parliamentary Procedure (Sturgis), most recent edition.

ARTICLE 8
Amendments

Section 8.1 The Bylaws of the Faculty of the College of Medicine may be altered, amended, or repealed, consistent with the policies of the University and upon approval of the Executive Dean and Senior Vice President and Provost.

If these Bylaws conflict with federal or state law, accreditation standards, University of Oklahoma Board of Regents' policies, or University policy, the higher authority prevails, and these Bylaws shall automatically stand amended when necessary to concur with the stated authority. The Executive Dean (or his or her designee), the Senior Vice President and Provost, and, where appropriate, OUHC Legal Counsel shall be consulted on the final language of the amendment. Such amendments shall be brought to the attention of the College of Medicine Faculty by the Faculty Board.

Section 8.2 Procedures for Amending Bylaws.

(a) Any member of the College of Medicine faculty may propose an amendment to the Bylaws, along with the reasons for amendment, to a meeting of the Regular Faculty or to a meeting of the Faculty Board. The proposed amendment may be discussed by faculty members attending that meeting, but no vote shall be taken at the meeting wherein the amendment is proposed.

In cases where an amendment is necessary due to changes in applicable law or Board of Regents' policies, such amendments shall be automatically made to these Bylaws, and the Faculty Board Chair shall so notify the College faculty.

(b) A committee shall be recommended by the Faculty Board for appointment by the Executive Dean to study the operational consequences of the proposed amendment, bringing the report to the next meeting of the Faculty Board.

(c) Copies of the proposed amendment shall be distributed by the Executive Dean to all members of the Regular Faculty no later than ten calendar days before the Faculty Board meeting where the amendment is to be brought for vote. The Bylaws Committee report and any faculty comments shall be presented prior to the vote. The Faculty Board shall vote to approve or not approve the amendment(s). An amendment requires a two-thirds affirmative vote of the entire Faculty Board to be approved.

(d) Such amendments as are thus approved shall then be forwarded by the Executive Dean of the College of Medicine to the Senior Vice President and Provost of the Health Campus for review and approval.

(e) The amendments, in such form as they may be approved by the Senior Vice President and Provost, shall become part of the bylaws governing the organization, procedures and policies of the Faculty of the College of Medicine.

Approved: Board of Regents, June 2004
Amendments Proposed and Approved by Faculty, March 2013, and by Board of Regents, May 2013
Amendments Proposed and Approved by Faculty, June 2017, and by Board of Regents, October 2017
Amendments Proposed and Approved by Faculty, and by Board of Regents, October 2018
Amendments Proposed and Approved by Faculty, and by Board of Regents, March 2022

EXHIBIT T

HUDSON COLLEGE OF PUBLIC HEALTH
UNIVERSITY OF OKLAHOMA HEALTH CAMPUS

FACULTY BYLAWS
Amended as of September 16, 2026

PREAMBLE

These Bylaws are intended to support effective operations and faculty governance within the Hudson College of Public Health ("College"). The faculty of the College has adopted these bylaws in order to facilitate the performance of faculty duties and obligations and to protect the rights and privileges of the faculty in accordance with the policies, rules, and regulations of the Board of Regents of the University of Oklahoma ("University"). The procedures outlined in these Bylaws are supplementary to the Faculty Handbook. If any provision of these Bylaws conflicts with the Faculty Handbook, the Faculty Handbook shall govern.

ARTICLE I
THE FACULTY

Section 1. Voting Faculty Membership

All people appointed in the College as regular or full-time limited term faculty (defined in Section 3.1.1 – 3.1.3 of the OU Health Campus Faculty Handbook) are members of and have the right to vote on business before the Faculty Board. These voting faculty members are eligible to serve on Department committees. With the exceptions of the Dean and Department Chairs, and unless otherwise specified in the description of a particular committee, voting faculty may serve as Faculty Board officers and committee members.

Section 2. Duties of the Voting Faculty

A. To prescribe, within the parameters established by the University, College, Departments, and the appropriate professional accrediting bodies, the general standards for admission to, and completion of, the programs of the College.
B. To develop, recommend, implement, and evaluate the various educational, research, and service programs of the College.

C. To recommend students as candidates for degrees.
D. To deliberate on academic, research, and service matters and to advise the Faculty Board and the Dean on all appropriate matters.
E. To support, encourage, and protect the academic quality and rigor of the programs, faculty, and students of the College.
F. To protect the rights and privileges of the faculty and the students of the College.

ARTICLE II
THE FACULTY BOARD

Section 1. Composition and Organization

The Faculty Board of the College shall be composed of the College faculty as defined in Article I, Section 1. The Faculty Board serves as the principal faculty governance body of the College and provides a forum for faculty deliberation, communication, and recommendations concerning the academic, research, and service missions of the College. .

A. The Board shall hold regularly scheduled meetings at least twice yearly. As the need arises, special meetings may be held at the call of the Chair of the Board or upon written request of eight (8) or more faculty members, representing two (2) or more Departments of the College. Except in cases of emergency, at least seven (7) calendar days' notice shall be given, and the meeting shall be called within thirty (30) calendar days of presentation of a petition. Recommendations approved by the Faculty Board concerning academic matters, teaching, research, and the mission of the College shall be transmitted to the Dean for consideration.
B. A quorum shall consist of one-third of the eligible voting faculty. All faculty members in attendance at a meeting who have voting privileges will be counted toward a quorum.
C. Recommendations introduced at meetings of the Faculty Board in the absence of a quorum may be presented after the meeting to the full voting faculty for a vote by posting the recommendation on a secure, electronic website.
D. In order to facilitate informed faculty participation in governance and planning, the Faculty Board shall receive periodic reports and information regarding matters affecting the academic, research, and service missions of the College, including enrollment trends, strategic priorities, and the overall financial condition of the College.

E. At the end of each academic year, voting faculty shall elect the Board Secretary, Vice-Chair, and Chair. Officers shall be elected from Faculty Board members not serving as the Dean or as a Department Chair. All elected Faculty Board officers shall be eligible for re-election but shall not serve more than two (2) consecutive one-year terms. The Faculty Board Chair will preside over meetings and serve as liaison between the Faculty Board and the Dean.

Section 2. Executive Committee

A. The elected officers of the Faculty Board will constitute an Executive Committee to coordinate and monitor Board business between Board meetings.
B. The Executive Committee shall have the authority to:
    1. Conduct faculty affairs, contingent upon approval by the faculty, in the intervals between faculty meetings.
    2. Prepare recommendations on matters deemed necessary for consideration and action by the faculty and the Administration.
    3. Consider any intercollege or interdepartmental matters requiring action, advice, or arbitration and make recommendation to the Dean.
    4. Consider any standing Board, Council, or Committee matter requiring action, advice, or arbitration and make recommendation to the Dean.

ARTICLE III
DEPARTMENTS

Section 1. Organization

The College shall be organized into academic Departments. The organization of such units is recommended by the Dean and approved by the Senior Vice President and Provost, and, as appropriate, the President and Board of Regents. Prior to recommending the creation, merger, elimination, or substantial reorganization of any Department, the Dean shall solicit and consider recommendations from the affected faculty and the Faculty Board.

Section 2. Faculty Meetings

A. Each Department of the College shall hold regular faculty meetings throughout the academic year. The purpose of these meetings is to conduct the administrative, research, and service functions of the Department.

B. Faculty meetings shall be held at the call of the Department Chair. A list of agenda items shall be distributed to faculty members in advance of the meeting. In the absence of the Chair, a meeting may be called and presided over by his or her designee or by a majority of the Department faculty. Minutes of faculty meetings shall be maintained and copies shall be forwarded to the Department faculty within five (5) University business days after the meeting.

C. Within Departments, faculty shall make decisions on matters including, but not limited to:
   1. Recommending appointments of new faculty members.
   2. Recommending, within the College and Board of Regents policy, tenure and promotion of faculty.
   3. Establishing policies and procedures related to teaching methods, curricula, coordination with other Departments, and to general matters of policy concerning the work of the Department.

ARTICLE IV
ADMINISTRATION

Section 1. College

A. Administration of the College, insofar as it concerns the faculty, shall be conducted by the Dean of the College as the faculty's chief executive.
   1. The Administration of the College shall be comprised of the Dean, Department Chairs, Associate Deans, and Assistant Deans.

B. The Dean of the College shall be appointed by the Board of Regents of the University of Oklahoma upon the recommendation of the President of the University and the Senior Vice President and Provost and serves at the discretion of the Senior Vice President and Provost. Recommendations for the appointment of all other members of the Administration of the College shall originate with the Dean of the College. In making such recommendations, the Dean shall seek appropriate input from faculty members and the Senior Vice President and Provost when the responsibilities of the position substantially affect the academic, research, or service missions of the College

Section 2. Departments

A. Each Department shall have a Chair who shall have administrative responsibility for that unit and shall represent the Department in relations with other Departments and other administrative officers of the University. The Chair shall provide leadership in all matters of policy determined by the Department faculty and shall be responsible for administering the affairs of the Department in accordance with these policies, the College policies, and general University policies. The Chair, either on his or her own responsibility or by delegation of responsibility to Committees, shall make decisions on such matters as:
   1. Establishing policies for expenditures from Department budgets.

2. Approving class schedules for the Department.
3. Making recommendations, with faculty input, for increases in salary, promotion, new appointment, tenure, and teaching methods.
4. Setting the time and frequency of faculty meetings.

B. Each Department Chair may, with proper administrative approval, appoint from the voting faculty of the Department, a Vice-Chair who may act for the Chair in his or her absence. The Vice-Chair is not a member of the Administration as defined in Article IV, Section 1.A.2.

C. When the need arises for the selection of any full-time Department Chair:
   1. The Dean, in consultation with the faculty of the Department involved, shall appoint a Search Committee for the specific purpose of conducting a suitable search for, and evaluation of, outstanding applicants for the position. One (1) student and at least two (2) full-time regular members from the Department involved shall be included as members of the Search Committee, to the extent that this is possible. A majority of the members shall be regular faculty of the College.
   2. The Search Committee shall solicit the views of the faculty members, staff, and students of the Department concerned and other faculty members as appropriate.
   3. The Committee shall present to the Dean a list of recommended candidates.
   4. The Dean shall consult with the Senior Vice President and Provost prior to making a decision.
   5. Between the occurrence of the vacancy and the appointment of a new Chair, the Dean shall appoint an Interim Chair from the faculty. The Interim Chair should be a full-time regular faculty member of the Department concerned unless there are exceptional circumstances that prevent such an appointment. In the event of an unexpected vacancy in the position of Department Chair, the Dean

may ensure continuity of Department operations by serving as Interim Chair while consulting with the faculty and the Provost regarding the appointment of an Interim or permanent Department Chair.

ARTICLE V
BOARDS, COUNCILS, AND COMMITTEES

Section 1. Standing Boards, Councils, and Committees of the College

Standing Boards, Councils, and Committees, as well as their organization and functions are described below. Election of faculty members to standing Boards, Councils, and Committees shall be as prescribed under uniform procedures outlined under Section 2 of this Article, unless otherwise specified herein. Associate and Assistant Deans may serve as administrative liaisons to College committees aligned with their areas of responsibility. Such collaboration is intended to support effective implementation of policies and alignment with College operations and shall not supersede the advisory role of the committee to the Dean.

A. Academic Appeals Board
   1. Organization. The Academic Appeals Board shall consist of an equal number of students and faculty pursuant to Appendix C of the OUHC Faculty Handbook. Two faculty members and two student members from each Department shall be appointed. Faculty members of the Board shall be elected by the faculty of the College for staggered three-year terms. Student members of the Board shall be appointed for a one-year term by the Dean of the Ccollege, upon recommendation from the president of the college student association (HCOPHSA).
   2. Functions. The functions and procedures of the Academic Appeals Board and its Hearing Panels shall be defined in the Faculty Handbook (section 4.16.1) or supplements reflecting current OU Health Campus policy.

B. Academic Misconduct Board
   1. Organization. The Academic Misconduct Board shall consist of ten (10) faculty members (including Instructors), not serving as the

Dean or a Department Chair, serving three-year terms, and ten (10) students appointed or selected from nominations submitted by the College's student association president, serving one (1) year terms beginning September 1 and ending August 31. Refer to Appendix C.1 of the OUHC Faculty Handbook for additional information.

2. Functions. The functions and procedures of this Board and its Hearing Panels shall be defined in the Faculty Handbook or supplements reflecting current OU Health Campus policy (see OUHC Faculty Handbook, Appendix C.3).

C. Academic Program Committee

1. Organization. The Academic Program Committee shall consist of four (4) members not holding College or Department administrative appointments elected by and from the voting faculty, and (2) students appointed for a term of one (1) year by the Dean, with the advice of the College's President of the Student Council. No two (2) faculty members shall hold primary appointments in the same Department nor shall the two (2) student members be from the same Department. Each year, as soon after the election as the Committee can be convened, it shall select a Chair who shall preside over the meetings and serve as liaison to the Dean. The Chair shall be eligible for re-election. The Committee shall meet, as needed, at the call of the Chair. Four (4) members shall constitute a quorum.
2. Functions. The functions of the Committee shall be to make recommendations on a continuing basis, on all matters related to the academic programs of the College and, as the need arises, to recommend to the Dean through the Faculty Board policies and procedures necessary to achieve a more effective utilization of the teaching faculty and facilities and to continually ensure the highest quality of all academic programs. The duties of the Committee shall include, but not be limited to:

a. Providing a mechanism for conducting a continuing evaluation of the curriculum including proposed new courses as well as changes in existing courses, in order to (1) evaluate the need for, as well as the development and integration of, new courses and programs, (2) avoid duplication of course work and effort, and (3) recommend outdated or unutilized courses to be deleted from the curriculum.

b. Serving as a stimulus and a resource to the individual Departments concerning effective teaching and examination procedures and assisting the individual Departments in the development and use of course evaluation instruments.

c. Ensuring periodic review of the admission and graduation requirements for the various programs within the College and reviewing any resulting recommendations before being forwarded to the Faculty Board and the Dean.

D. Bylaws Committee

1. Organization. The Bylaws Committee shall consist of four (4) members not holding College or Department administrative appointments elected by and from the voting faculty. No two (2) Committee members shall hold primary appointments in the same Department. Each year, as soon after the election as the Committee can be convened, it shall select a Chair who presides over the meetings and serves as liaison to the Faculty Board. The Chair shall be eligible for reelection. Three (3) members shall constitute a quorum.

2. Functions. The functions of the Committee shall be to review questions referred to it relating to the College Bylaws and to recommend needed changes in the Bylaws to the Faculty Board.

E. College Awards Committee

1. Organization. The Awards Committee shall consist of four (4) members, not holding College administrative appointments and

elected by and from the College faculty. No two (2) Committee members shall hold primary appointments in the same Department. Each year as soon after the election as the Committee can be convened, it shall select a Chair who shall preside over the meetings and serve as liaison to the Faculty Board and the Dean. The Chair shall be eligible for re-election. Three (3) members shall constitute a quorum. The Committee shall meet as needed and at the call of the Dean or his or her designee.

2. Functions. The functions of the Committee shall be:
   a. To develop written selection criteria and procedures for college-wide scholarships and awards administered by the Dean's office, consistent with the intent of the award or scholarship sponsor and with University, state, and federal rules.
   b. To review applications by students for scholarships administered by the Dean's office and to make recommendations to the Dean.
   c. To review nominations for faculty or staff awards administered by the Dean's office and to make recommendations to the Dean.
   d. To provide information on college-wide scholarships to eligible students in a uniform manner so as to avoid the appearance of preferential treatment for any student or group of students.

F. Elections Committee
   1. Organization. The Elections Committee shall consist of four (4) members not holding College or Department administrative appointments and elected by and from the College faculty. No two (2) Committee members shall hold primary appointments in the same Department. Each year as soon after the election as the Committee can be convened, it shall select a Chair who shall preside over the meetings and serve as liaison to the Faculty

Board. The Chair shall be eligible for re-election. Three (3) members shall constitute a quorum.

2. Functions. The functions of the Committee shall be to supervise and assume responsibility for all elections for the College.

G. Professional Practice Plan (PPP) Committee

1. Organization and Functions. The organization and function of the PPP Committee shall be as established in the approved version of the College Professional Practice Plan. Unless otherwise specified by the PPP, members of the PPP Committee shall be elected by the faculty through the Uniform Election Procedures (Article V, Section 2 of the COPH Bylaws). Amendments to the organization and function of the PPP Committee shall be made through the amendment process established in the PPP document.

H. Promotion and Tenure Committee

1. Organization. The Promotion and Tenure Committee shall consist of four (4) tenured members not holding College or Department administrative appointments and elected by and from the voting faculty. No two (2) Committee members shall hold primary appointments in the same Department unless otherwise specified herein. Each year, as soon after the election as the Committee can be convened, it shall select a Chair who presides over the meetings and serves as liaison to the Dean. The Chair shall be eligible for reelection. Three (3) members shall constitute a quorum.
2. Alternate Members. For review of proposals for promotion to the rank of Professor, any member of the Promotion and Tenure Committee who does not hold the rank of Professor shall be replaced by an alternate representing the member's Department. for a member of the Promotion and Tenure Committee who does not hold the rank of Professor, an alternate holding the rank of Professor shall be elected from among the faculty of that member's Department by the voting faculty of the College. Such alternate

shall not hold an administrative appointment. If an alternate holding the rank of Professor cannot be nominated from a Department, the faculty of that Department shall nominate one or more candidates for alternate from among the eligible faculty holding the rank of Professor in the other Departments, and the alternate shall be elected by the voting faculty of the College.

3. Functions. The College Promotion and Tenure Committee shall serve as the Dean's advisory body for tenure and promotion reviews. The Committee shall review proposals submitted by Department Chairs and provide written recommendations to the Dean. The Committee and Faculty Board shall maintain continuous review and evaluation of University tenure and promotion policies and advise the Dean on related matters. Promotion and tenure criteria for the College shall be documented in a College policy approved by the College faculty, Dean, and Senior Vice President and Provost. These criteria must align with the standards in the Faculty Handbook and address faculty achievements at the local, regional, national, or international level as appropriate to the rank under consideration.

I. Post Tenure Review (PTR) Committee

1. Organization. The PTR committee will be composed of five tenured faculty members appointed by the Dean of the College. In most cases, members of the PTR Committee will be those who have previously served on the College Promotion and Tenure Committee.
2. Functions. The PTR committee will conduct scheduled and prompted reviews of tenured faculty members in accordance with the OU Health Campus policy and procedures concerning post tenure review.

Section 2. Uniform Election Procedures for Standing Boards, Councils, and Committees and Faculty Board Officers

All elections for standing Boards, Councils, Committees, and Faculty Board officers shall be conducted in accordance with fair and transparent procedures and in alignment with applicable policies of the University of Oklahoma Health Campus Faculty Senate and the Faculty Handbook. The Elections Committee shall ensure that elections uphold principles of shared governance and broad faculty participation.

A. On or before April 1 of each year, the Elections Committee shall initiate nominations for vacancies, including alternates for the Promotion and Tenure Committee.
B. The verified list of vacancies shall be submitted by the Elections Committee Chair to each faculty member along with a request for submission of nominees within thirty (30) calendar days.
C. The College faculty shall individually nominate from their numbers one (1) or more nominees who the faculty feel can capably represent the views of the faculty of the College.
D. Such nominees shall be submitted to the Elections Committee Chair who shall call such Committee into session, either in person or by e-mail, for the purpose of verifying the list of nominees. All nominees will be contacted to determine their desire to serve.
E. The compiled list of all nominees, ballots, and voting instructions shall then be forwarded by the Elections Committee Chair to each College voting faculty member. Voting shall be done electronically at a secure internet site (no email).
F. Each and every voting College faculty member may cast one (1) vote for each vacancy.
G. The nominee receiving the highest number of all votes cast for that vacancy will be elected. In the event of a tie, the Chair of the Elections Committee will resolve the result by flipping a coin of their choice three times. This coin toss should be witnessed by at least one voting

member of the Faculty Board. The nominee who calls two of the three tosses correctly shall be appointed.

H. Board, Council, and Committee members shall be elected yearly to fill all vacancies and shall serve for the length of term effective for the vacancy as of July 1 of the year of the election. Officers of the Faculty Board shall be elected yearly and shall serve for one year beginning July 1 of the year of the election and ending June 30 of the next year. Elected members and Faculty Board officers shall be eligible for re-election but shall not serve more than two (2) consecutive terms. In the initial election of Board, Council, and Committee members, the Elections Committee should provide for staggered terms by declaring approximately half of the vacancies to be for one (1) year terms.

I. Within five (5) University business days after the election, the results - after being certified by the Elections Committee shall be forwarded to the Chair of the Faculty Board to share the results with the College.

J. If a vacancy occurs in an elected position and the next regularly scheduled election is to be held in fewer than 120 calendar days, the vacancy shall be filled at that election. If a vacancy occurs more than 120 calendar days prior to the next regularly scheduled election, the vacancy shall be filled by appointment made by the Chair of the Faculty Board at the request of the Chair.

K. In the event that a member of a Board, Council, or Committee of the College takes leave for a period of thirty (30) calendar days or longer, including sabbatical leave, sick leave, or leave without pay, continuation of service shall be determined through consultation among the Faculty Board Chair, the faculty member's Department Chair, the relevant Board/Counsel/Committee Chair (if applicable), and the faculty member, taking into account the individual's ability to participate in Board, Council, or Committee activities.

L. In the event that a Council/Board/Committee member has a conflict of interest in the current committee subject matter and is therefore

temporarily removed from service, the Faculty Board Chair shall appoint a temporary faculty replacement from the same Department.

Section 3. Other Committees of the College

A. The Dean shall have the power to appoint and dissolve, as occasions arise, Ad Hoc Committees to deal with issues including, but not limited to: budget, student affairs, physical space, research, admissions, and accreditation. The Dean also has the authority to establish standing administrative committees whose functions are to implement the academic policies recommended by the Faculty Board, including the standing Academic Advisement and Admissions Committee of the Dean's Office. The composition and charge of such Ad Hoc Committees shall be designated in writing by the Dean.
B. The Faculty Board shall, within its established procedures, appoint and dissolve standing and Ad Hoc Committees necessary to execute the functions of the Board. The composition and charge of all Ad Hoc Committees of the Faculty Board shall be specified in writing by the Board; however, membership of such Committees need not be limited to members of the Faculty Board.

Section 4. Committees of the Departments

The Department Chair shall, as occasions arise, appoint and dissolve Standing and Ad Hoc Committees required for assistance and advice on Department issues. The composition and charge of such Standing and Ad Hoc Committees shall be specified in writing by the Department Chair.

ARTICLE VI
APPOINTMENTS, CHANGES IN RANK AND TENURE

Section 1. Governing Policies

Appointments, promotion, and tenure within the College shall be conducted in accordance with the Faculty Handbook of the University of Oklahoma Health Campus.

Section 2. Department Standards

Each Department shall be responsible for developing and maintaining written standards for promotion and tenure within the framework of the Faculty Handbook policies. These standards shall be approved by the Department faculty and Chair and must not conflict with University policies. Department standards shall be documented in the College-wide Standards and Procedures for Promotion and Tenure.

Section 3. Responsibilities and Procedures

A. The Department Chair shall ensure that all new faculty receive and are briefed on current promotion and tenure guidelines.

B. Promotion and tenure recommendations shall be made at the Department level, following the procedures outlined in the Faculty Handbook and the applicable Department standards.
   Changes to Department promotion and tenure standards shall follow a transparent review and approval process involving the voting faculty of the Department.

ARTICLE VII
FACULTY PRIVILEGES AND OBLIGATIONS

Section 1. Academic Freedom

Faculty members at the College enjoy academic freedom consistent with scholarly norms and the rights and privileges approved by the University of Oklahoma Board of Regents as delineated in the Faculty Handbook and supplements reflecting current policies.

Section 2. Consulting, Outside Employment, and Extra Compensation

Faculty members are encouraged to engage, within the limits of time available to them and in compliance with the College's Professional Practice Plan, in such income-producing activities as consulting work, sponsored research, creative arts, textbook writing, and other activities, that are closely related to their University work; however, a person who accepts full-time employment in the University owes his or her first duty and loyalty to the University. Faculty are expected to advise students, conduct and publish research, and remain professionally competent. Additional responsibilities include attending professional meetings and cooperating in the essential Committee work of the Department, the College, and the University. Any other employment or enterprise in which faculty engage for income shall be secondary to their University work and must be consistent with University policy as outlined in the Faculty Handbook and the College Professional Practice Plan.

Section 3. Other Privileges and Obligations

Policy and procedure concerning other faculty privileges and obligations such as travel; release of information to the public media; retirement; awards; enrollment in University courses; patents; and leaves-of-absence, including annual leave (vacation), sabbatical leave, sick leave, military leave, and leave-with-pay, shall be consistent with University policy and consonant with all applicable laws.

ARTICLE VIII
ADOPTION AND AMENDMENTS

Section 1. Adoption

These Bylaws shall become effective following 1) adoption by a two-thirds (2/3) majority of the votes cast by members of the voting faculty of the College and 2) approval by the Senior Vice President and Provost of the University of Oklahoma Health Campus. The Faculty Board vote on whether these bylaws should be adopted will be held virtually using a secure link, and no votes may be accepted via email.

Section 2. Amendments

A. Any voting member of the Faculty Board may propose amendment(s) to article(s) or section(s) of the Bylaws accompanied by a written rationale to the Faculty Board Chair. The Chair shall submit the proposed changes to the Bylaws Committee for consideration.

B. The Bylaws Committee shall study the proposed amendment(s) and the supporting rationale. The Committee shall submit the proposed changes to the faculty at the next scheduled Faculty Board meeting and report on the operational consequences of the proposed amendment(s). The amendment(s) will then be voted on by the Faculty Board. Voting shall be done electronically at a secure internet site. No votes shall be accepted by email. A two-thirds majority vote shall be required for approval.

C. Any amendment(s) thus approved by the faculty shall be transmitted by the Dean to the Senior Vice President and Provost for approval.

D. The amendment(s) in such form as may be approved by the Senior Vice President and Provost, shall be the enabling act creating such amendment(s) as functional part(s) of the Bylaws. These shall thereafter be the regulations governing the organization, procedures, and policies of the faculty of the College.

E. Should changes in the Bylaws be made necessary or mandatory by events outside the College, to the extent possible, the faculty of the College shall be given a reasonable opportunity to consider the required amendments and to make recommendations regarding these amendments or to make alternate proposals.

ARTICLE IX

Unless otherwise stated in the preceding Articles, rules and procedures to be followed in the conduct of the meetings of the faculty, Boards, Councils and Committees of the College shall be those outlined in the most recent edition of Robert's Rules of Order.

Approved by HCOPH Faculty Board November 28, 2006; February 22, 2007; January 31, 2014; June 30, 2026

Approved by the University of Oklahoma Board of Regents, May 11, 2007; September 16, 2026

Article I, Section 1 administratively approved by OUHSC Vice Provost for Health Sciences January 22, 2016

Article V, Section 2 administratively approved by OUHSC Vice Provost for Health Sciences, May 1, 2016

EXHIBIT U

Status **Pending** PolicyStat ID **21077805**

Last Approved	N/A
Next Review	3 years after approval
Liaison	Grey Allman: Assoc Provost Acad Affairs
Area	BOR>Academic Affairs
Responsible Executives	Senior Vice President and Provost, HC, Senior Vice President and Provost, Norman

Degree Revocation Policy

Introduction:

This policy outlines the process to follow when a question arises as to whether a degree previously granted to a student should be revoked. This policy does not apply to those instances of academic or other misconduct occurring prior to the student's graduation and the conferral of the degree at issue. Rather, those instances are handled either through rescission of admission or academic or other misconduct procedures applicable to the student prior to the conferral of their degree. If a student has previously earned a degree and is also a currently enrolled student pursuing another degree, more than one policy may be applicable. Moreover, revocation of conferred degrees based on scholarly, or research misconduct is governed by separate academic misconduct policies and procedures. The process that governs a revocation of a conferred degree will depend on the circumstances.

All degrees at the University of Oklahoma are conferred jointly by the Oklahoma State Regents for Higher Education ("OSRHE") and the Board of Regents of the University of Oklahoma ("BOR"). Therefore, the authority to revoke a degree rests jointly with the OSRHE and the BOR. In all cases, the dean of the college that initially conferred the degree has a key role in the determination of whether a degree should be revoked.

This policy applies to all degrees conferred by the University of Oklahoma.

Definitions:

N/A

Policy:

1. The University's award of a degree constitutes its certification that a student has achieved the requirements to earn the degree. To preserve the integrity of its academic standards and the degrees it grants, the University may exercise its right to revoke a previously conferred degree in appropriate circumstances, such as when a degree has been obtained by fraud or other serious misconduct, including, but not limited to, providing false information on an application for admission, tampering with student records, and other non-scholarly or non-research misconduct activities. With respect to scholarly or research misconduct discovered after the degree has been conferred, those matters shall be investigated and handled through separate policies and procedures of the respective campuses. For Norman campus programs, scholarly or research misconduct will be handled under the Academic Integrity Code or the Ethics in Research Policy. For Health Sciences programs, scholarly or research misconduct will be handled under the Academic Misconduct Cody or the Ethics in Research Policy.
2. Procedures for Revocation
    a. Initiation
        i. Information that raises questions regarding the validity of a previously conferred degree will be referred to the dean of the college that houses the program in which the degree holder was enrolled.
        ii. Upon discovery or receipt of credible information that a graduate may have obtained a degree by fraud or other serious non-academic misconduct, the dean or their designee will initiate an investigation.
    b. Investigation
        i. The dean will appoint an investigative committee, composed of two (2) or more faculty members who do not have a conflict in the matter, to review the matter and recommend to the dean whether any action should be taken, whether corrective action short of revocation is appropriate, or whether the degree should be revoked. The dean may also refer an investigation to a fact-finding body with expertise in the subject matter for investigation under established policies. In those cases, the referral shall include a specific charge to the fact-finders to enter a recommendation as to whether any action should be taken, whether corrective action short of revocation is appropriate, or whether the degree should be revoked.
        ii. The investigative committee will notify the graduate at their last known mailing and email addresses of the investigation, the reason for the investigation, and the procedures regarding the investigation. Additionally, the graduate will be given an opportunity to provide written information for the investigative committee to consider. If the graduate concedes the facts, there is no need for a hearing and the matter can be referred directly to the dean for action.

iii. The investigative committee will submit a written summary of its findings and recommendations to the dean, who will provide a copy of the committee's report to the graduate. The graduate may submit a response within five (5) University business days of being notified at their last known email and/or mailing address. Should the graduate fail to respond, or should the graduate concede the facts, the investigative committee's findings will be final, and the dean will be notified by the investigative committee that the graduate did not respond or did concede the facts.

iv. After reviewing the committee's report and the graduate's response (if any), the dean will decide whether to recommend a revocation of the degree, whether to take corrective action, or whether to dismiss the matter. If the dean decides to recommend revocation of the degree, the matter is referred to the appropriate Senior Vice President and Provost for a hearing unless the graduate declines a hearing or fails to respond, in which case, the matter is referred directly to the President for review and recommendation.

v. Except as noted in number 4 above, the Provost shall convene a hearing panel of three (3) members to include: the Provost or their designee, the Registrar (Norman campus) or the degree-awarding college admissions director (OUHC) or their designee, and the appropriate senior admissions professional or their respective designee.

c. Hearing

i. The graduate may have an advisor of their own choosing, during this process. (Throughout this policy, the term "process advisor" is used to refer to the graduate's advisor.)

ii. The hearing panel will notify the graduate in writing of the hearing date at least one month in advance. Notice will include information about the hearing process. Every effort should be made to schedule the hearing at a date and time when the graduate and their process advisor are able to attend in person, via teleconference, or virtually. In any event, the hearing shall be scheduled within sixty (60) University business days from the initial notification (III.B.2 above) to the graduate. Upon a showing that the required notice was provided, the hearing may proceed in the absence of the graduate.

iii. Members of the hearing panel will receive the investigative report and supporting documentation in advance of the hearing. The graduate will be invited to submit information in advance as well.

iv. Both the graduate and the dean or designee will be expected to identify witnesses and provide copies of any additional documents to be offered at the hearing at least one week prior to the hearing date to each other and to the hearing panel, through the chair.

v. The dean or designee and the graduate will have an opportunity to present evidence and to question witnesses presented by the other party. Members of the hearing panel may ask questions of any participant or witness. Both the dean or designee and the graduate may present brief

opening and closing statements.

vi. At the hearing, the graduate may be accompanied by a process advisor, who may be an attorney. If the graduate's process advisor is an attorney, the chair will invite a representative of the University's Office of Legal Counsel to attend the hearing as an advisor to the program. The graduate's process advisor may provide counsel to the graduate during the hearing but may not actively participate. All costs associated with the graduate's advisor shall be borne by the graduate. Likewise, the University's counsel, if present, may advise the chair and panel but may not actively participate in the hearing. Even in those cases where a member of the Office of Legal Counsel is not acting as an advisor to the program in the hearing, the chair of the hearing panel will be advised by a member of the Office of Legal Counsel regarding issues of process.

vii. The graduate may consult with their process advisor during the hearing but is responsible for presenting their own case before the hearing panel.

viii. The rules of evidence applicable to legal proceedings do not apply to the hearing. Information, including hearsay, may be considered if it is relevant, not unduly repetitious, and the sort of information on which responsible persons are accustomed to rely in the conduct of serious affairs.

ix. The hearing is a closed session. Witnesses (other than the parties) may not be present except during their testimony.

x. At the conclusion of the hearing, the dean or designee, the graduate, the process advisor, and all other participants excluding the panel's assigned attorney will withdraw, and the hearing panel will deliberate in closed session and then vote on the question of revoking the degree. All members must vote. A two-thirds vote is required to recommend a degree revocation. The recommendation to revoke a degree must be supported by clear and convincing evidence; that is, evidence that produces a firm belief or conviction that the allegations are true.

xi. The hearing panel will issue a written decision. If a two-thirds majority of the hearing panel does not vote to support a recommendation for revocation of the degree, the hearing panel will advise the dean and the graduate in writing, and the matter will be dismissed. If the vote supports a recommendation to revoke the degree, the hearing panel's decision (including information about the appeal process and deadlines) will be transmitted to the graduate, the dean, the Provost, and the President.

xii. The hearing panel will arrange for a recording of the hearing (but not of the deliberation and voting phases). The recording and any transcription will become part of the record of the proceeding and will remain the property of the University.

3. Revocation of the Degree

    a. If the President denies the graduate's appeal, or if an appeal is not submitted within the prescribed period, the recommendation to revoke will be referred to the BOR for final action.

b. At their next regularly scheduled meeting, the BOR will review the record and will formally recommend or deny revocation of the degree and notify the OSRHE of any recommended degree revocation.

c. The OSRHE's policies regarding revocation of degrees may be found in Section 3.14.4 of their policy repository.

d. If the OSRHE agrees with the BOR's recommendation to revoke the degree, the BOR will notify relevant parties, including the graduate, that the degree has been revoked and request that the diploma be returned. The BOR also may request that the graduate return any other University documents rendered inaccurate as a result of this process.

e. As necessary, the graduate's official transcript and other relevant University documents will be revised to reflect this action. Additionally, the dissertation (or master's/senior thesis) will be removed from the University Library and other scholarly repositories under the University's control.

f. The President may publicize the matter to the extent deemed advisable. Further, the University reserves the right to notify relevant publications and relevant licensing or other authorities.

4. Resolution Through Mutual Agreement
   Nothing in this policy is intended to preclude the University from informally resolving a matter with a graduate on mutually agreeable terms, including voluntary relinquishment of a degree.

(RM, 9-13-24, p. 39263)

Approval Authority:

Board of Regents

Former Policy Number:

5.11.2.1

EXHIBIT V

Status **Pending** PolicyStat ID **21096756**

Last Approved	N/A
Next Review	3 years after approval
Liaison	Grey Allman: Assoc Provost Acad Affairs
Area	BOR>Academic Affairs
Responsible Executives	Senior Vice President and Provost, HC, Senior Vice President and Provost, Norman

Degrees Granted by the Oklahoma State Regents for Higher Education: Awarding Honorary Degrees Policy

Introduction:

Pursuant to the Oklahoma State Constitution, the Oklahoma State Regents for Higher Education shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all state educational institutions.

Definitions:

N/A

Policy:

1. **CERTIFICATES AND DIPLOMAS**
    a. All certificates may bear the Seal or Coat of Arms of the University, and all diplomas awarded on the achievement of a degree shall bear the Seals of the University and the Oklahoma State Regents for Higher Education. In issuing diplomas or certificates for whatever purpose, the University and all of its divisions shall conform to the specifications stipulated by the Oklahoma State Regents of Higher Education and endorsed by the Board of Regents.

2. **AWARDING HONORARY DEGREES**

    a. The University is authorized to confer honorary degrees. (Oklahoma State Regents for Higher Education Policy 3.14.5)

    b. The University will award honorary degrees only in recognition of extraordinary achievement or in recognition of outstanding contributions to the welfare and/or enrichment of the University, State, nation, or world. A recipient may be any individual who has made outstanding contributions to a field or profession represented at the University.

    c. The University may confer up to five honorary degrees during any academic year. During any five-year period, the number of degrees awarded may not exceed a ratio of one honorary degree per each 1,000 conferred degrees during the same period. Also, the University is not obligated to award any or all allowed each year.

    d. Nominations are open to any individual, although individuals may nominate themselves. It is incumbent upon the nominator to provide sufficient information to document the nominee's achievements and/or contributions. Such information may include vitae, letters of endorsement, bibliographies, and other forms of documentation.

    e. Honorary degrees shall not be conferred upon any faculty member, administrator, or other official associated with the University before such individual has been separated from the University for at least two years, nor awarded to any individual serving in an Oklahoma political position.

3. **SELECTION**

    a. Nominations are encouraged by March 1 each year for the awards to be presented the following spring. Nominations will be reviewed, evaluated, and acted upon by the Honorary Degrees Screening Committee, which reports to the President. It shall consist of:

        - Senior Vice President and Provost of the Norman Campus
        - Senior Vice President and Provost of the Health Campus
        - Chief Advancement Officer
        - Vice President for Marketing and Communications
        - one Norman Campus faculty member appointed by the Norman Campus Faculty Senate
        - one Health Campus faculty member appointed by the Health Campus Faculty Senate
        - three deans of degree recommending colleges (two from the Norman Campus and one from the Health Campus) appointed by the President
        - one member of the Board of Regents appointed by the Chair of the Board of Regents

    b. Members other than the Senior Vice President and Provosts, Chief Advancement Office, Vice President for Marketing and Communications, and the Regent will serve one three-year term and may not be reappointed to a consecutive term.

c. The Committee shall conduct its deliberations in secret, and the nominations shall be kept secret. The Committee will forward its recommendation(s) to the President by May 1 so that the President may make a recommendation to the Board of Regents at its June meeting. The President may choose not to forward one or more of the recommended recipients to the Board of Regents. After approval by the Board of Regents, the Oklahoma State Regents for Higher Education will be notified in accordance with their policy. The University will typically issue invitations to the recipients in early fall.

d. Honorary degrees will not be awarded in absentia unless extraordinary circumstances (as determined by the President) exist. Honorary degrees generally will be awarded at commencement, although they may be awarded at special convocations for extraordinary occasions.

(RM, 3-8-90, p. 21626; 6-31-91, p. 22457; 1-28-98, p. 25758; 3-29-00, p. 26909; 1-27-2004, p. 28924; 6-23-04, p. 29151; 5-27/28-21, p. 37574)

Approval Authority:

Board of Regents

Former Policy Number:

5.11.3.1 / BOR 2.6.4

EXHIBIT W

Status **Pending** PolicyStat ID **20919195**

Last Approved	N/A
Next Review	3 years after approval
Liaison	Brian Holderread: Vice President,Campus Ops
Area	BOR>Board of Regents
Responsible Executives	Vice President for Campus Operations

Firearms Policy

Introduction:

Firearms and munitions of all types, as well as other weapons as identified in 21 O.S. §1277, are prohibited on all property owned, leased, or occupied by the Board of Regents ("University property") at all times except as specifically authorized by law and/or University policy.

The text above will appear in Faculty, Staff, and Student Handbooks.

Definitions:

N/A

Policy:

1. For purposes of this policy, firearms include but are not limited to, the following: conventional weapons, from which a projectile is discharged by an explosive propellant charge; antique, replica, and inert firearms; compressed gas weapons; and spring-propelled weapons. For purposes of this policy, munitions include but are not limited to any projectile which incorporates a propellant charge and/or explosive contents.
2. Firearms are permitted on campus only under the following circumstances:
    a. In the possession or control of sworn law enforcement officers or properly licensed armed security officers employed by the University who are performing their assigned duties. The Chief of Police must approve in advance the use or employment of armed private security providers.

b. In the possession or control of off-duty law enforcement officers who are carrying pursuant to 21 O.S. §1289.23.

c. In the possession of personnel of active or reserve armed forces of the United States or the Oklahoma National Guard when in the performance of duties assigned by an authorized commander.

d. In the possession of Reserve Officer's Training Corps ("ROTC") participants when under the supervision of authorized members of the regular armed services.

e. In the possession of members of the RUF/NEKS organization certified by the University Police Department as having satisfactorily completed a handling safety class, subject to the following additional conditions:

    i. The University Police Department shall inspect and approve the firearms.

    ii. Blank ammunition only will be used in these weapons; live ammunition will not be present with these weapons at any time.

    iii. Violation of the safe handling procedures established by the University Police Department will result in withdrawal of the offending individual's Certification.

    iv. Possession of these firearms will be limited to use during official RUF/NEKS functions.

f. For use during a public performance, subject to the following conditions:

    i. Firearms must be approved by the University Police Department prior to the performance.

    ii. RUF/NEKS will be under the direct supervision of the assigned University Police Department Officer.

    iii. When discharge is necessary as part of a performance, blank ammunition shall be used. Blank ammunition will be controlled and issued by the assigned University Police Department Officer. No weapons shall be pointed at performers at any time during the production.

    iv. Weapons present for performance shall be kept secure by means acceptable to the University Police Department, and in the possession and control of a designated staff member at all times when not actively in use.

g. For display in support of the educational mission of the University. Such firearms must be approved and secured by means acceptable to the University Police Department.

h. For use by employees of the Sam Noble Museum in accordance with approved research protocols and pursuant to an approved Museum policy.

i. For use as a teaching aid, subject to the following conditions:

    i. Permission for such use must be granted by the academic department head and prior written notice of the presence of the firearm on campus must be given to the appropriate Campus Deputy Chief of Police (i.e., Deputy Chief of Police at the Norman Campus and the Deputy Chief of Police at the Health Campus in Oklahoma City and the Tulsa Campus).

ii. Such firearms must be approved and secured by means acceptable to the appropriate Campus Deputy Chief of Police.

iii. Munitions shall not be present with firearms when used as a teaching aid in class.

j. As "starter pistols" that are incapable of chambering or firing live projectile ammunition for athletic events. Starter pistols and blank ammunition shall be secured at all times when not in use and shall be under the control of appropriate staff or athletic officials when in use.

k. As construction equipment employing blank ammunition as a propellant for setting fasteners only when used by or under the supervision of authorized and trained personnel.

l. The cannon known as "Old Trusty" used by members of the group "Loyal Knights of Old Trusty" or "LKOT", and the 75mm howitzer used by the Army ROTC detachment may continue in their respective traditional uses, subject to the following conditions:

i. The safe use of these pieces is the responsibility of the designated faculty sponsor(s).

ii. The LKOT and the Army ROTC will notify the University Police Department of the intended use of their respective pieces sufficiently in advance of use to enable notification of other public safety agencies.

m. For ceremonial purposes, other than those specifically identified above, any group desiring to use a firearm and/or munitions on the campus will tender a written request to the appropriate Campus Deputy Chief of Police.

i. The appropriate Campus Deputy Chief of Police will review the request and forward it to the Chief of Police with a recommendation for approval or disapproval based upon public safety considerations.

ii. The Chief of Police will then make the appropriate notifications and notify the appropriate Campus Deputy Chief of Police and other appropriate officers of any approvals that are granted for the use of ceremonial firearms.

n. Upon approval and for a specific purpose and limited time by the University President.

o. Persons who possess a handgun pursuant to 21 Okla.Stat. §1272 and/or the Oklahoma Self Defense Act, 21 Okla.Stat. §1290.1 et seq. may possess a handgun on University property as long as the handgun remains in their vehicle (whether attended or unattended), provided the handgun is stored as required by law and the handgun is not removed from the vehicle without the prior consent of the University President while the vehicle is on University property.

3. For purposes of this policy, "inoperable" means physically rendered incapable of firing either by removal of critical parts or installation of a device to prevent operation, or both. Where firearms are required to be rendered inoperable, the appropriate Campus Deputy Chief of Police or their designee shall inspect and certify that it is inoperable.

4. Where permitted on campus for use other than by law enforcement or armed forces, all

firearms shall be secured by means approved by the appropriate Campus Deputy Chief of Police.

5. When employees are authorized to carry, use, and/or discharge firearms within the course and scope of their employment, University departments shall have written policies governing such use. Any departmental policies relating to firearms shall be reviewed and approved by the Office of Enterprise Risk Management, the Office of Legal Counsel, and the appropriate campus Deputy Chief of Police.
6. The appropriate Campus Deputy Chief of Police will respond to reports of alleged violations, investigate alleged violations, and submit reports of findings of alleged unauthorized presence, possession, or use of firearms on campus in accordance with this policy and Oklahoma law.
    a. The appropriate Campus Deputy Chief of Police will initiate criminal prosecution if they believe an individual has violated a local, state, or federal law.
    b. Upon determination made by the appropriate Campus Deputy Chief of Police that a currently enrolled student, faculty member, or staff member, or a visitor or volunteer has violated this policy, the appropriate administrative office, including the Provost's Office, University Operations, Human Resources, and/or Student Conduct Office may initiate action including but not limited to the following:
        - Immediately suspend or expel the student, and/or
        - Immediately suspend from employment the student, staff, or faculty member, or
        - Ban the visitor or volunteer from campus.
    c. Student or employee disciplinary action may be imposed in addition to criminal prosecution arising from unauthorized possession or use of firearms and/or munitions. The University may initiate disciplinary action prior to the completion of any criminal prosecution.
    d. The University may notify the Oklahoma State Bureau of Investigation of a violation in accordance with Oklahoma law.

(RM, 4-25-96, p. 24902; 3-29-00, p. 26909; 1-27-2004, p. 28924; 6-23-04, p. 29151; 3-9-16, p. 35057; 9-11-19, p. 36726)

Approval Authority:

Board of Regents

Former Policy Number:

1.1.1.4 / BOR 3.1.11

UNIVERSITY OF OKLAHOMA REPORT OF PURCHASES
MAY 2026 - JUNE 2026

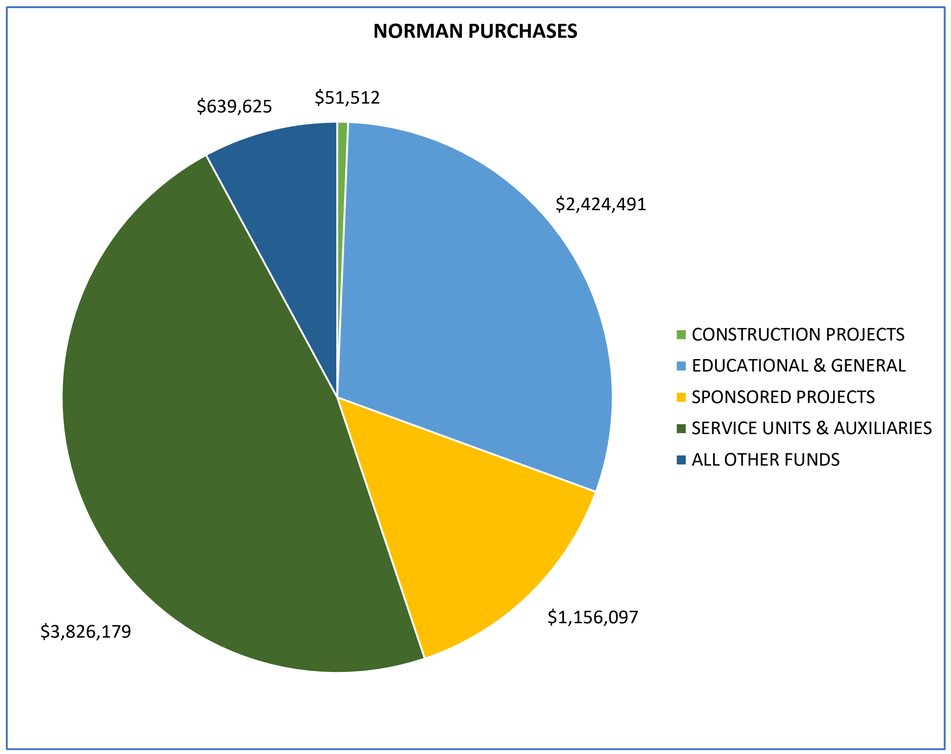
	SUPPLIER	AMOUNT	CAMPUS	COLLEGE/DEPARTMENT	EXPENSE CATEGORY	METHOD	FUND
				FUNDING SOURCE: CONSTRUCTION PROJECTS			
1	JOHN A MARSHALL COMPANY	$ 66,364.80	HEALTH	UNIVERSITY CORE HC	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	CAPTL
2	WORKSPACE RESOURCE INC	$ 51,511.52	NORMAN	OPERATIONS	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	CAPTL
	SUPPLIER	**AMOUNT**	**CAMPUS**	**COLLEGE/DEPARTMENT**	**EXPENSE CATEGORY**	**METHOD**	**FUND**
				FUNDING SOURCE: EDUCATIONAL & GENERAL			
3	BIO-RAD LABORATORIES INC	$ 57,812.88	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	EDWCH
4	OVID TECHNOLOGIES INC	$ 59,800.00	HEALTH	LIBRARY HC	LIBRARY ONLINE BOOKS - EXPENSE	SOLE SOURCE	EDGEN
5	SIEMENS MEDICAL SOLUTIONS USA INC	$ 75,258.00	HEALTH	COLLEGE OF ALLIED HEALTH	SOFTWARE	COMPETITIVE	EDGEN
6	ZIMVIE	$ 104,262.50	HEALTH	COLLEGE OF DENTISTRY	SUPPLIES - EDUCATIONAL	SOLE SOURCE	EGFEE
7	AT&T MOBILITY	$ 68,550.00	NORMAN	OPERATIONS	SERVICE MAINTENANCE - SOFTWARE	COMPETITIVE	EDGEN
8	CLEAR CHANNEL OUTDOOR LLC	$ 60,868.50	NORMAN	MARKETING & COMMUNICATION	ADVERTISING - MARKETING/PROMOTIONAL	SOLE SOURCE	EDGEN
9	COMPUTACENTER	$ 438,635.99	NORMAN	IT	EQUIPMENT - TELECOMMUNICATIONS	COMPETITIVE	EDGEN
10	DARR EQUIPMENT COMPANY	$ 79,579.00	NORMAN	VP RESEARCH	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	EDGEN
11	DELL MARKETING LP	$ 138,904.56	NORMAN	IT	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	EDGEN
12	DELL MARKETING LP	$ 216,006.00	NORMAN	IT	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	EDGEN
13	ELLUCIAN COMPANY LLC	$ 62,697.00	NORMAN	IT	RENT/LEASE - SOFTWARE	SOLE SOURCE	EDGEN
14	EX LIBRIS USA INC	$ 69,184.68	NORMAN	UNIVERSITY LIBRARIES	RENT/LEASE - SOFTWARE	SOLE SOURCE	EGFEE
15	EX LIBRIS USA INC	$ 347,042.22	NORMAN	UNIVERSITY LIBRARIES	RENT/LEASE - SOFTWARE	COMPETITIVE	EDGEN
16	FIRST ONSITE PROPERTY RESTORATION	$ 706,365.00	NORMAN	UNIVERSITY LIBRARIES	SERVICE - GENERAL NON-PROFESSIONAL	COMPETITIVE	EGFEE
17	LINKEDIN CORPORATION	$ 147,828.00	NORMAN	IT	RENT/LEASE - COMPUTERS & TECHNOLOGY	SOLE SOURCE	EDGEN
18	S & P GLOBAL MARKET INTELLIGENCE INC	$ 88,830.00	NORMAN	COLLEGE OF BUSINESS	RENT/LEASE - SOFTWARE	SOLE SOURCE	EDGEN
	SUPPLIER	**AMOUNT**	**CAMPUS**	**COLLEGE/DEPARTMENT**	**EXPENSE CATEGORY**	**METHOD**	**FUND**
				FUNDING SOURCE: SPONSORED PROJECTS (FEDERAL GRANTS, THIRD-PARTY CONTRACTS, ETC.)			
19	10X GENOMICS INC	$ 67,561.60	HEALTH	COLLEGE OF MEDICINE	SUPPLIES - LABORATORY	SOLE SOURCE	SPNSR
20	AVI-SPL LLC	$ 77,582.25	HEALTH	COLLEGE OF MEDICINE	SUPPLIES - COMPUTERS & TECHNOLOGY	COMPETITIVE	SPNSR
21	FARBER SPECIALTY VEHICLES	$ 436,514.00	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - MOTOR VEHICLE EXPENSE	COMPETITIVE	SPNSR
22	LAERDAL MEDICAL CORP	$ 63,585.67	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	SPNSR
23	LIMBS & THINGS INC	$ 153,916.96	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	SPNSR
24	MILTENYI BIOTEC INC	$ 542,867.34	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	SPNSR
25	OU HEALTH	$ 114,000.00	HEALTH	COLLEGE OF MEDICINE	SERVICE - PROFESSIONAL PATIENT CARE	SOLE SOURCE	SPNSR
26	SIMBIONIX USA CORP	$ 113,000.00	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	SPNSR
27	SIMBIONIX USA CORP	$ 245,541.48	HEALTH	COLLEGE OF MEDICINE	RENT/LEASE - COMPUTERS & TECHNOLOGY	SOLE SOURCE	SPNSR
28	ADDUP INC	$ 59,061.00	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT NOT OWNED BY OU	SOLE SOURCE	SPNSR
29	AGILENT TECHNOLOGIES INC	$ 66,533.35	NORMAN	COLLEGE OF ARTS & SCIENCES	SUPPLIES - LABORATORY	SOLE SOURCE	SPNSR
30	AGILENT TECHNOLOGIES INC	$ 90,566.96	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	SPNSR
31	ALPHA POWER SOLUTIONS LLC	$ 67,227.50	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	SPNSR
32	CISCO-EAGLE INC	$ 66,350.00	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - FABRICATED	SOLE SOURCE	SPNSR
33	EPPENDORF NORTH AMERICA INC	$ 69,014.95	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	SPNSR
34	EXXACT CORPORATION	$ 86,584.00	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - SERVER/STORAGE	SOLE SOURCE	SPNSR
35	MAKINO INC	$ 598,475.00	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	SPNSR
36	MTS SYSTEMS CORPORATION	$ 52,284.01	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	SPNSR
	SUPPLIER	**AMOUNT**	**CAMPUS**	**COLLEGE/DEPARTMENT**	**EXPENSE CATEGORY**	**METHOD**	**FUND**
				FUNDING SOURCE: SERVICE UNITS & AUXILIARIES			
37	CAROUSEL INDUSTRIES OF NORTH AMERICA LLC	$ 577,813.56	HEALTH	IT HC	RENT/LEASE - SOFTWARE	COMPETITIVE	SUAUX
38	CHASE ENVIRONMENTAL GROUP INC	$ 75,052.00	HEALTH	LEGAL COUNSEL - HC	SERVICE - PROFESSIONAL SCIENTIFIC	COMPETITIVE	SUAUX
39	COMPUTACENTER	$ 235,331.37	HEALTH	IT HC	EQUIPMENT - TELECOMMUNICATIONS	COMPETITIVE	SUAUX
40	DENTSPLY NORTH AMERICA LLC	$ 50,959.20	HEALTH	COLLEGE OF DENTISTRY	MERCHANDISE FOR RESALE	COMPETITIVE	SUAUX
41	GLOBAL ENERGY SOLUTIONS LLC	$ 58,200.00	HEALTH	OPERATIONS HC	LAND/BUILDING	COMPETITIVE	SUAUX
42	GORMAN PAVING LLC	$ 138,647.00	HEALTH	OPERATIONS HC	SERVICE MAINTENANCE - BUILDING/LAND/EQUIPMENT	COMPETITIVE	SUAUX
43	HU-FRIEDY MFG CO LLC	$ 52,609.49	HEALTH	COLLEGE OF DENTISTRY	MERCHANDISE FOR RESALE	COMPETITIVE	SUAUX
44	ISAACSON MILLER INC	$ 149,850.00	HEALTH	HUMAN RESOURCES - HC	ADVERTISING - JOB/PARTICIPANT	COMPETITIVE	SUAUX

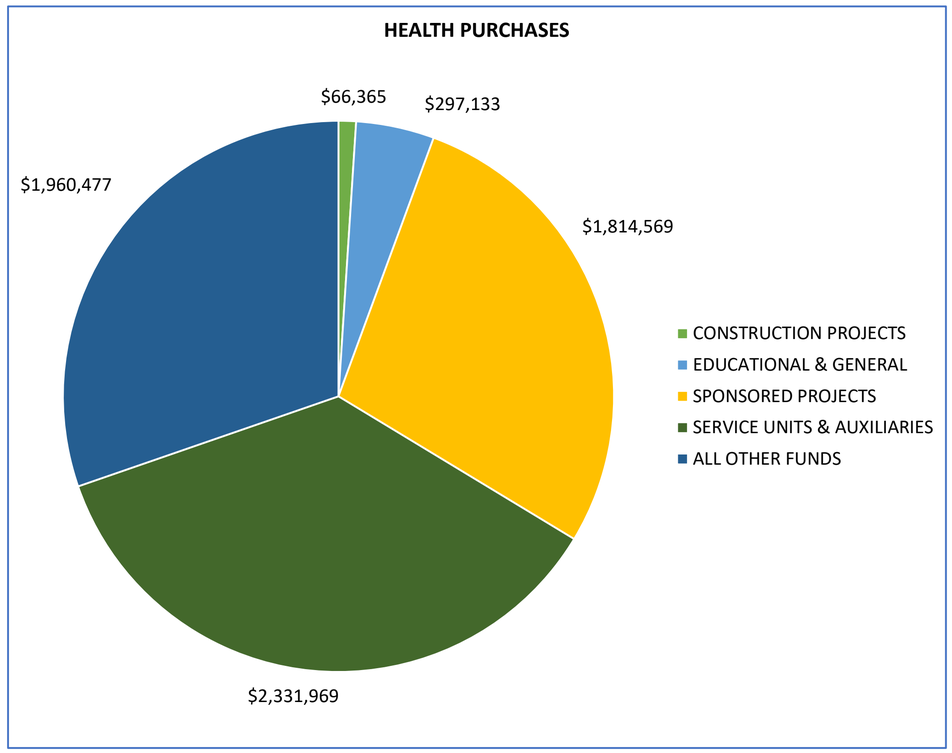
EXHIBIT X

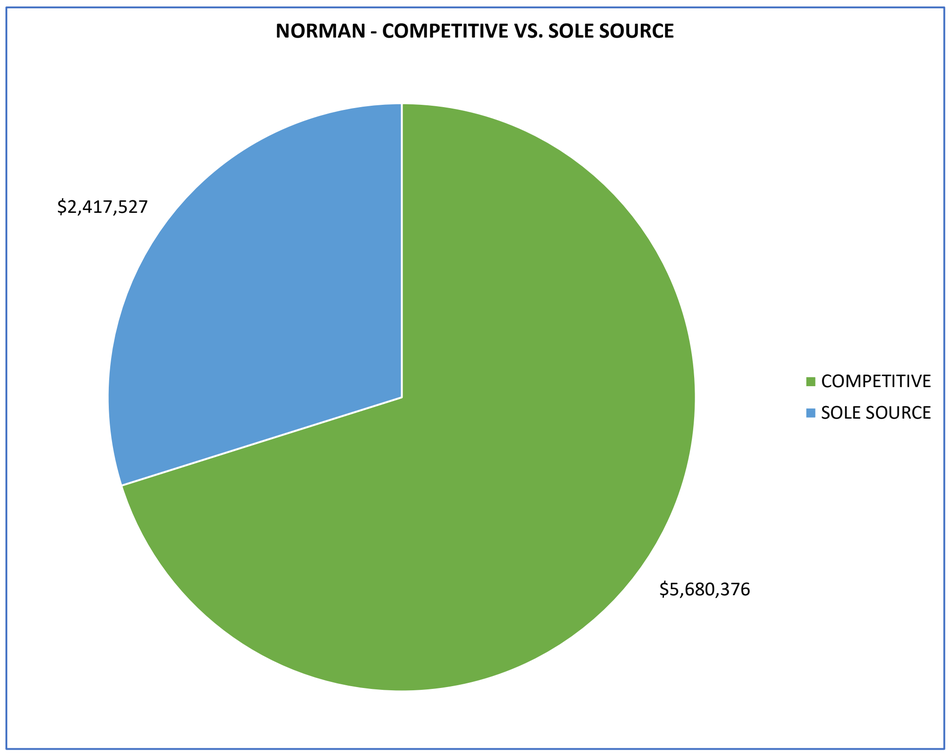
UNIVERSITY OF OKLAHOMA REPORT OF PURCHASES
MAY 2026 - JUNE 2026

45	OKLAHOMA CHILLER LLC	$ 77,634.46	HEALTH	OPERATIONS HC	LAND/BUILDING	COMPETITIVE	SUAUX
46	VIDEO REALITY INC	$ 67,441.68	HEALTH	IT HC	EQUIPMENT - COMPUTERS & TECHNOLOGY	COMPETITIVE	SUAUX
47	WATTIE WOLFE COMPANY	$ 848,430.00	HEALTH	OPERATIONS HC	SERVICE - RESALE	COMPETITIVE	SUAUX
48	AUTOMWORX	$ 81,487.62	NORMAN	IT	RENT/LEASE - SOFTWARE	COMPETITIVE	SUAUX
49	CONFERENCE TECHNOLOGIES INC	$ 55,903.75	NORMAN	ATHLETICS	RENT/LEASE - SOFTWARE	COMPETITIVE	SUAUX
50	CONFERENCE TECHNOLOGIES INC	$ 57,609.05	NORMAN	ATHLETICS	SERVICE - GENERAL NON-PROFESSIONAL	COMPETITIVE	SUAUX
51	CRAYON SOFTWARE EXPERTS LLC	$ 63,925.30	NORMAN	IT	RENT/LEASE - SOFTWARE	COMPETITIVE	SUAUX
52	CRAYON SOFTWARE EXPERTS LLC	$ 109,881.12	NORMAN	IT	RENT/LEASE - SOFTWARE	COMPETITIVE	SUAUX
53	DELL MARKETING LP	$ 102,439.68	NORMAN	IT	EQUIPMENT - SERVER/STORAGE	COMPETITIVE	SUAUX
54	DELL MARKETING LP	$ 650,955.90	NORMAN	IT	EQUIPMENT - SERVER/STORAGE	COMPETITIVE	SUAUX
55	DELL MARKETING LP	$ 681,679.49	NORMAN	IT	RENT/LEASE - SOFTWARE	COMPETITIVE	SUAUX
56	FORTY NINE DEGREES LLC	$ 147,000.00	NORMAN	ATHLETICS	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	SUAUX
57	GILLIG LLC	$ 747,037.00	NORMAN	OPERATIONS	EQUIPMENT - MOTOR VEHICLE EXPENSE	COMPETITIVE	SUAUX
58	GO SECURITY PRO LLC	$ 140,000.00	NORMAN	IT	SERVICE - COMPUTER & TECHNOLOGY	COMPETITIVE	SUAUX
59	MEDICAT LLC	$ 128,150.00	NORMAN	STUDENT AFFAIRS NORMAN	SUPPLIES - SOFTWARE - EXPENSE	SOLE SOURCE	SUAUX
60	MUSCO SPORTS LIGHTING LLC	$ 230,000.00	NORMAN	STUDENT AFFAIRS NORMAN	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	SUAUX
61	OPENDORSE INC	$ 500,000.00	NORMAN	ATHLETICS	SERVICE - MANAGEMENT CONSULTING	SOLE SOURCE	SUAUX
62	UNITED DATA TECHNOLOGIES INC	$ 130,110.00	NORMAN	IT	RENT/LEASE - COMPUTERS & TECHNOLOGY	COMPETITIVE	SUAUX
	SUPPLIER	**AMOUNT**	**CAMPUS**	**COLLEGE/DEPARTMENT**	**EXPENSE CATEGORY**	**METHOD**	**FUND**
	FUNDING SOURCE: ALL OTHER FUNDS						
63	BECKMAN COULTER INC	$ 108,885.00	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	MISCA
64	BEST COMPANIES INC	$ 125,803.00	HEALTH	COLLEGE OF PHARMACY	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	MISCA
65	DELL MARKETING LP	$ 71,296.81	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - SERVER/STORAGE	COMPETITIVE	OUFND
66	GAUMARD SCIENTIFIC COMPANY INC	$ 84,843.46	HEALTH	COLLEGE OF NURSING	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	MISCA
67	HENRY SCHEIN INC	$ 124,697.00	HEALTH	COLLEGE OF DENTISTRY	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	MISCA
68	IDEX MPT INC	$ 57,278.00	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	MISCA
69	IES ER OKLAHOMA LLC	$ 70,000.00	HEALTH	COLLEGE OF MEDICINE - TULSA	SERVICE - GENERAL PROFESSIONAL	SOLE SOURCE	RSTUL
70	IMAWARE INC	$ 52,350.00	HEALTH	COLLEGE OF MEDICINE	SERVICE - GENERAL PROFESSIONAL	SOLE SOURCE	MISCA
71	KEYENCE CORPORATION OF AMERICA	$ 133,467.00	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	MISCA
72	LAERDAL MEDICAL CORP	$ 70,164.20	HEALTH	COLLEGE OF NURSING	RENT/LEASE - SOFTWARE	COMPETITIVE	MISCA
73	LAERDAL MEDICAL CORP	$ 388,408.83	HEALTH	COLLEGE OF NURSING	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	OUFND
74	MINI C-ARM COM LLC	$ 66,750.00	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	CLNOU
75	PROTEINSIMPLE	$ 95,039.25	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	MISCA
76	QUANTIGEN LLC	$ 56,750.00	HEALTH	COLLEGE OF MEDICINE	SUPPLIES - LABORATORY	SOLE SOURCE	OUFND
77	SAKURA FINETEK USA INC	$ 70,565.75	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	MISCA
78	SOTERIX MEDICAL	$ 68,920.00	HEALTH	COLLEGE OF MEDICINE	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	CLNOU
79	TOUCH OF LIFE TECHNOLOGIES INC	$ 235,258.75	HEALTH	COLLEGE OF NURSING	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	MISCA
80	WOVENLIFE INC	$ 80,000.00	HEALTH	COLLEGE OF MEDICINE	SERVICE - GENERAL PROFESSIONAL	SOLE SOURCE	MISCA
81	ALLIED UNIVERSAL SECURITY SERVICES	$ 105,904.80	NORMAN	VP RESEARCH	SERVICE - SECURITY	SOLE SOURCE	MISCA
82	ARMFIELD INC	$ 57,745.00	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	OUFND
83	BASIN OPERATING SERVICES LLC	$ 50,000.00	NORMAN	COLLEGE OF EARTH AND ENERGY	SERVICE - GENERAL PROFESSIONAL	SOLE SOURCE	OUFND
84	DELL MARKETING LP	$ 92,603.04	NORMAN	COLLEGE OF ARTS & SCIENCES	EQUIPMENT - TELECOMMUNICATIONS	COMPETITIVE	MISCA
85	MOMENTUS TECHNOLOGIES LLC	$ 66,927.11	NORMAN	COLLEGE OF PROFESSIONAL & CONTINUING EDUCATION	SOFTWARE	SOLE SOURCE	MISCA
86	NANOVEA INC	$ 62,823.00	NORMAN	COLLEGE OF ENGINEERING	SERVICE - GENERAL NON-PROFESSIONAL	COMPETITIVE	MISCA
87	SKYCHARGE GMBH	$ 70,047.10	NORMAN	COLLEGE OF ATMOSPHERIC AND GEOGRAPHIC	EQUIPMENT - GENERAL EXPENSE	SOLE SOURCE	MISCA
88	SOUTHBRIDGE ACCESS LLC	$ 70,575.00	NORMAN	COLLEGE OF BUSINESS	TRAVEL DIRECT FOREIGN LODGING	SOLE SOURCE	AUFEE
89	VACUUM TECHNOLOGY INC	$ 63,000.01	NORMAN	COLLEGE OF ENGINEERING	EQUIPMENT - GENERAL EXPENSE	COMPETITIVE	MISCA

EXHIBIT X


NORMAN PURCHASES
$639,625
$51,512
$2,424,491
$3,826,179
$1,156,097
CONSTRUCTION PROJECTS
EDUCATIONAL & GENERAL
SPONSORED PROJECTS
SERVICE UNITS & AUXILIARIES
ALL OTHER FUNDS


HEALTH PURCHASES
$66,365
$297,133
$1,960,477
$1,814,569
$2,331,969
CONSTRUCTION PROJECTS
EDUCATIONAL & GENERAL
SPONSORED PROJECTS
SERVICE UNITS & AUXILIARIES
ALL OTHER FUNDS


NORMAN - COMPETITIVE VS. SOLE SOURCE
$2,417,527
$5,680,376
COMPETITIVE
SOLE SOURCE

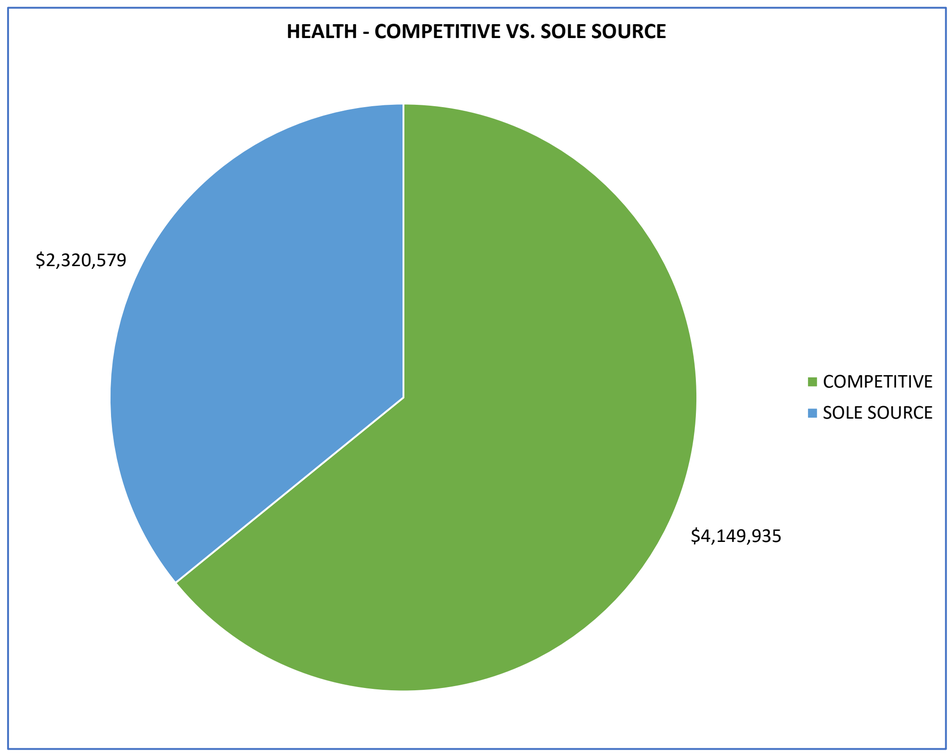

HEALTH - COMPETITIVE VS. SOLE SOURCE
$2,320,579
$4,149,935
COMPETITIVE
SOLE SOURCE

EXHIBIT X

EXHIBIT Y

OU HEALTH CAMPUS
STATEMENTS OF NET POSITION
AS OF JUNE 30, 2026 AND 2025
UNAUDITED - MANAGEMENT'S USE ONLY
($ in thousands)

	6/30/2026	6/30/2025
Assets		
Unrestricted cash and cash equivalents	612,706	565,234
Restricted cash and cash equivalents	58,769	90,122
Accounts receivable, net	126,099	148,348
Lease receivable	33,909	31,609
Inventories and supplies, at cost	1,363	1,424
Loans to students, net	8,013	7,901
Deposits and prepaid expenses	848	1,560
Endowment investments	73,695	65,491
Investments	195,034	195,008
Investments in real estate	2,475	2,475
Net OPEB	4,004	3,296
Capital and lease assets, net	723,165	681,046
Total Assets	1,840,080	1,793,514
Deferred Outflows	38,701	46,714
Liabilities		
Accounts payable and accrued expenses	67,054	71,933
Unearned revenue	6,541	6,281
Accrued interest payable	4,525	4,547
Deposits held in custody for others	910	284
Accrued compensated absences	40,996	40,282
Net pension liability	152,658	193,959
Total OPEB liability	76,817	76,817
Federal loans liability	8,103	7,989
Other financing arrangements	7,492	8,740
Lease liability	-	-
Subscription liability	8,246	4,529
Revenue bonds payable	196,774	206,555
Total Liabilities	570,116	621,916
Deferred Inflows	75,627	71,163
Net Position		
Net Position	1,233,038	1,147,149
Total Net Position	1,233,038	1,147,149

EXHIBIT Y

OU HEALTH CAMPUS
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
FOR THE TWELVE MONTHS ENDING JUNE 30, 2026 AND 2025
UNAUDITED - MANAGEMENT'S USE ONLY
($ in thousands)

Operating Revenues	**06/30/2026**	**6/30/2025**
Student tuition and fees (net of scholarship allowances)	90,693	82,185
Patient care	53,505	51,933
Pharmaceutical sales	67,971	66,879
Federal grants and contracts	112,934	130,286
State grants and contracts	95,582	98,932
Private grants and contracts	300,490	258,300
Sales and services of educational activities	1,210	2,043
Sales and services of auxiliary enterprises:		
Steam and Chill	10,953	9,884
Other	38,003	37,358
Other revenues	19,867	18,315
Total operating revenues	791,208	756,115
Operating Expenses		
Compensation and benefits	576,196	573,051
Contractual services	111,574	116,837
Supplies and materials	94,287	89,562
Depreciation	38,415	35,533
Utilities	19,191	17,523
Communication	4,093	4,127
Scholarships	7,357	6,543
Other expense	29,467	30,431
Total operating expenses	880,580	873,607
Operating gain (loss)	(89,372)	(117,492)
Nonoperating Revenues and (Expenses)		
State appropriations	85,871	85,424
Federal grants and contracts	2,390	2,549
State on-behalf payments	14,971	15,561
Private gifts	20,889	13,891
Interest on indebtedness	(9,377)	(9,411)
Investment income/loss	33,190	35,909
Endowment income	20,370	21,263
Net nonoperating revenues and (expenses)	168,304	165,186
Income before other revenues, (expenses), gains, or (losses)	78,932	47,694
Other Revenue, Expenses, Gains or Losses		
State appropriations for capital projects	4,113	4,312
State school land funds	2,844	1,280
Additions to permanent endowment		57
Total other revenue, (expenses), gains, or (losses)	6,957	5,649
Change in Net Position	85,889	53,343

EXHIBIT Y

UNIVERSITY OF OKLAHOMA - NORMAN CAMPUS
STATEMENTS OF NET POSITION
AS OF JUNE 30, 2026 AND 2025
UNAUDITED - MANAGEMENT USE ONLY
($ in thousands)

	6/30/2026	6/30/2025
Assets		
Unrestricted cash and cash equivalents	466,028	345,149
Restricted cash and cash equivalents	174,417	220,895
Accounts receivable, net	68,312	87,097
Leases receivable	36,084	37,640
Inventories and supplies, at cost	3,929	3,929
Loans to students, net	6,797	6,122
Deposits and prepaid expenses	414	9,554
Cash held by other state agencies	160,000	160,000
Endowment investments	150,695	133,015
Investments	27,024	25,799
Investments in real estate	220	220
Net OPEB	5,788	4,757
Net retirement plan asset	1,158	1,158
Capital and lease assets, net	2,127,434	2,043,464
Total Assets	3,228,300	3,078,799
Deferred Outflows	60,409	71,588
Liabilities		
Accounts payable and accrued expenses	101,576	119,173
Unearned revenue	79,920	68,972
Accrued interest payable	21,675	22,656
Deposits held in custody for others	6,923	4,798
Accrued compensated absences	46,879	44,465
Retirement plan liability	12,976	12,976
Net pension liability	222,709	272,122
Total OPEB liability	89,540	89,540
Federal loans liability	3,204	3,204
Other financing arrangements	189,578	194,120
Lease liability	15,725	17,160
Subscription liability	16,977	17,208
Revenue bond payable	1,057,353	1,120,360
Total Liabilities	1,865,035	1,986,754
Deferred Inflows	87,105	82,163
Net Position		
Net Position	1,336,569	1,081,470
Total Net Position	1,336,569	1,081,470

EXHIBIT Y

UNIVERSITY OF OKLAHOMA - NORMAN CAMPUS
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
FOR THE TWELVE MONTHS ENDING JUNE 30, 2026 AND 2025
UNAUDITED - MANAGEMENT'S USE ONLY
($ in thousands)

	6/30/2026	6/30/2025
Operating Revenues		
Student tuition and fees (net of scholarship allowances)	438,981	394,429
Federal grants and contracts	174,945	181,800
State grants and contracts	114,546	125,214
Private grants and contracts	10,753	7,772
Sales and services of auxiliary enterprises:		
Net housing and food service revenues	99,917	89,377
Athletic revenues	181,026	105,344
Other	34,428	36,740
Other revenues	57,278	46,838
Total operating revenues	1,111,874	987,514
Operating Expenses		
Compensation and benefits	672,872	663,655
Contractual services	253,144	239,257
Supplies and materials	67,171	64,391
Depreciation and amortization	102,170	99,917
Utilities	40,585	41,363
Communication	4,295	5,048
Scholarships	23,678	26,023
Travel	34,205	32,506
Other expenses	70,640	61,681
Total operating expenses	1,268,760	1,233,841
Operating gain (loss)	(156,886)	(246,327)
Nonoperating Revenues and (Expenses)		
State appropriations	148,847	145,999
State on-behalf payments	19,317	19,101
Federal grants and contracts	47,577	47,463
State grants and contracts	22,489	21,844
Private gifts	84,277	93,602
Interest on indebtedness	(37,609)	(40,094)
Investment income/(loss)	32,684	30,724
Gain/(loss) on disposal of assets	(4,822)	(2,873)
Endowment income	29,570	34,329
Net nonoperating revenues and (expenses)	342,330	350,095
Income before other revenues, (expenses), gains, or (losses)	185,444	103,768
Other Revenue, Expenses, Gains or Losses		
State appropriations for capital projects	13,000	18,000
Private gifts for capital assets	37,077	13,677
State school and land funds	12,713	12,442
On-behalf payments for OCIA capital leases	4,761	4,774
Additions to permanent endowments	2,103	2,895
Total other revenue, (expenses), gains, or (losses)	69,654	51,788
Change in Net Position	255,098	155,556