



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

April 26, 2007

NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 26, 2007 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on April 26, 2007.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

Thursday, April 26, 2007--9 a.m.
655 Research Parkway, Oklahoma City
Chairman John Massey Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Report of the Chairman.** (No Action, No Discussion).
5. **Report of the Chancellor.** (No Action, No Discussion).

ACADEMIC

6. **New Programs.**
 - a. University of Oklahoma. Approval of request to offer the Bachelor of Arts in Multidisciplinary Studies and Bachelor of Science in Multidisciplinary Studies. Page 1.
 - b. Oklahoma State University. Approval of request to offer the Doctor of Philosophy in Educational Leadership and Policy Studies, Master of Science in Educational Technology, and Master of Science in Business Geographics. Page 5.
 - c. Oklahoma State University – Tulsa. Approval of request to offer the Bachelor of Science in Elementary Education. Page 15.
 - d. Cameron University. Approval of request to offer the Bachelor of Science in Physical Education, Bachelor of Arts in Social Studies Education, Bachelor of Science in Early Childhood Education, Bachelor of Arts in Mathematics Education, Bachelor of Arts in Romance Languages Education, Bachelor of Science in Biology Education, Bachelor of Science in Chemistry Education, and Bachelor of Arts in English Education. Page 17.
 - e. Rogers State University. Approval of request to offer the Bachelor of Science in Community Counseling. Page 37.
7. **Program Deletion.** Approval of institutional requests for program deletions. Page 43.
8. **Accreditation.** Approval of recommendations for continued accreditation of Intensive English Program. Page 45.

FISCAL

9. **E&G Budgets.**
 - a. Approval of cash draw schedule for the OSU capital project to be funded through SB 90XX. Page 49.
 - b. Approval of Cooperative Alliance Fee Waivers for Fall 2006 and Spring 2007. Page 51.
10. **Economic Development Allocation.** Approval of Southwest Oklahoma Impact Coalition Grant. Page 53.
11. **Revenue Bonds.** Approval of Bank Note Package Proposal for OUHSC on Tulsa Schusterman defeasance. Page 55.
12. **Contracts.** Approval of renewal contract with PsycINFO library database. Page 57.
13. **OneNet.** Approval of change order with Cox Communications. Page 59.
14. **EPSCoR.**
 - a. Approval of Service Agreement for Linda Mason. Page 61.
 - b. Approval of EPSCoR grant allocation of the OSU Nanotechnology Grant Renewal. Page 67.
 - c. Approval of allocation of DEPSCoR matching funds. Page 71.
 - d. Approval of FY08 space lease agreement. Page 73.
15. **Investments.** Approval of manager allocations. Page 77.

EXECUTIVE

16. **HealthCare Workforce Center.** Update on the Center's efforts to meet workforce needs. Page 79. (*Oral Presentation*)
17. **Executive Session.** Page 81.

Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions.

Vote to return to open session.

18. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 83.

CONSENT DOCKET

19. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Program Modifications. Approval of institutional requests. Page 85.
 - b. Capital. Ratification of capital allotments. Page 91.
 - c. Policy. Posting of policy changes to the Communicators Council policy. Page 93.
 - d. Contract. Amendment to CareerTech contract. Page 99.
 - e. Non-academic Degrees.
 - (1) Ratification of posthumous degree for Oklahoma State University. Page 101.
 - (2) Ratification of honorary degree for Oklahoma State University. Page 103.
20. **Reports.** Acceptance of reports listed on Attachment "A."
21. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee.
 - d. Technology Committee.
 - e. Investment Committee.
22. **New Business.** Consideration of any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda.
23. **Announcement of Next Regular Meeting at 1 p.m. on Friday, May 25, 2007 at the State Regents' Offices in Oklahoma City.**
24. **Adjournment.**

ATTACHMENT "A"

20. **Reports.**

- a. Status report on program requests. Page 105.
- b. Annual Reports.
 - (1) 9th Annual Teacher Education Report. Page 113.
 - (2) Annual Student Financial Aid Report. Page 119.
 - (3) Income and Expenditure Report, FY04. Page 127. (Supplement)
 - (4) 2005-2006 Degrees Conferred in Oklahoma Higher Education. Page 129. (Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #6-a:

New Programs.

SUBJECT: University of Oklahoma. Approval of request to offer the Bachelor of Arts in Multidisciplinary Studies and Bachelor of Science in Multidisciplinary Studies.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's (OU) request to offer the Bachelor of Arts in Multidisciplinary Studies and the Bachelor of Science in Multidisciplinary Studies with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in Multidisciplinary Studies.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 15 students in Fall 2011; and
 - Graduates: a minimum of 6 students in 2011-12.

- **Bachelor of Science in Multidisciplinary Studies.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 15 students in Fall 2011; and
 - Graduates: a minimum of 6 students in 2011-12.

BACKGROUND:

Academic Plan

OU's Academic Plan lists the following institutional priorities:

The University of Oklahoma seeks to become a leading public research university in the country, recognized for the quality of bachelor's degree recipients and the ability to enhance the public good through economic development of research and by providing through faculty and alumni, an impact on public policy within our institution's strategic areas of research excellence. With the strong economic climate within the country and within the state, OU can move forward aggressively on all components of the strategic plan during the coming year.

OU's six year graduation rate is 56.2 percent based on the entering cohort of fall 1999 freshmen and it is estimated that 60 percent will be reached within the next five years based on the academic preparedness of subsequent freshman cohorts and their first and second year retention rates. The six year graduation rates of students, the quality of their writing (as assessed by general education assessment), and their satisfaction with their academic majors as assessed in capstone courses, will be measured by general student satisfaction assessment and by assessment of the academic majors. The number of graduating students who have had internationally oriented courses, direct experience with international students at OU, and study abroad experiences will be assessed.

This plan involves a wide variety of initiatives from implementation of a web based Advising and Degree Audit System, and the establishment of a Center for Student Advancement (to assist students who are not able to meet requirements for enrolling in coursework in a particular degree-granting college), to enhancing the program for first year English Composition courses, and the ongoing undergraduate curriculum revision in all degree granting courses. Additionally the graduation office works to continually address any perceived or actual obstacles undergraduate students face in making progress toward their degree. See <http://www.ou.edu/retention/>.

Finally, OU is in the initial planning stages for a centralized student academic service facility that will include advising, tutoring, flexible classroom space, etc. for freshman and undecided majors. OU hopes this will further consolidate all services to undergraduate students close to the Student Union (home to Student Affairs, Student Leadership Center), Buchanan Hall (home to admissions, registration, records, and financial aid), and the library.

As the competition to provide educational opportunities to nontraditional students increases and to obtain contracts to provide training to public and private agencies gets even stiffer, OU seeks to maintain and grow this service to the state, region and country which will also generate revenues that support the entire Norman Campus.

Finally, all colleges are working with their instructional faculty to embed “best practices” technology into the curriculum.

APRA Implementation

Since 1991-92, OU has deleted 73 degree and/or certificate programs while adding 33 degree and/or certificate programs.

Program Review

OU offers 239 degree programs (104 baccalaureate, 80 masters, 51 doctoral, and 4 certificates), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OU’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

OU faculty developed the proposal, which was reviewed and approved by institutional officials and OU’s governing board.

POLICY ISSUES:

This action is consistent with the State Regents’ *Academic Program Approval* policy.

ANALYSIS:

Bachelor of Arts in Multidisciplinary Studies ***Bachelor of Science in Multidisciplinary Studies***

Program purpose. The purpose of the proposed degree programs is to provide multidisciplinary undergraduate degree program alternatives that are flexible, individualized and relevant to the student’s

learning and career needs, while fulfilling traditional university requirements and meeting the student's specific goals for a college degree.

Program rationale/background. The Bachelor of Arts in Multidisciplinary Studies and the Bachelor of Science in Multidisciplinary Studies degrees will provide students with the options of designing a degree program that meets their own unique needs and interests that are not met by any of the other pre-determined degree programs. To allow students to design a major that meets their unique needs and interests, the major degree program core requirements will be determined for each student individually in consultation with an academic counselor and approved by the Dean of the College of Arts and Sciences. The courses that form the major area of concentration must be constructed around a coherent theme that meets the student's professional and personal goals.

Employment opportunities. OU indicates a growing demand nationwide for baccalaureate degreed persons. Employers are often more interested in the general competencies and characteristics of a person who has earned a baccalaureate degree than they are about the specific degree that a student has earned. The proposed degree will enable students to craft a degree with special emphasis in custom disciplines and such degrees would be attractive to potential employers who recruit in specialized areas for which existing programs are not compatible. OU is confident students will have ample employment opportunities.

Student demand. Each new program is expected to enroll a minimum of 15 majors in Fall 2011 and graduate a minimum of 6 students in 2011-12.

Duplication/impact on existing programs. Many universities offer degree programs similar to the proposed programs, as well as General Studies degrees. Due to the flexible nature of the programs, the goals to encourage completion of a degree program, and OU's expected student demand, approval will not constitute unnecessary duplication.

Curriculum. Each proposed program will consist of 120 total credit hours, with courses from the following areas (Attachment A): general education (40 credit hours), degree program core (30 credit hours), and electives (50 credit hours).

Faculty and staff. OU indicates it will seek qualified faculty on its campus to teach the proposed degree program, and will use internal funds and other grant resources.

Support services. Facilities, library resources, and equipment are adequate.

Financing. OU indicates the proposed degree program will be funded through internal funds and grant funds. No funding is requested from the State Regents.

Attachment

**UNIVERSITY OF OKLAHOMA
BACHELOR OF ARTS IN MULTIDISCIPLINARY STUDIES
BACHELOR OF SCIENCE IN MULTIDISCIPLINARY STUDIES**

Degree Requirements	Credit Hours
<i>General Education</i>	<i>40</i>
<i>Degree Program Core</i>	<i>30</i>
<i>Every candidate for this degree must select an area of concentration, which is a set of courses with a coherent theme, that meets the student's professional and personal goals. These courses must total a minimum of 30 credit hours, with a minimum of 50 percent of those hours completed at the upper-division level (3000-4000 level). Courses selected as fulfilling the major requirements must be reviewed by an academic counselor in the College of Arts and Sciences and approved by the Dean.</i>	
<i>General Electives</i>	<i>50</i>
<i>Total Hours:</i>	<i>120</i>

Meeting of the
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AGENDA ITEM #6-b:

New Programs.

SUBJECT: Oklahoma State University. Approval of request to offer the Doctor of Philosophy in Educational Leadership and Policy Studies, Master of Science in Educational Technology, and Master of Science in Business Geographics.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Doctor of Philosophy in Educational Leadership and Policy Studies, Master of Science in Educational Technology, and Master of Science in Business Geographics with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Doctor of Philosophy in Educational Leadership and Policy Studies.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 4 students in Fall 2011; and
 - Graduates: a minimum of 2 students in 2011-12.
- **Master of Science in Educational Technology.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 15 students in Fall 2011; and
 - Graduates: a minimum of 6 students in 2011-12.
- **Master of Science in Business Geographics.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 15 students in Fall 2011; and
 - Graduates: a minimum of 6 students in 2011-12.

BACKGROUND:

Academic Plan

OSU's Academic Plan lists the following institutional priorities and new funding initiatives:

- Improving student retention and graduation rates;
- Incorporating technology into learning to enhance educational opportunities;
- Continuing the research initiative begun in 2000-2001;
- Promoting international involvement, focusing on establishing partnerships with other countries; and
- Using new/reallocated funds to propose new programs.

APRA Implementation

Since 1991-92, OSU has deleted 60 degree and/or certificate programs while adding 48 degree and/or certificate programs.

Program Review

OSU offers 215 degree programs (87 baccalaureate, 67 masters, 43 doctoral, and 18 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OSU aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

OSU faculty developed the proposals, which were reviewed and approved by institutional officials and OSU's governing board.

POLICY ISSUES:

This action is consistent with the State Regents' *Academic Program Approval* policy.

ANALYSIS:

Doctor of Philosophy in Educational Leadership and Policy Studies

Program purpose. The purpose of this program is to offer advanced graduate training in educational leadership across various settings. The degree provides an opportunity to better serve state, regional, national, and international student cohorts who currently serve or aspire to serve as academic leaders in various education-related settings or contexts.

Program rationale/background. The Doctor of Philosophy (Ph.D.) in Educational Leadership and Policy Studies is a research degree aligned with the missions of the College of Education and Oklahoma State University in their pursuit for status and rigor and supports OSU's mission for more productivity and visibility in the area of research. Over the past 20 years there have been calls for reform in education, the ability to generate, synthesize, and apply research to school settings. These reforms are vital to future change. The Ph.D. will enhance graduates' marketability and create stronger research credentials necessary for both faculty and administrative work. Students need the Ph.D. as they move forward in careers tied to research, teaching, and administration in higher education.

Employment opportunities. The proposed Ph.D. degree will equip students who are concerned with improving the futures of common schools, vocational, and other post-secondary or higher education settings in Oklahoma and surrounding areas. The Ph.D. will prepare graduates with strong academic and research skills in policy development and analysis to be researchers, administrators, and professors of PK-20 education, policy analysts, government advisors, and private consultants. Recent information from administrators in the Tulsa Public School system reveals that the district is experiencing a shortage of individuals qualified to hold top policy positions. Currently, there is a critical shortage and need in the state of Oklahoma, as well as the nation, for leaders with the credentials offered through a Ph.D. program.

Student demand. The proposed program is expected to enroll 4 majors by Fall 2011 and graduate 2 students by 2011-12.

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds; therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Dr. Linda S. Hagedorn and Dr. Donald G. Hackman, conducted a “paper” review (i.e., no site visit) of the proposed program. Dr. Hagedorn is Professor and Chair of the Educational Administration and Policy Department at the College of Education at the University of Florida. Dr. Hackman is Associate Professor in the Department of Educational Organization and Leadership at the University of Illinois at Urbana-Champaign. Both reviewers have extensive experience in the academic preparation of educators, as well as knowledge of the quality standards required for successful doctoral programs in education.

The external evaluators’ charge was to assess the viability and quality of the proposed educational leadership and policy studies degree program with specific attention to issues of duplication of programs, student demand and productivity standards, and funding implications. The evaluators used the State Regents’ *Academic Program Approval* policy and background information on the State Regents’ Academic Planning and Resource Allocation initiative to frame the review.

The team’s review included the following findings:

- The OSU program is sufficiently distinct from the OU program and will attract a different student clientele.
- The OSU program can be strengthened and differentiated further, which could lead to an enlarged pool of potential students.
- The critical shortage in the state’s school districts reflects the need for leaders with the credentials offered through the new Ph.D. program.
- By offering the Ph.D. in Educational Leadership and Policy Studies, students will be provided with “transferable skills” for many employment opportunities in areas of post-secondary as well as public school settings.
- The OSU program can be implemented with little, if any, additional funding and will be self-sustaining with anticipated growth.
- Both OSU’s and the University of Oklahoma’s programs will benefit from these diverse educational leadership and policy studies offerings in the state.

The team declared strong support to approve the Ph.D. program in Educational Leadership and Policy Studies at OSU. The mission of Oklahoma State University is to serve the state of Oklahoma as well as the national and international community in three areas: 1) conduct scholarly research, 2) advance knowledge, and 3) disseminate knowledge. The proposal indicates what while OSU currently offers the Doctor of Education in Higher Education (Ed.D.) (119) and the Doctor of Education in School Administration (067), the proposed Ph.D. may better prepare students whose goals lie in the areas of researchers, policy analysts, academe, government advisors, and private consultants. The intent of the Ph.D. is to emphasize policy.

While recommending State Regents’ approval, the evaluators offered some suggestions for improvement of the proposed program: 1) students should be guided and assisted to publish in appropriate scholarly journals and encouraged to present at national conferences appropriate to their areas of specialization; 2) a plan for balance of dissertation loads on faculty should be designed; 3) admissions requirements, qualifying and comprehensive exams, and dissertation expectations for Ed.D. and Ph.D. be clearly differentiated with appropriate expectations for researchers (Ph.D.) and practitioners (Ed.D.); 4) more coursework be required in the area of specialization; and 5) a plan to secure funding to support Ph.D. students be designed and implemented. OSU responded satisfactorily to these recommendations.

The curriculum for the program meets State Regents' and national curricular standards for educational leadership programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs. The evaluators indicated the proposed program was of high quality and strongly supported its implementation.

Duplication/impact on existing programs. There is a similar program at OU; however, the curricular foci are adequately different and will attract diverse student clientele. Therefore, approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of a minimum of 72 post master's credit hours, including 9 hours in general core content, 18 hours in inquiry core courses, 18 hours in higher education administration, 12 hours in cognate or electives with a Thematic Focus, and 15 hours of dissertation work. Attachment A details the program requirements and details the proposed curriculum with no new courses added.

Faculty and staff. Existing faculty from the Department of Educational Leadership will teach the proposed program, so faculty resources are adequate.

Support services. The library, facilities, and equipment are adequate.

Financing. Since OSU currently offers graduate courses in education, the proposed program will use existing resources. No additional costs are expected.

Master of Science in Educational Technology

Program purpose. The purpose of this program is to offer advanced graduate training for students who currently serve or aspire to serve as educational leaders in the areas of technology and library media.

Program rationale/background. The proposed degree program will be distinct in that it will facilitate educators in becoming highly qualified educational technologists and library media specialists. The program's focus on instructional design, information management, and multimedia design and development, along with core technology integration will enable candidates to serve either PreK-12 schools, higher education, or corporate settings in effective and fulfilling ways. In addition to the core focus on educational technology, candidates pursuing School Library Media certification will also be immersed in the areas of information literacy, curriculum leadership, and program administration. The proposed Master of Science in Educational Technology reflects the degree offered in many major universities in the United States.

Employment opportunities. Recent information from the State Department of Education and the Oklahoma Library Association reveals that Oklahoma and surrounding states are experiencing a shortage of individuals certified as school library media specialists. Additionally, PreK-12 schools, higher education, business, and industry are continually seeking individuals who are skilled in managing information and technology systems as well as designing instruction or training for workers. OSU is confident students will have ample employment opportunities.

Student demand. The proposed program is expected to enroll 15 majors by Fall 2011 and graduate 6 students by 2011-12.

Duplication/Impact on existing programs. East Central University offers a Master of Education in Secondary Education with an option in Educational Technology and a Master of Education in Library

Media. Northeastern State University offers a Master of Science in Library Media and Information Technology. Due to the distance between locations and the demand documented by OSU, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of a minimum of 36 credit hours, including 18 hours in required core content, 3 credit hours of research, 9 credit hours of option area specialization and 6 credit hours of thesis or a creative component. Two new courses will be added. Attachment B details the proposed curriculum with new courses asterisked.

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

Support services. The library, facilities, and equipment are adequate.

Financing. No additional funding is required.

Master of Science in Business Geographics

Program purpose. The purpose of this program is to offer advanced graduate training for students seeking professional opportunities in business and technology related organizations that use management information systems (MIS) and geographic techniques to analyze business and information at the highest levels.

Program rationale/background. In recent years, a growing number of students in Geography, MIS, and Computer Science at OSU have worked to position themselves to enter the competitive job market for systems development, online mapping, and application customization by attempting to merge the requirements of two or more of these existing programs into an appropriate set of skills for positions in these areas. It has become apparent that a more comprehensive program aimed at employment in these fields would be appropriate at OSU and in Oklahoma. By combining existing faculty expertise in Geography and MIS, the creation of this unique program will allow students interested in working in geographic information systems (GIS) oriented positions requiring the highest computer-related technical expertise to pursue these goals. Additionally, the proposed program will allow students with undergraduate backgrounds in Geography, MIS, Marketing, or Management to develop the more advanced skills necessary to work in application customization, which is a rapidly growing segment of the GIS community.

Employment opportunities. Employers such as ConocoPhillips, ExxonMobil, Environmental Systems Research Institute, Inc. (ESRI), Strategic Consulting International (SCI), and Chesapeake Energy have hired or interviewed students who have worked to achieve this unique blend of skills at OSU. Executives from ESRI, Chesapeake, and SCI have indicated interest in interviewing students who have the blended degree for employment in their companies. The aggregation of disciplines should only enhance students' ability to secure excellent positions in this growing industry. The proposed program will produce skilled university graduates who will work in government and private industry to meet the growing demand for computer-skilled GIS professionals.

Student demand. The proposed program is expected to enroll 15 majors by Fall 2011 and graduate 6 students by 2011-12.

Duplication/impact on existing programs. There are no advanced programs in GIS or Business/Geography in Oklahoma at this time. Therefore, approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of a minimum of 36 credit hours, including 18 credit hours in required core content, 9 credit hours in guided electives, and 9 credit hours in general electives. One new course will be added and is indicated with an asterisk on the attachment. Attachment C details the program requirements.

Faculty and staff. Existing faculty from the Department of Geography and the Spears School of Business will teach the proposed program, so faculty resources are adequate.

Support services. The library, facilities, and equipment are adequate.

Financing. No additional funding is required.

**OKLAHOMA STATE UNIVERSITY
DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES**

Degree Requirements	Credit Hours
General EDLE Doctoral Core	9
EDLE 6143 Resources for the Study of Educational Leadership	3
EDLE 6603 Organizational Theory in Education	3
EDLE 6823 Educational Leadership	3
Inquiry Core	18
EDLE 6853 Research Traditions in Educational Leadership	3
SCFD 6123 Qualitative Research I	3
SCFD 6193 Qualitative Research II	3
REMS 6193 Analysis of Variance	3
REMS 6013 Multiple Regression Analysis	3
One additional research course (approved by the committee chair)	3
Option Areas:	18
Higher Education Administration	
Required Core:	
EDLE 6233 Critical Issues in Higher Education	3
EDLE 6463 Higher Education Law	3
EDLE 6870 Public Policy in Higher Education	3
Electives:	
EDLE 6003 Educational Ideas	3
EDLE 6583 The Impact of College on Students and Society	3
EDLE 6683 The Community College	3
EDLE 6703 Finance in Higher Education	3
EDLE 6733 Planning and Educational Change	3
EDLE 6753 Historical Development of Higher Education	3
EDLE 6803 Administration in Higher Education	3
EDLE 6813 Development and Implementation of Academic Programs	3
EDLE 6833 College and University Presidency	3
EDLE 6870 Institutional Research and Policy Analysis	3
SDEV 6173 Administrative Issues in Student Affairs	3
(Selected electives and any additional courses must be approved by the student's committee)	
Educational Administration	
Required Core:	
EDLE 6243 Connecting Theory and Practice in Education Administration	3
EDLE 6423 Public Policy in Educational Administration	3
EDLE 6870 Research and Policy Analysis in Educational Administration	3
Electives:	
EDLE 6003 Educational Ideas	3

EDLE 6263	Professional Development and Instructional Improvement	3
EDLE 6323	Public School Finance	3
EDLE 6333	The Business Function in School Administration	3
EDLE 6343	Problem Solving in School Administration	3
EDLE 6353	The Superintendency	3
EDLE 6393	The Human Factor in Administering Schools	3
EDLE 6453	Special Topics in Education Law	3
EDLE 6573	Special Topics in Education Facilities	3
EDLE 6733	Planning and Educational Change	3
(Selected electives and any additional courses must be approved by the student's committee)		
Cognate or Electives with a Thematic Focus		12
Dissertation		15
Other Requirements:		
Requirements for Advancement to Candidacy		
-Comprehensive Examinations (written and oral);		
-Student must demonstrate proficiency in 3 subject areas; AND Qualifying Examinations (for advancement to candidacy)		
-Student must successfully defend their dissertation proposal.		
Successful Defense of Dissertation		

Total Hours:

72

ATTACHMENT B

**OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN EDUCATIONAL TECHNOLOGY**

Degree Requirements		Credit Hours
Major Courses		18
*EDTC 5720	Education Workshop: Foundations of Instructional Technology	3
EDLE 5813	Leadership Theory	3
EDTC 5103	Advanced Computer Applications in Education	3
EDTC 5773	Administration and Supervision of Audiovisual Materials	3
LBSC 5613	Library Networks and Databases	3
LBSC 5823	Administration of School Library Media and Technology Programs	3
Research and Inquiry		3
REMS 5013	Research Design and Methodology	3
Option Areas (Students choose one area of emphasis from the two below)		9
<i>Educational Technology Emphasis (9 credit hours)</i>		
EDTC 5153	Computer-based Instructional Development	3
*EDTC 5753	Educational Technology Strategies	3
HRAE 5213	Characteristics of Adult Learners	3
<i>School Library Media Emphasis (9 credit hours)</i>		
LBSC 5013	Library Media Center in the Schools	3
LBSC 5113	Selection of Print and Non Print Materials	3
CIED 5353	Literature for Children, Adolescents, and Adults	3
Thesis or Creative Component (students choose one option)		6
<i>Thesis Option (6 credit hours)</i>		
EDTC 5000	Thesis	6
<i>Creative Component Option (6 credit hours)</i>		
Creative Component plus a minimum of 6 credit hours of approved electives		6
Total Hours:		36

*Asterisks denote new courses.

**OKLAHOMA STATE UNIVERSITY
MASTER OF SCIENCE IN BUSINESS GEOGRAPHICS**

Degree Requirements	Credit Hours
Major Courses	18
MSIS 5643 Advanced Database Management	3
MSIS 5633 Decision Support and Expert Systems	3
MSIS 5653 Advanced Systems Development	3
GEOG 5353 Advanced GIS: Socioeconomic Applications	3
GEOG 5305 Geographical Analysis I	3
GEOG 5363 Enterprise GIS I	3
Guided Electives	9
<i>GROUP A (Select One)</i>	3
MSIS 5543 Advanced File/Data Structures for Business	3
MSIS 5133 Advanced IT for Electronic Commerce	3
<i>GROUP B (Select One)</i>	3
*GEOG 5373 Enterprise GIS II	3
GEOG 6120 Seminar in Urban Geography	3
GEOG 6180 Seminar in Transportation Geography	3
<i>GROUP C (Select One)</i>	3
GEOG 5940 Graduate Cooperative Education Internship	3
MSIS 5900 Practicum in MIS	3
General Electives	9
GEOG 6303 Geographical Analysis II	3
GEOG 6313 Advanced Geodata Collection	3
MSIS 5033 Information Systems Project Management	3
MSIS 5123 Enterprise Resource Planning	3
MKTG 5963 Data Mining and CRM Applications	3
MKTG 5983 Database Marketing	3
MKTG 5133 Marketing Management	3
MKTG 5813 Seminar in Supply Chain Management	3
<i>Or any course from Groups A & B above, not used for Guided Electives</i>	
Total Hours:	36

*Asterisks denote new courses.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #6-c:

New Programs.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #6-d:

New Programs.

UBJECT: Cameron University. Approval of request to offer the Bachelor of Science in Physical Education, Bachelor of Arts in Social Studies Education, Bachelor of Science in Early Childhood Education, Bachelor of Arts in Mathematics Education, Bachelor of Arts in Romance Languages Education, Bachelor of Science in Biology Education, Bachelor of Science in Chemistry Education, and Bachelor of Arts in English Education.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's (CU) request to offer the Bachelor of Science in Physical Education, Bachelor of Arts in Social Studies Education, Bachelor of Science in Early Childhood Education, Bachelor of Arts in Mathematics Education, Bachelor of Arts in Romance Languages Education, Bachelor of Science in Biology Education, Bachelor of Science in Chemistry Education, and Bachelor of Arts in English Education with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Physical Education.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 25 students in Fall 2011; and
 - Graduates: a minimum of 8 graduates in 2011-12.
- **Bachelor of Arts in Social Studies Education.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 20 students in Fall 2011; and
 - Graduates: a minimum of 7 graduates in 2011-12.
- **Bachelor of Science in Early Childhood Education.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 25 students in Fall 2011; and
 - Graduates: a minimum of 8 graduates in 2011-12.
- **Bachelor of Arts in Mathematics Education.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 25 students in Fall 2011; and
 - Graduates: a minimum of 8 graduates in 2011-12.
- **Bachelor of Arts in Romance Languages Education.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 15 students in Fall 2011; and
 - Graduates: a minimum of 5 graduates in 2011-12.
- **Bachelor of Science in Biology Education.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 25 students in Fall 2011; and
 - Graduates: a minimum of 8 graduates in 2011-12.

- **Bachelor of Science in Chemistry Education.** Continuation beyond Fall 2012 will depend upon:
Majors enrolled: a minimum of 20 students in Fall 2011; and
Graduates: a minimum of 10 graduates in 2011-12.
- **Bachelor of Arts in English Education.** Continuation beyond Fall 2012 will depend upon:
Majors enrolled: a minimum of 25 students in Fall 2011; and
Graduates: a minimum of 6 graduates in 2011-12.

BACKGROUND:

Academic Plan

CU's Academic Plan lists the following institutional priorities:

- **Offer high quality, challenging academic programs that include a global perspective and respond to student and employer needs.**

Actions:

- Maintain and enhance standards of academic integrity for CU faculty and students.
 - Conduct a comprehensive review of all academic programs, reallocating resources from any eliminated or reduced programs to strengthen those that remain.
 - Ensure that all academic programs have measurable, rigorous outcomes with students progressing through structured levels of knowledge toward higher-order skills.
 - Create a needs-assessment to determine whether new academic programs should be developed.
 - Study the need and feasibility of offering more interdisciplinary courses and programs at the graduate level to serve area baccalaureate degree holders who wish to pursue an advanced degree.
 - Establish a systematic way to monitor for possible grade inflation.
 - Strengthen criteria for membership in the graduate faculty.
 - Provide tutors to students who have an academic need.
 - Explore the need for and the feasibility of offering accelerated adult education programs and/or weekend classes, particularly those that benefit area employers.
 - Ensure that students receive quality academic advisement and provide the appropriate courses based on students' preparation and classification.
 - Explore the addition of a multi-cultural component to the general education core curriculum.
- **Capitalize on Cameron University's multiple levels of academic programs – associate, baccalaureate, and master's – to enhance student learning.**
- #### **Actions:**
- Better utilize CU's community college function to provide expanded educational opportunities to area citizens and establish distinct standards for associate degree faculty.
 - Increase the number of CU students who are retained for successive degrees.
 - Streamline the transition from associate to baccalaureate, and baccalaureate to master's degree programs at CU, minimizing or eliminating duplication of course work and any difficulty in graduating from one program and entering another.
 - Review departmental minor programs for relevance.
 - Develop strategies to meet a measurable goal to increase the number of transfer students from area community colleges and universities.
- **Develop new educational partnerships that will benefit students.**
 - **Improve assessment of student learning.**
 - **Improve course delivery.**

- **Enhance student opportunities for service learning, to include internships, civic involvement and off-campus educational activities.**
- **Provide opportunities for students and faculty to demonstrate their scholarship in regional and national forums.**
- **Emphasize excellence in student-advisement and mentoring.**

APRA Implementation

Since 1991-92, CU has deleted 3 degree and/or certificate programs while adding 16 degree and/or certificate programs.

Program Review

CU offers 49 degree or certificate programs (two associate, eight associate in applied science, 32 baccalaureate, six masters and one certificate), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. For programs with specialty accreditation, CU aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program receives a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

CU faculty developed the proposal, which was reviewed and approved by institutional officials and CU's governing board.

POLICY ISSUES:

This action is consistent with the State Regents' *Academic Program Approval* policy.

ANALYSIS:

Created in 1992, the Cameron Secondary Teacher Education Program (CAMSTEP) allowed graduate students to receive a Master's degree while simultaneously obtaining a teaching certificate in a five year program. To date, this was the only pathway for teacher certification for CU students. Although helpful to many students, CU found its students also desired a more traditional teaching pathway in a four-year baccalaureate program. With the submission of these nine new programs, it will be possible for a candidate to obtain a teaching degree in four years instead of five, and meet teacher supply and demand needs in Oklahoma. Additionally, this change will address national accreditation standards for CU teacher education programs and make the CAMSTEP obsolete, therefore, it will be deleted at the end of the 2006-2007 academic year. Through the new programs, students already participating in CAMSTEP will have more options and a shorter path to a teaching certificate.

Bachelor of Science in Physical Education

Program purpose. The proposed program will prepare secondary teachers in both the content field in which they will be teaching and in the pedagogy skills that they need to be successful teachers.

Program rationale/background. CU indicates that the proposed program will provide students with enough knowledge to pass the Oklahoma Subject Area Test in Physical Education, Health and Safety. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. One of the specific functions assigned to CU is “to provide programs, involving course work and practical experiences, designed to assist in the development of effective early childhood, elementary, secondary or elementary-secondary teachers.” The proposed program will support this function by providing a program to assist in the development of elementary and secondary teachers.

Employment opportunities. CU indicates that the program will meet local and state needs for well-prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll a minimum of 25 students in Fall 2011 and graduate a minimum of 8 students in 2011-12.

Duplication/impact on existing programs. There are similar programs offered across the State System. Due to distance between institutions, student demand, and CU’s function to meet needs for teachers in the local area, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment A): general education courses (50 credit hours), required core courses (41 credit hours) and required education courses (33 credit hours). There are no new courses.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

Bachelor of Arts in Social Studies Education

Program purpose. The proposed program will prepare secondary teachers in both the content field in which they will be teaching and in the pedagogy skills that they need to be successful teachers.

Program rationale/background. CU indicates that the proposed program will provide students with enough knowledge to pass the Oklahoma Subject Area Test in Social Studies and offer coursework in preparation for certification and licensure at the 7-12 grade levels in Oklahoma. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. One of the specific functions assigned to CU is “to provide programs, involving course work and practical experiences, designed to assist in the development of effective early childhood, elementary, secondary or elementary-secondary teachers.” The proposed program will support this function by providing a program to assist in the development of elementary and secondary teachers.

Employment opportunities. CU indicates that the program will meet local and state needs for well prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll a minimum of 20 students in Fall 2011 and graduate a minimum of 7 students in 2011-12.

Duplication/impact on existing programs. There are similar programs offered across the State System. Due to distance between institutions, student demand, and CU's function to meet needs for teachers in the local area, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment B): general education courses (52 credit hours), required core courses (39 credit hours) and required education courses (33 credit hours). There are no new courses.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

Bachelor of Science in Early Childhood Education

Program purpose. The proposed program will provide students access to quality educational opportunities in the field of early childhood education. The Bachelor of Science in Early Childhood Education will help meet the need for more early childhood educators and reduce the shortage that now exists in the school districts served by CU.

Program rationale/background. CU is responding to the call for highly qualified teachers in the area of early childhood education. The proposed program will combine innovative classroom teaching with experiential learning through activities in the college classroom, field observations and student teaching experiences. It will prepare students for professional success in the field of education, specifically early childhood education. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. One of the specific functions assigned to CU is "to provide programs, involving course work and practical experiences, designed to assist in the development of effective early childhood, elementary, secondary or elementary-secondary teachers." The proposed program will support this function by providing a program to assist in the development of elementary and secondary teachers.

Employment opportunities. CU indicates that program graduates will in demand as the need for early childhood education grows. With the state mandate for all day kindergarten and the fact that the majority of public schools are providing pre-kindergarten programs, and Head Start Program's mandate that lead teachers have a baccalaureate degree within the next year or two, there is a shortage of educators who have degrees in the field of early childhood education. The Bachelor of Science in Early Childhood Education will help meet the need for more early childhood educators and reduce the shortage that now exists in the school districts served by CU. CU indicates that the program will meet local and state needs for well prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll a minimum of 25 students in Fall 2011 and graduate a minimum of 8 students in 2011-12.

Duplication/impact on existing programs. There are similar programs offered across the State System. Due to distance between institutions, student demand, and CU's function to meet needs for teachers in the local area, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment C): general education courses (50 credit hours), required core courses (41 credit hours) and required education courses (33 credit hours). Four new courses will be added for the proposed program and are asterisked.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

Bachelor of Arts in Mathematics Education

Program purpose. The proposed program will prepare secondary teachers in both the content field in which they will be teaching and in the pedagogy skills that they need to be successful teachers.

Program rationale/background. CU indicates that the proposed program will provide students with enough knowledge to pass the Oklahoma Subject Area Test in Mathematics and offer coursework in preparation for certification and licensure at the 7-12 grade levels. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. One of the specific functions assigned to CU is "to provide programs, involving course work and practical experiences, designed to assist in the development of effective early childhood, elementary, secondary or elementary-secondary teachers." The proposed program will support this function by providing a program to assist in the development of elementary and secondary teachers.

Employment opportunities. CU indicates that program graduates will be highly sought as the demand for Mathematics teachers continues to grow. Surveys of middle school and secondary mathematics teachers in the southwest Oklahoma region indicated that the percentage of teachers mathematics who have a mathematics or mathematics education major is below 50 percent. Instituting a secondary program in mathematics education would increase the number of mathematics teachers with appropriate backgrounds to become highly qualified teachers. CU indicates that the program will meet local and state needs for well prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll a minimum of 25 students in Fall 2011 and graduate a minimum of 8 students in 2011-12.

Duplication/impact on existing programs. There are similar programs offered across the State System. Due to distance between institutions, student demand, and CU's function to meet needs for teachers in the local area, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment D): general education courses (50 credit hours), required core courses (41 credit hours) and required education courses (33 credit hours). There are no new courses.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

Bachelor of Arts in Romance Languages Education

Program purpose. The proposed program will prepare secondary teachers in both the content field in which they will be teaching and in the pedagogy skills that they need to be successful teachers.

Program rationale/background. CU indicates that the proposed program will provide students with enough knowledge to pass the Oklahoma Subject Area Test in French and Spanish and offer coursework in preparation for certification and licensure at the 7-12 grade levels in Oklahoma. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. One of the specific functions assigned to CU is “to provide programs, involving course work and practical experiences, designed to assist in the development of effective early childhood, elementary, secondary or elementary-secondary teachers.” The proposed program will support this function by providing a program to assist in the development of elementary and secondary teachers.

Employment opportunities. CU indicates that the program will meet local and state needs for well prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll a minimum of 15 students in Fall 2011 and graduate a minimum of 5 students in 2011-12.

Duplication/impact on existing programs. The University of Oklahoma offers a Bachelor of Science in Education in Foreign Languages Education, Oklahoma State University offers a Bachelor of Science in Secondary Education in Foreign Languages, East Central University offers a Bachelor of Arts in Spanish Education, Northeastern State University offers a Bachelor of Arts in Education in Spanish Education, Southeastern Oklahoma State University offers a Bachelor of Arts in Spanish Education, and the University of Central Oklahoma offers a Bachelor of Arts in Education in Modern Language Education in French. Due to distance between institutions and increasing student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment E): general education courses (50 credit hours), required core courses (41 credit hours) and required education courses (33 credit hours). Two new courses will be added for the proposed program and are asterisked.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

Bachelor of Science in Biology Education

Program purpose. The proposed program will prepare secondary teachers in both the content field in which they will be teaching and in the pedagogy skills that they need to be successful teachers.

Program rationale/background. CU indicates that the proposed program will provide students with enough knowledge to pass the Oklahoma Subject Area Test in Biology and offer coursework in preparation for certification and licensure at the 7-12 grade levels in Oklahoma. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. One of the specific functions assigned to CU is “to provide programs, involving course work and practical experiences, designed to assist in the development of effective early childhood, elementary, secondary or elementary-secondary teachers.” The proposed program will support this function by providing a program to assist in the development of elementary and secondary teachers.

Employment opportunities. CU indicates that the program will meet local and state needs for well prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll in a minimum of 25 students in Fall 2011 and graduate a minimum of 8 students in 2011-12.

Duplication/impact on existing programs. There are similar programs offered across the State System. Due to distance between institutions, student demand, and CU’s function to meet needs for teachers in the local area, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment F): general education courses (50 credit hours), required core courses (41 credit hours) and required education courses (33 credit hours). There are no new courses.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

Bachelor of Science in Chemistry Education

Program purpose. The proposed program will prepare secondary teachers in both the content field in which they will be teaching and in the pedagogy skills that they need to be successful teachers.

Program rationale/background. CU indicates that the proposed program will provide students with enough knowledge in the chemistry, physics, and geology courses to pass the Oklahoma Subject Area Test in Chemistry as well as other areas within the physical sciences. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. One of the specific functions assigned to CU is “to provide programs, involving course work and practical experiences, designed to assist in the development of effective early childhood, elementary, secondary or elementary-secondary teachers.” The proposed program will support this function by providing a program to assist in the development of elementary and secondary teachers.

Employment opportunities. CU indicates that the program will meet local and state needs for well prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll a minimum of 20 students in Fall 2011 and graduate a minimum of 10 students in 2011-12.

Duplication/impact on existing programs. There are similar programs offered across the State System. Due to distance between institutions, student demand, and CU’s function to meet needs for teachers in the local area, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment G): general education courses (52 credit hours), required core courses (32 credit hours), additional requirements (seven credit hours), and required education courses (33 credit hours). There are no new courses.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

Bachelor of Arts in English Education

Program purpose. The proposed program will prepare secondary teachers in both the content field in which they will be teaching and in the pedagogy skills that they need to be successful teachers.

Program rationale/background. CU indicates that the proposed program will provide students with enough knowledge to pass the Oklahoma Subject Area Test in English. The program will support the mission of CU, which, in part, is to offer appropriate educational programs to the people living in its service area. CU considers that the production of quality teachers for the education of a skilled workforce is central to economic development in this part of Oklahoma. The program will enroll a diverse student body in student-centered classrooms that model appropriate educational strategies.

Employment opportunities. As the major institution of southwest Oklahoma, CU indicates that program graduates will be highly sought as the demand for future teachers who focus on English instruction grows. CU indicates that the program will meet local and state needs for well prepared teachers and national standards for highly qualified teachers. CU indicates it is a strong supplier of teachers for southwestern Oklahoma and its surrounding areas, and graduates from this program should have no difficulty passing certification and licensure exams or finding employment.

Student demand. The proposed program is expected to enroll a minimum of 25 students in Fall 2011 and graduate a minimum of 6 students in 2011-12.

Duplication/impact on existing programs. There are similar programs offered across the State System. Due to distance between institutions, student demand, and CU's function to meet needs for teachers in the local area, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment H): general education courses (50 credit hours), required core courses (41 credit hours), and required education courses (33 credit hours). There are no new courses.

Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. CU indicates reallocation of existing resources and student tuition will support the proposed program. No additional funding is requested for this program.

**CAMERON UNIVERSITY
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION**

Degree Requirements		Credit Hours
<i>General Education</i>		50
<i>Required Core Courses</i>		41
FNS 1343	Basic Nutrition	3
HLTH 1053	Personal and Community Health	3
HLTH 3303	School and Community Health	3
HLTH 3292	Sports Medicine I	2
HLTH 3012	Adapt and Correctives in Physical Education	2
HLTH 3244	Applied Anatomy and Kinesiology	4
HLTH 4503	Physiology of Exercise	3
HPET 2322	Intro to Health, PE and Recreation	2
HPET 4772	Methods of Teaching Physical Education	2
HPET 4203	Motor Learning	3
HPET 3332	Physical Exam and Measurement	2
HPET 3352	Physical Education in Elementary School	2
HPET 3362	Physical Education in Jr. and Sr. High School	2
HPET 4003	Organization and Administration of Activity Based Programs	3
HPET 4781-2	Special Topics TBA	1-2
SFTY 3613	Drugs and Society	3
<i>Required Education Courses</i>		33
EDUC 1800	Education Introductory Seminar	
EDUC 3003	Introduction to Teaching	3
SPED 3103	The Exceptional Child	3
EDUC 3612	Classroom Management	2
EDUC 3673	Media and Technology in Education	3
EDUC 3733	Developmental Psychology	3
EDUC 3753	Educational Psychology	3
EDUC 4313	Practicum in Assessment and Instruction	3
EDUC 4653	Classroom Assessment	3
EDUC 4955	Directed Observation and Internship in Elementary School	5
EDUC 4985	Directed Observation and Internship in Secondary School	5

Total Credit Hours:**124**

**CAMERON UNIVERSITY
BACHELOR OF ARTS IN SOCIAL STUDIES EDUCATION**

Degree Requirements	Credit Hours
<i>General Education</i>	52
<i>Required Core Courses</i>	39
<i>History (24 hours)</i>	
HIST 1123 Modern World Civilization	3
HIST 1493 U.S. History since 1865	3
HIST 2133 Introduction to Historical Research and Writing	3
HIST 3043 Oklahoma History	3
HIST 4773 Methods of Teaching Social Studies	3
Non-U.S. History Electives (3 hours of 3000+ level)	3
U.S. History Electives (6 hours of 3000+ level)	6
<i>Political Science (Select one of the following)</i>	
PS 2023 State and Local Politics	3
PS 2113 Concepts of Political Science	3
PS 3003 Oklahoma Government and Politics	3
PS 3213 International Relations	3
<i>Economics (Select one of the following)</i>	
ECON 2023 Principles of Economics II	3
GEOG 3023 Economic Geography	3
<i>Geography (6 hours)</i>	
GEOG 2243 Human Geography	3
GEOG 3213 World Regional Geography	3
<i>Social Studies Elective (3 hours)</i>	
Choose an additional 3000+ course in PS, GEOG, ECON, or SOCI	3
<i>Required Education Courses</i>	33
EDUC 1800 Education Introductory Seminar	
EDUC 3003 Introduction to Teaching	3
SPED 3103 The Exceptional Child	3
EDUC 3612 Classroom Management	2
EDUC 3673 Media and Technology in Education	3
EDUC 3733 Developmental Psychology	3
EDUC 3753 Educational Psychology	3
EDUC 4313 Practicum in Assessment and Instruction	3
EDUC 4653 Classroom Assessment	3
EDUC 4955 Directed Observation and Internship in Elementary School	5
EDUC 4985 Directed Observation and Internship in Secondary School	5

Total Credit Hours:

124
ATTACHMENT C

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Degree Requirements		Credit Hours
<i>General Education</i>		<i>50</i>
<i>Required Core Courses</i>		<i>41</i>
EDUC 3513	Teaching Primary Reading	3
ECE 2163	Health, Safety, and Nutrition for Young Children	3
*ECE 3303	Home, School and Community	3
ECE 3154	Methods and Practicum in Early Childhood Education (requires field component)	4
EDUC 4423	Language Arts Methods	3
EDUC 4463	Mathematics Methods (includes field component)	3
*ECE 4144	Methods/Practicum in Cognitive Development (includes field component)	4
EDUC 4553	Diagnosis/Remediation of Reading Difficulties (includes field component)	3
*ECE 3003	Creative Experiences for Early Childhood Education	3
LIBS 3423	Children's Literature	3
MATH Elective (1513 or above)		3
MATH Elective or MATH 3353		3
MATH Elective or MATH 3363		3
<i>Required Education Courses</i>		<i>33</i>
EDUC 1800	Education Introductory Seminar	
EDUC 3003	Introduction to Teaching	3
*ECE 4653	Assessment of Young Children	3
SPED 3103	The Exceptional Child	3
EDUC 3612	Classroom Management	2
EDUC 3673	Media and Technology in Education	3
EDUC 3733	Developmental Psychology	3
EDUC 3753	Educational Psychology	3
EDUC 4313	Practicum in Assessment and Instruction	3
EDUC 4935	Directed Observation and Internship in Primary Grades	5
EDUC 4995	Directed Observation and Internship in Early Childhood	5

Total Credit Hours:

124

*Asterisks denote new courses

**CAMERON UNIVERSITY
BACHELOR OF ARTS IN MATHEMATICS EDUCATION**

Degree Requirements		Credit Hours
<i>General Education</i>		50
<i>Required Core Courses</i>		41
MATH 2235	Calculus and Analytic Geometry II	3
MATH 2244	Calculus and Analytic Geometry III	3
MATH 2613	Foundations of Mathematics	3
MATH 3013	Linear Algebra	4
MATH 3302	History of Mathematics	3
MATH 3333	College Geometry	3
MATH 4423	Number Theory	4
STAT 3013	Introduction Probability and Statistics I	3
MATH 4772	Teaching of Secondary Mathematics	3
(13 hours from the following)		
MATH 3213	Abstract Algebra	3
MATH3253	Differential Equations	3
MATH 4113	Operations Research	3
MATH 4471-3	Seminar in Mathematics	1-3
MATH 4483	Introduction to Real Analysis	3
MATH 4491-3	Independent Study in Mathematics	3
CS 1301	Operating System Utilities I	3
CS 1313	Introduction to CS I	3
CS 1523	Discrete Mathematics	
CS 3343	Numerical Analysis I	
<i>Required Education Courses</i>		33
EDUC 1800	Education Introductory Seminar	
EDUC 3003	Introduction to Teaching	3
SPED 3103	The Exceptional Child	3
EDUC 3612	Classroom Management	2
EDUC 3673	Media and Technology in Education	3
EDUC 3733	Developmental Psychology	3
EDUC 3753	Educational Psychology	3
EDUC 4313	Practicum in Assessment and Instruction	3
EDUC 4653	Classroom Assessment	3
EDUC 4965	Directed Observation and Internship in Junior High	5
EDUC 4975	Directed Observation and Internship in Senior High	5

Total Credit Hours:**124**

CAMERON UNIVERSITY
BACHELOR OF ARTS IN ROMANCE LANGUAGES EDUCATION

Degree Requirements	Credit Hours
<i>General Education</i>	50
<i>Required Core Courses</i>	41
<i>French</i>	
FREN 1113 Beginning French I	3
FREN 1223 Beginning French II	3
FREN 2113 Intermediate French I	3
FREN 2223 Intermediate French II	3
FREN 3113 French Grammar and Linguistics	3
FREN 3123 French Culture	3
FREN 31133 French Composition	3
FREN 3143 French Conversation	3
LING 4173 Teaching Foreign Languages	3
14 hours of 4000 level French electives (one course in Literature required)	14
<i>OR</i>	
<i>Spanish</i>	
SPAN 1113 Beginning Spanish I	3
SPAN 1223 Beginning Spanish II	3
SPAN 2113 Intermediate Spanish I	3
SPAN 2223 Intermediate Spanish II	3
SPAN 3113 Spanish Grammar and Linguistics	3
*SPAN 3213 Adv. Spanish Grammar and Linguistics	3
SPAN 3123 Spanish Conversation	3
*SPAN 3223 Advanced Spanish Conversation	3
SPAN 3133 Spanish Culture	3
SPAN 3143 Spanish Composition	3
LING 4173 Teaching Foreign Languages	3
8 hours of 4000 level Spanish electives (one course in Literature required)	8
<i>Required Education Courses</i>	33
EDUC 1800 Education Introductory Seminar	
EDUC 3003 Introduction to Teaching	3
SPED 3103 The Exceptional Child	3
EDUC 3612 Classroom Management	2
EDUC 3673 Media and Technology in Education	3
EDUC 3733 Developmental Psychology	3
EDUC 3753 Educational Psychology	3
EDUC 4313 Practicum in Assessment and Instruction	3
EDUC 4653 Classroom Assessment	3
<i>Spanish</i>	
EDUC 4955 Directed Observations and Intern in Elementary School	5
EDUC 4985 Directed Observations and Intern in Secondary School	5
<i>OR</i>	

<i>French</i>		
EDUC 4965	Directed Observations and Intern in JHS/Middle School	5
EDUC 4975	Directed Observations and Intern in Senior High School	5

Total Credit Hours:

124

*Asterisks denote new courses.

**CAMERON UNIVERSITY
BACHELOR OF SCIENCE IN BIOLOGY EDUCATION**

Degree Requirements		Credit Hours
<i>General Education</i>		50
<i>Required Core Courses</i>		41
BIOL 1474	Principles of Biology II	4
BIOL 2144	Botany	4
BIOL 2154	Zoology	4
BIOL 2034	Human Anatomy	4
BIOL 2134	Human Physiology	4
BIOL 2124	Microbiology	4
BIOL 3014	Genetics	4
BIOL 3044	Evolution	4
BIOL 4772	Teaching in Biology	2
BIOL 4122	Special Studies	2
CHEM 1474/1471	Chemistry II	5
<i>Required Education Courses</i>		33
EDUC 1800	Education Introductory Seminar	
EDUC 3003	Introduction to Teaching	3
SPED 3103	The Exceptional Child	3
EDUC 3612	Classroom Management	2
EDUC 3673	Media and Technology in Education	3
EDUC 3733	Developmental Psychology	3
EDUC 3753	Educational Psychology	3
EDUC 4313	Practicum in Assessment and Instruction	3
EDUC 4653	Classroom Assessment	3
EDUC 4965	Directed Observations and Intern in Junior High School	5
EDUC 4975	Directed Observations and Intern in Senior High School	5

Total Credit Hours:**124**

**CAMERON UNIVERSITY
BACHELOR OF SCIENCE IN CHEMISTRY EDUCATION**

Degree Requirements		Credit Hours
<i>General Education</i>		52
<i>Required Core Courses</i>		32
CHEM 1364	General Chemistry I	4
CHEM 1361	General Chemistry I Lab	1
CHEM 1474	General Chemistry II	4
CHEM 1471	General Chemistry II Lab	1
CHEM 2113	Fundamentals of Analytical Chemistry	3
CHEM 2232	Quantitative Analysis Laboratory	2
CHEM 2441	Working Safely with Chemicals	1
CHEM 3314	Organic Chemistry I	4
CHEM 3324	Organic Chemistry II	4
CHEM 4403	Biochemistry I	3
CHEM 4413	Biochemistry II	3
CHEM 4472	Methods of Teaching Physical Sciences	2
<i>Additional Requirements</i>		7
PHYS 1215	Physics II	5
PSCI 4442	Literature for Physics and Chemistry	2
<i>Required Education Courses</i>		33
EDUC 1800	Education Introductory Seminar	
EDUC 3003	Introduction to Teaching	3
SPED 3103	The Exceptional Child	3
EDUC 3612	Classroom Management	2
EDUC 3673	Media and Technology in Education	3
EDUC 3733	Developmental Psychology	3
EDUC 3753	Educational Psychology	3
EDUC 4313	Practicum in Assessment and Instruction	3
EDUC 4653	Classroom Assessment	3
EDUC 4965	Directed Observations and Intern in Junior High School	5
EDUC 4975	Directed Observations and Intern in Senior High School	5

Total Credit Hours:**124**

**CAMERON UNIVERSITY
BACHELOR OF ARTS IN ENGLISH EDUCATION**

Degree Requirements		Credit Hours
<i>General Education</i>		50
<i>Required Core Courses</i>		41
ENGL 3003	Intro to Literary Studies	3
ENGL 3023	Survey of American Literature to 1865	3
ENGL 3033	Survey of American Literature since 1865	3
ENGL 3043	Survey of English Lit to 1800	3
ENGL 3053	Survey of English Literature since 1800	3
ENGL 3063	Survey of World Literature though the Renaissance	3
ENGL 3073	Survey of World Literature since the Renaissance	3
ENGL 3113	Shakespeare	3
ENGL 3303	Advanced Composition	3
ENGL 4613	English Linguistics	3
ENGL 4623	Advance Grammar and Usage	3
ENGL 4773	Teaching of English	3
5 Hours of English Electives		5
<i>Required Education Courses</i>		33
EDUC 1800	Education Introductory Seminar	
EDUC 3003	Introduction to Teaching	3
SPED 3103	The Exceptional Child	3
EDUC 3612	Classroom Management	2
EDUC 3673	Media and Technology in Education	3
EDUC 3733	Developmental Psychology	3
EDUC 3753	Educational Psychology	3
EDUC 4313	Practicum in Assessment and Instruction	3
EDUC 4653	Classroom Assessment	3
EDUC 4965	Directed Observations and Intern in Junior High School	5
EDUC 4975	Directed Observations and Intern in Senior High School	5

Total Credit Hours:**124**

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AGENDA ITEM #6-e:

New Programs.

SUBJECT: Rogers State University. Approval of request to offer the Bachelor of Science in Community Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's (RSU) request to offer the Bachelor of Science in Community Counseling with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Community Counseling.** Continuation beyond Fall 2011 will depend upon:
 - Majors enrolled: a minimum of 20 students in Fall 2010; and
 - Graduates: a minimum of 9 students in 2010-11.

BACKGROUND:

Academic Plan

RSU's Academic Plan lists the following institutional priorities:

- Key academic priorities for the year include: development and implementation of at least five new baccalaureate degrees; implementation of a new co-curricular program in music; further development of the Honors Program, Presidential Leadership Program and the Washington Center Internship Program. In addition, a major project during the year will be continued conversion of the University's online curricula from eCollege to WebCT.
- Continue to expand course offerings on the Bartlesville campus including the four year programs in Business Administration and Social Sciences. The Bachelor of Science in Business Administration (113) will be the first bachelor's degree to be offered completely at the Bartlesville campus.
- The Center for Teaching and Learning (CTL) will continue to provide direct day-to-day faculty support with the development of online materials through one-on-one training and small faculty groups. Workshops continue to be offered on tools such as MERLOT, RESPONDUS, and other new software titles available in the Faculty Multimedia Laboratory.
- New Speech and Debate teams will be planned under the guidance of the Communications and Fine Arts faculty.
- The Greg Kunz Endowed Chair of Communications was fully funded during 2005-2006 and plans are underway to fill this position in 2007-2008. It is also anticipated that the Sarkeys Endowed Chair in Business Information Technology will be filled in support of the applied technology area.
- The Oklahoma State Regents for Higher Education Technical-Occupational five-year reviews will be conducted for the Associate in Applied Science (AAS) in Emergency Medical Services, AAS in Applied Technology and the AAS in Police Science.

- Demolition will be accomplished on Post Hall and Thunderbird Hall after relocation of Campus Police, Food Service, and Mail/Print Services. Subsequently, construction will begin on the new 55,000 sq. ft. Student Services Center.
- RSU will continue the \$5.6 million energy conservation upgrade on the Claremore campus and begin construction on the expansion of the Pryor campus.
- Construction will be completed on the new Bit-by-Bit facility and Equestrian Complex.

APRA Implementation

Since 1991-92, RSU has deleted 71 degree and/or certificate programs while adding 26 degree and/or certificate programs.

Program Review

RSU offers 30 degree programs (13 baccalaureate, 14 associate, and 3 associate in applied science), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with RSU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

RSU faculty developed the proposal, which was reviewed and approved by institutional officials and RSU's governing board.

POLICY ISSUES:

This action is consistent with the State Regents' *Academic Program Approval* policy.

ANALYSIS:

Bachelor of Science in Community Counseling

Program purpose. The proposed program will prepare graduates to work in the field of community counseling by preparing students to simultaneously enter the workforce and enroll in a graduate program or counseling licensing program addressing social health, mental health, marriage and family counseling, and/or additive behaviors.

Program rationale/background. The proposed degree program stresses competence in oral and written communication and critical thinking skills. Additionally, the student will acquire specific knowledge and skills needed to function in a variety of career opportunities available in human service settings, including community mental centers, social service agencies, treatment facilities, medical hospitals, corrections facilities, and youth related programs. Counselors need to understand the cultural trends of the community they serve. The development of this degree program with its complement of general education requirements and its intense community counseling focus addresses these contemporary and complex issues.

Employment opportunities. RSU indicates that program graduates will be in high demand. The Bureau of Labor Statistics Office of Occupational Statistics and Employment Projections as well as the U.S. Department of Labor Employment and Oklahoma Long-Term Occupational Outlook Projections for 2002-2012 suggest favorable employment projections. Regionally, the employment outlook is also positive with positions for Addiction Specialists, Correctional Treatment Specialists, and Mental Health

and Substance Abuse Caseworkers anticipated to increase. RSU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new program is expected to enroll a minimum of 20 majors in Fall 2010 and graduate a minimum of 9 students in 2010-11.

Duplication/impact on existing programs. The University of Oklahoma offers a Master of Education in Community Counseling (248). Oklahoma State University offers a Master of Science in Counseling with an Option in Community Counseling (209). Southeastern Oklahoma State University offers a Master of Behavioral Studies in Community Counseling (078). Southwestern Oklahoma State University offers a Master of Education in School Counseling with an Option in Community Counseling (048). Due to the distance between locations and the demand documented by RSU, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment A): general education courses (41 credit hours), core requirement courses (51 credit hours), guided electives (6 credit hours), minor courses (18-24 credit hours), and electives (2-8 credit hours). Nine new courses will be added for the proposed program and are asterisked.

Faculty and staff. Existing faculty will teach the general education portion of the proposed degree program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate.

Financing. No additional funding is required for this program.

Attachment

**ROGERS STATE UNIVERSITY
BACHELOR OF SCIENCE IN COMMUNITY COUNSELING**

Degree Requirements		Credit Hours
<i>General Education</i>		<i>41</i>
ENGL 1113	Composition I	3
ENGL 1213	Composition II	3
HIST 2483	American History to 1877 OR	3
HIST 2493	American History from 1877	3
POLS 1113	American Government	3
SPCH 1113	Speech Communication	3
<i>Social Science</i> (Select one from the following):		
ECON 2113	Principles of Macroeconomics	3
ECON 2123	Principles of Microeconomics	3
PSY 1113	Introduction to Psychology	3
SOC 1113	Introduction to Sociology	3
<i>Science and Mathematics</i>		11
<i>Humanities</i>		6
<i>Global Studies</i>		3
<i>Electives</i>		3
<i>Program Core Requirements</i>		<i>51</i>
CA 1213	Intervention Strategies	3
CA 2223	Chemical Abuse in Special Populations	3
*CC 3013	Multicultural Counseling	3
*CC 3023	Community Counseling and Therapy	3
*CC 4013	Individual Appraisal	3
*CC 4513	Research and Evaluation in Counseling (Capstone)	3
COMM 2723	Small Group Discussion	3
ENGL 3113	Advanced Technical Writing	3
HLSC 1123	Health Concepts	3
PSY 3013	Abnormal Psychology	3
PSY 3023	Social Psychology	3
SBS 3013	Research Methods I	3
*SBS 3063	Social and Behavioral Statistics	3
SBS 4033	Internship I	3
SBS 4043	Internship II	3
*SOC 3223	Social Deviance	3
*SOC 4023	Medical Sociology	3
<i>Guided Electives (Choose 6 hours from the following)</i>		<i>6</i>
PSY 3033	Developmental Psychology	3
PSY 4013	Clinical Psychology	3

*PSY 3063	Clinical Neuroscience	3
SOC 3043	Social Ethics	3
SOC 3033	Marriage and Family	3
*SOC 3213	Minority Groups	3
<i>Minor</i>		<i>18-24</i>
<i>Free Electives</i>		<i>2-8</i>

Total Credit Hours:

124

* Asterisks denote new courses.

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AGENDA ITEM #7:

Program Deletion.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Langston University (LU) requests authorization to delete the Bachelor of Science in Airway Science (056).

Rogers State University (RSU) requests authorization to delete the Associate in Science in Pre-Nursing (033).

Western Oklahoma State College (WOSC) requests authorization to delete the Associate in Applied Science in Computer Information Systems (044).

POLICY ISSUES:

This action is consistent with the State Regents' *Academic Program Review* policy.

ANALYSIS:

LU

LU requests deletion of the Bachelor of Science in Airway Science (056). LU reports that the BS in Airway Science has had low enrollment and a low graduation rate. The program was granted a post audit extension until 2006 and did not meet the minimum requirements. There are two students remaining in the program. The remaining students will be able to complete the required curriculum and their anticipated date of graduation is May 2007. No courses will be deleted and no funds are available for reallocation.

RSU

RSU requests deletion of the Associate in Science in Pre-Nursing (033). RSU reports that the AS in Pre-Nursing was designed as a transfer degree for those students attending a generic baccalaureate nursing program. The program did not meet the minimum productivity requirements. There are three students remaining in the program. The remaining students will be able to complete the required curriculum and their anticipated date of graduation is May 2007. No courses will be deleted and no funds are available for reallocation.

WOSC

WOSC requests deletion of the Associate in Applied Science in Computer Information Systems (044). WOSC reports that the Associate in Applied Science in Computer Information Systems has had low enrollment and a low graduation rate. There are 18 students remaining in the program. The remaining students will be able to complete the required curriculum and their anticipated date of graduation is May 2008. Eleven courses will be deleted and there are funds available for reallocation. The funds will be reallocated to the Biology department.

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AGENDA ITEM #8:

Accreditation.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents accredit the University Language Institute (ULI) for two years.

BACKGROUND:

Approving English language centers has been part of the State Regents' *Institutional Admission and Retention* and *Intensive English Program Approval and Review* since 1980. Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language (ESL) programs have been hired to conduct the reviews.

In Fall 1996, an English Language Institute committee was convened to work with State Regents' staff to revise the policy to include standards for the centers and an approval process. This committee consisted of representatives from proprietary and institutionally-based English language centers. The State Regents approved this policy in April 1997.

The approval process includes a self-study report and an external evaluation team visit. The evaluation team prepares a report of findings on each standard and recommends one of the following: (1) approval without qualification with reexamination in five years; (2) provisional approval with reexamination in one, two, three, or four years; or (3) deny approval. The evaluators compare the self-study to the standards outlined in the policy and verify the information in the self-study with observations from the on-site visit, providing a written report with recommendations. The center's staff has the opportunity to provide a written response to the evaluators' report.

POLICY ISSUES:

Consistent with State Regents' *Institutional Admission and Retention*, policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (6.0 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

IEP's are evaluated on criteria for the language program, administration, faculty, student services, finances, and physical facilities, following the standards in State Regents' policy on *Intensive English Program Approval and Review*. Embedded in these broad categories are standards for the curriculum, recruitment, assessment and contact hours of the program, standards for the faculty and administrators of

the program, and standards for advising and orientation services offered to students enrolled in the program.

ANALYSIS:

As required by policy, a team of out-of-state evaluators reviewed the ULI in Tulsa, Oklahoma on November 9-10, 2006. A summary of the two-person evaluation team’s credentials is provided, and an outline of the recommendation for the IEP follows.

- **Dr. Chiung-Yao (Carolyn) Ho**, Department Chair and Associate Professor of English as a Second Language, Cy-Fair College, Houston, Texas.
Credentials: Doctor of Philosophy in Higher Education Administration from the University of Texas at Austin, Master of Science in Public Policy and Management from Carnegie Mellon University; Master of Arts in Comparative Literature from the University of Michigan; and Bachelor of Art in English from National Taiwan University.
- **Mr. Craig Machado**, Program Director, English as a Second Language, Norwalk Community College, Norwalk, Connecticut.
Credentials: Master of Art in Teaching English as a Second Language/English from San Francisco State University, Bachelor of Spanish/International Relations from the University of California – Davis, and Diplome D’Etudes Etrangers in French from the Universite d’Aix-Marseille, France.

English As A Second Language Program (ULI)	
Date of Visit:	November 9-10, 2006
Evaluators’ Recommendation:	Provisional approval with reexamination in two years.
Summary of Evaluators’ Report:	<p>The review team believes that the ULI is a sound program, especially with its dedicated faculty and staff, friendly, safe, and secure environment, and easy access to Oral Roberts University (ORU) facilities. It is clear that students thoroughly enjoy the experience in and outside the classroom with the ULI. Since the 2001 site visit, ORU has made significant progress in the area of providing faculty office space and making the dress code clear on the application form. The team makes a special commendation on the thoroughly produced Student Handbook. Details were included in the handbook to ease the initial difficulties in the acculturation process for international students.</p> <p>As a result of this evaluation, the reviewers find that the ULI does not meet three of the State Regents’ standards. As of the visit, ULI provides 175 hours of instruction over 7 weeks, which is below the minimum contact hour requirement by the State Regents. The team also believes that ULI should devote more time and resources in the director’s academic preparation and training in the areas of pedagogy and language acquisition. Finally, thorough and accurate record keeping is necessary to demonstrate ULI’s commitment to being a quality program. The self study presented outdated information, and several important attachments were not readily available in the self study or on site. The performance evaluation of the DSO was informal, and records were not systematically kept in the file. In the rapidly changing and competitive environment for IEPs in the U.S. and other English-speaking countries, it is highly recommended that ULI’s approach to program assessment be more systematic and transparent.</p> <p>ULI meets the Regents’ IEP Standards in the areas of Mission, Promotion, Recruitment, Admission, Curriculum, Assessment, Class Levels, Policy</p>

English As A Second Language Program (ULI)	
	<p>Description, Faculty Full-Time, Faculty Degree Level, Faculty Responsibility, Faculty Professional Development, Advising, Orientation, Extracurricular Activities, Refund Policy, and Physical Facilities.</p> <p>ULI does not meet the State Regents' IEP Standards in the areas of Contact Hours, Director, and Record Keeping.</p> <p>The following recommendations are made for ULI to meet all of the State Regents' IEP standards:</p> <ul style="list-style-type: none"> ➤ Lengthen the session from seven to nine weeks or require students to take two consecutive seven-week sessions to meet the contact hours policy (see contact hours suggestion). ➤ The director should take graduate courses or enroll in certificate programs to meet the academic and experience requirement outlined in the State Regents' standard (see director suggestion). ➤ Create an evaluation form for its administrative personnel and keep a written record of it in personnel files (see record keeping suggestion). <p>The following recommendations should enhance ULI's operation but will not affect ULI's compliance with the Regents' standards:</p> <ul style="list-style-type: none"> ➤ Integrate the four language skills to achieve the goal of communicative language learning (see curriculum-quality suggestions). ➤ Provide more student-centered and student-initiated activities (see curriculum-quality suggestions). ➤ Consider using a more current testing instrument for placement (see placement and testing suggestion). ➤ Document program changes based on assessment and develop a class observation form for faculty evaluation (see assessment suggestions). ➤ Recruit faculty who have academic credentials from institutions other than ORU (see degree level suggestion). ➤ Seek professional development opportunities through ORU's Master of Arts in Teaching English as a Second Language program and attend/present at the international Teachers of English to Speakers of Other Languages (TESOL) conference (see professional development suggestion). ➤ Systematically incorporate more computer-based language resources in learning activities (see facilities suggestion). <p>Detailed information on the report and recommendations are included in the full report.</p>
Center's Staff Objection:	None.

State Regents' staff concurs with the team's recommendation.

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AGENDA ITEM #9-a:

E&G Budgets.

SUBJECT: Allotment of funds.

RECOMMENDATION:

It is recommended that the State Regents approve the draw schedule as submitted by Oklahoma State University and allot funding for the project as requested on the attached schedules.

BACKGROUND:

The Oklahoma State Legislature passed Senate Bill No. 90XX, which authorized the transfer of \$80,000,000 to a newly created *Comprehensive University Capital Projects Revolving Fund*. According to Section 2 of the bill: *All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the State Regents for the capital expenditures related to [the purposes listed below]. Expenditures from said fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of State Finance for approval and payment.*

On September 14, 2006, the State Regents approved the allocation of funding for the projects listed below. Each institution was requested to submit estimated draw schedules to be used for allotment purposes upon State Regents approval.

POLICY ISSUES: The recommendation is consistent with State Regents' policy and actions.

ANALYSIS:

The legislature has designated the following projects as outlined in the bill that should be funded through the Comprehensive University Capital Projects Revolving Funds. Upon Regents' request, the attached draw schedule is being submitted for one of the four projects designated for Oklahoma State University. The draw schedule for the one remaining OSU project will be submitted at a future date.

University of Oklahoma:

\$10,500,000	Diabetes Center
\$14,000,000	OU Tulsa Schusterman Campus Projects
\$14,000,000	Oklahoma Comprehensive Cancer Center
\$ 1,500,000	Tulsa Medical Clinic

Oklahoma State University

\$20,000,000	OSU Medical Authority
\$10,000,000	Agricultural Experiment Station Facility, Ardmore
\$ 5,000,000	Technology and Research Park, Stillwater
\$ 5,000,000	Sensor Center Facilities

The attached schedules submitted by Oklahoma State University for the Oklahoma State University Medical Authority project totals \$20,000,000. OSU is requesting that the first \$10.6 million be made available for phase one in the July 2007 to December 2007 time period to include the following projects:

- (a) Conversion of non-clinical space to classrooms, administration, sleep-rooms and commons areas for students, residents and interns (\$1,000,000).
- (b) Complete rebuild of the Labor & Delivery and NICU to increase bed capacity to 10 labor rooms, 2 triage rooms, 2 C-section suites and approximately 26 post-partum rooms. The NICU will accommodate 16 infants (\$3,500,000).
- (c) Operating Room Expansion to accommodate 10 to 12 suites (\$6,000,000).
- (d) Minor renovation to the existing emergency room triage, fast-track and registration areas (\$100,000).

The funds will be remitted to the university on an as-needed basis for invoices on hand. The phase two projects totaling \$9,319,993 are estimated to begin in January 2008.

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AGENDA ITEM #9-b:

E&G Budgets.

SUBJECT: Approval of the Cooperative Alliance Fee Waiver and allocation of waiver reimbursements for the Fall 2006 semester for high school students taking courses in cooperative agreement programs.

RECOMMENDATION:

It is recommended that the State Regents approve a cooperative alliance academic service fee waiver and allocate funds to the institutions for reimbursement of fee waivers awarded to eligible high school students during the Fall 2006 term.

BACKGROUND:

Beginning in March 2005, the State Regents approved cooperative alliance agreements between the State System institutions and technology centers. The Cooperative Alliance program was developed with these specific goals: (1) to increase the number of high school students going to college, (2) to increase the number of adults continuing or beginning college, (3) to expand access to postsecondary education, and (4) to efficiently use federal, state and local resources.

A cooperative alliance academic service fee of \$8 per credit hour was approved by the State Regents on June 29, 2006, to offset the costs of services offered by the colleges that include advising, counseling, admissions, financial aid, career advisement and job placement assistance. These students are charged no tuition. The State Regents' tuition and fee waiver policy (SR4.18.6) requires specific approval for fee waivers to be authorized by the State Regents.

POLICY ISSUES:

This request is consistent with the State Regents' Student Tuition and Fees policy 4.18.6.

ANALYSIS:

Both adult and high school students may enroll for college credit in courses taught at the Career Technology centers as part of a cooperative agreement. Adult students are eligible for financial assistance. Because high school students have no recourse for the same financial assistance, the fee waiver for eligible high school students is being requested as an on-going program supported by the State Regents through the allocation process.

If a high school student wishes to apply for a fee waiver, s/he must demonstrate financial need to the high school counselor using the same criteria that ACT accepts from high school counselors for fee waivers. The following criteria are listed and explained on the Request for Fee Waiver for the ACT that high school counselors have: (1) family receives public assistance, (2) student is a ward of the state, (3) student resides in foster home, (4) student participates in free or reduced-price lunch program at school, (5) student participates in a federally funded TRIO Program such as Upward Bound, or (6) family income is

at or below the Bureau of Labor Statistics Standard Budget. State System institutions enrolling high school students through the cooperative alliance program report the fee waivers to the State Regents office for reimbursement.

For the Fall 2006 term, 730 high schools students received a cooperative alliance academic service fee waiver totaling \$41,496. The number of hours that these students were enrolled totaled 5,187 hours. The following table summarizes the amount of waivers requested by institution.

Fee Waiver Reimbursement Requests - Fall 2006			
as of: March 28, 2007			
Institution	Student Count	# Credits	Amount of Waiver
Carl Albert State College	4	24	\$ 192
Connors State College	1	9	\$ 72
Eastern Oklahoma State College	61	488	\$ 3,904
Murray State College	32	222	\$ 1,776
Northeastern Oklahoma A&M College	9	39	\$ 312
Northern Oklahoma College	109	772	\$ 6,176
Oklahoma City Community College	10	52	\$ 416
OSU-Oklahoma City	1	17	\$ 136
OSU-Okmulgee	392	2,878	\$23,024
Rose State College	19	94	\$ 752
Rogers State University	6	45	\$ 360
Seminole State College	27	164	\$ 1,312
Western Oklahoma State College	59	383	\$ 3,064
System Totals	730	5,187	\$41,496

In a separate agenda item on today's docket, the State Regents' are asked to approve a change in the contract agreement with the Oklahoma Department of Career Technology Education to accept \$20,000 for the purpose of the requested academic service fee waiver reimbursements. The State Regents allocated \$2.5 million to the concurrent enrollment program in June 2006, of which \$1.8 million was allocated to reimburse waivers granted in the Fall 2005, Spring and Summer terms of 2006. It is recommended that the portion of funding to be committed by the State Regents be transferred from the residual balance of the concurrent enrollment program for FY07 in amount of \$21,496.

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AGENDA ITEM #10:

Economic Development Allocation.

SUBJECT: Approval of Allocation of Economic Development Grant.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of \$12,000 for an Internship Program supporting the long-term goals of the Southwest Oklahoma Impact Coalition of universities and community colleges as listed below.

BACKGROUND:

At the meeting of June 29, 2006, the State Regents allocated \$1,047,523 for grants and activities to include economic development, research and quality initiatives. A portion of the funding for this line item was approved for allocation to institutions and programs at the June 29, 2006 and September 14, 2006 meetings. The remaining funds will be recommended for allocation later in FY07.

The mission of the Oklahoma State Regents for Higher Education is to build a nationally competitive system of higher education that will provide education programs and services universally recognized for excellence, expand frontiers of knowledge, and enhance quality of life (II-I-36). Among the goals of the State Regents is the encouragement of economic development, applying scientific, professional, and technological expertise to promote economic progress.

The creation of the Internship Program with the SOIC institutions is consistent with the 2006-07 goals of the State Regents to support workforce and economic development.

POLICY ISSUES:

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

ANALYSIS:

***Internship Program – Southwest Oklahoma Impact Coalition (SOIC)* (\$12,000)**

The Southwest Oklahoma Impact Coalition (SOIC) is a regional coalition of the five colleges and universities located in southwest Oklahoma (CU, USAO, SWOSU, RCC and WOSC) and the two regional economic development districts in the southwest region of Oklahoma (Southwest Oklahoma Development Authority and Association of South Central Governments). In addition to the seven founding entities, SOIC has developed and will continue to develop partners in the organization, to include tribal entities, private businesses, career technology centers, local, state and federal government agencies and other interested parties. The mission of SOIC is to reinforce and grow wealth in the southwest quadrant of Oklahoma by maximizing and coordinating workforce and economic development opportunities through a collaborative process.

SOIC's success started just over two years ago with a grant from the Economic Development Administration of the U. S. Department of Commerce to create a University Center in southwestern Oklahoma. The grant is administered through SWOSU. The coalition has received national recognitions and awards including "Raising the Bar" 2006 E-synchronist Award at the annual E-synchronist User's Forum. Working in conjunction with its partners and other interested parties, the coalition functions as a resource tool for the residents and businesses in the region. SOIC can assist in analyzing needs, linking resources that match those needs and assist in the expansion of business operations.

The economic vitality of Oklahoma, and in particular southwest Oklahoma, depends greatly on developing the leadership and entrepreneurial skills of today's young adults and encouraging them to remain in the area. There is a strong demand to develop these college and university students by engaging them in economic and community development through hands-on experience while attending college.

A cadre of individuals needs to be trained in understanding economic and community development and students who are attending the five institutions mentioned are the likely group from which this cadre can be developed. Funding is recommended as a one-time allocation for this program in the amount of \$12,000.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #11:

Revenue Bonds.

SUBJECT: Approval of Proposal for the University of Oklahoma Health Sciences Center.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Essential Facts for the University of Oklahoma Health Sciences Center tax-exempt bank loan in an amount of \$3,500,000 defeasance of a portion of the OU Tulsa Shusterman Center debt is substantially accurate.

BACKGROUND:

In January 2003, the University of Oklahoma Health Sciences Center issued \$17,770,000 in Tulsa Campus Revenue Bonds, Series 2003A, to acquire the Schusterman Center in Tulsa, Oklahoma. The Center houses the Tulsa branch of the University of Oklahoma, College of Medicine as well as certain non-medical programs of the University of Oklahoma. The 2003A bonds are callable at par beginning January 1, 2013.

The 2006 Oklahoma Legislature approved SB 90XX, section 2, which included funding for a one-time \$14,000,000 appropriation for the purpose of reducing the debt associated with the Schusterman Center. The University intends to utilize the \$14,000,000 appropriation, along with proceeds of the proposed \$3,500,000 borrowing and additional University funds to acquire U.S. Treasury Securities that will be placed in escrow in amount sufficient to pay, when due, the principal, interest and redemption price of the 2003A Revenue Bonds.

For revenue bonds issued pursuant to Title 70, Oklahoma Statutes, Section 4001 through 4014, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers. Section 4014 of this statute requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma. Although not strictly required by statute, the University has asked for State Regents' review of the bank note as part of the requirements of the State Council of Bond Oversight who will also review and act on the borrowing proposal at their April 26, 2007, meeting contingent upon State Regents' approval.

POLICY ISSUES: None.

ANALYSIS:

The University of Oklahoma Health Sciences Center has pledged as security of the bank note the net revenues derived from the Tulsa clinical operations of the College of Medicine. Clinical operation's revenues are derived primarily from the fees generated by OUHSC faculty and physicians providing health care services. No security interest or mortgage on any University facilities will be pledged.

The debt service coverage is estimated to be at a minimum 3.16. The bank note will be fully amortized over a period of nine years with a final maturity of January 2, 2016.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #12:

Contracts.

SUBJECT: Approval of Database License Renewal.

RECOMMENDATION:

It is recommended that the State Regents approve the renewal of the license for the PsycINFO database through EBSCO in the amount of \$211,797.

BACKGROUND:

Since 1997, the State Regents have facilitated and coordinated the joint acquisition of library databases, first through a collaboration with the Oklahoma Department of Libraries, then later in cooperation with the Oklahoma Council of Academic Library Directors. Cooperative purchasing of library databases promotes efficiency and access to learning materials.

POLICY ISSUES:

Purchases in excess of \$100,000 require prior approval of the State Regents. (OAC 610: 1-11-15 and the State Regents' Purchasing Policy).

ANALYSIS:

In April 2006, a competitive bid process resulted in a contract awarded to EBSCO Industries, Inc. to provide continued access to the PsycINFO database. RFP #B060014 provided for access to the database in the first year at a cost of \$201,711.50. It further provided for options to renew the contract in years two and three. The renewal cost for the second year is \$211,797.00. Funds have been allocated for licensing of databases, and the license cost will be accommodated through state appropriations and revenues collected from participating independent colleges and universities.

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AGENDA ITEM #13

OneNet.

SUBJECT: Change Order Request.

RECOMMENDATION:

It is recommended that the State Regents approve the change order with Cox Communications from \$557,800 to \$695,000 to accommodate increases in Ethernet provisioning.

BACKGROUND:

At the beginning of each fiscal year, OneNet encumbers funds for circuit costs related to providing connectivity between OneNet and the customers served by the statewide network. The projections used for the budget are based on existing utilization with a nominal increase for customer growth. Annual cost for each circuit type 56K, T1, Ethernet, Fast Ethernet, DS3, OC3, and GIG is projected and itemized on the individual purchase order.

POLICY ISSUES:

Purchases in excess of \$100,000 require prior approval of the State Regents. (OAC 610:1-11-15 and State Regents' Purchasing Policy).

ANALYSIS:

The original purchase order 700143 for Cox Communications was established with the following encumbrances.

T1	\$ 52,000
DS3	\$ 68,400
Ethernet	\$165,000
Fast Ethernet	\$142,000
OC3	\$ 46,200
GIG	\$ 84,000
<u>Installation</u>	<u>\$ 200</u>
Total	\$557,800
Increase	\$137,200

Throughout the year OneNet has experienced growth with existing customers who have upgraded to Ethernet or Fast Ethernet circuits. Therefore, the original Purchase Order encumbrance must be increased by \$137,200 to accommodate the additional \$56,000 for Ethernet, \$80,000 for Fast Ethernet and \$1,200 for installation fees for a total Purchase Order encumbrance of \$695,000.

Meeting of the
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AGENDA ITEM #14-a:

EPSCoR.

SUBJECT: Service Agreement.

RECOMMENDATION:

It is recommended that the State Regents approve the service agreement between the Board of Regents of the University of Oklahoma and the Oklahoma State University for the Coordinator for Grant Writing and External Funding Technical Assistance, Linda Mason.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 27 states that participate in a program at one or more federal agencies.

POLICY ISSUES:

This recommendation is in accordance with State Regents' policy.

ANALYSIS:

During 2003, EPSCoR contracted with the American Association for the Advancement of Science (AAAS) to conduct a study of the undergraduate campuses participating in the Oklahoma Biomedical Research Infrastructure Network (BRIN), an award funded by NIH in 2001. One of the major needs identified in the AAAS report was for a "Research Whip" to facilitate grant-writing activities at the undergraduate campuses. Ms. Linda Mason was then hired as an employee of the State Regents for Higher Education with the title of Coordinator for Grant Writing and External Funding Technical Assistance ("Coordinator"). The Coordinator works under the direct supervision of the Vice Chancellor for Budget and Finance. The position was supported by EPSCoR and INBRE grants for a total of five years, with support from the grants undergoing incremental annual reductions to 20% by year five, with a corresponding increase in the level of OSRHE support. The FY08 year represents the fifth and final year of grant support for this position at a level of 20%.

This recommendation initiates a service agreement for the period of July 1, 2007 through June 30, 2008 for services rendered to Oklahoma EPSCoR and the State Regents for Higher Education.

SERVICE AGREEMENT

OUHSC PI: Dr. Frank Waxman
Grant No.: P20RR0116478-07
OUHSC C Account: C1025004

This Service Agreement is entered into on this 1st day of July 2007 by and between the Board of Regents of the University of Oklahoma on behalf of Frank Waxman, Ph.D. (“University”), and the Oklahoma State Regents for Higher Education (“OSRHE”).

Whereas the University has been awarded Grant No. P20RR016478-07 from the National Center for Research Resources entitled "Oklahoma IDeA Network of Biomedical Research Excellence" for the provisions of certain services, and:

Whereas OSRHE is uniquely situated to assist University in the provision of some of those services, as described below.

Now, therefore, in consideration of the foregoing and the mutual covenants contained herein, the parties agree as follows:

1. OSRHE will provide the following services to the University:

Linda Mason will serve as the “Coordinator for Grant Writing and External Funding Technical Assistance” to facilitate grant-writing activities at the undergraduate campuses. This position will report directly to the OSRHE Vice Chancellor for Budget and Finance. Specific duties will include:

- Performing daily research of relevant federal and private databases for appropriate research and programmatic external funding opportunities for the agency and for State System institutions;
- Compiling grant opportunities into a weekly funding opportunity update for electronic dissemination;
- Performing grant writing and grant assistance functions for institutional faculty and/or staff grant writers in State System institutions as assigned;
- Providing grant writing workshops and/or technical assistance for agency and campus staff as assigned;
- Providing agency staff with basic data research to support the writing of grant proposals as assigned; and
- Other external funding related duties as assigned.

Services will be provided within thirty (30) days of University’s request for them, or as specified in the above description.

2. This Agreement shall be for a total amount of \$7,200 for services provided. OSRHE will invoice University quarterly for one-fourth of the total amount of the agreement, and University will pay OSRHE no later than forty-five (45) days following the receipt of the invoice.
3. The parties agree that each will be responsible for its own negligent and intentional acts and omissions, with the University’s liability governed by the Oklahoma Governmental Tort Claims Act.

Service Agreement

OSU PI: Dr. Frank Waxman
OSU Account: EPSCoR 2006-10
Total Amount: \$7,200

This Service Agreement is entered into on this 1st day of July 2007 by and between Oklahoma State University behalf of Frank Waxman, Ph. D. (“University”), and the Oklahoma State Regents for Higher Education (“OSRHE”).

Whereas, the Prime Contract #0447262 under Oklahoma State University entitled “EPSCoR Research Infrastructure Improvement Plan” for the provisions of certain services, and:

Whereas OSRHE is uniquely situated to assist University in the provisions of some of those services, as described below.

Now, therefore, in consideration of the foregoing and the mutual covenants contained herein, the parties agree as follows:

1. OSRHE will provide the following services to the University:

Linda Mason will serve as the “Coordinator for Grant Writing and External Funding Technical Assistance” to facilitate grant-writing activities at the undergraduate campuses. This position will report directly to the OSRHE Vice Chancellor for Budget and Finance. Specific duties will include:

- Performing daily research of relevant federal and private databases for appropriate research and programmatic external funding opportunities for the agency and for the State System institutions;
- Compiling grant opportunities into a weekly funding opportunity update for electronic dissemination;
- Performing grant writing and grant assistance functions for institutional faculty and/or staff grant writers in State System institution as assigned;
- Providing grant writing workshops and/or technical assistance for agency and campus staff as assigned;
- Providing agency staff with basic data research to support the writing of grant proposals as assigned; and
- Other external funding related duties as assigned

Services will be provided within thirty (30) days of University’s request for them, or as specified in the above description.

This Agreement shall be for a total amount of \$7,200.

- OSRHE will invoice University monthly for one-twelfth of the personnel amount as actual expenses are incurred. The University will pay OSRHE no later than forty-five (45) days following the receipt of the invoice.
2. The parties agree that each will be responsible for its own negligent and intentional acts and omissions, with both parties liability governed by the Oklahoma Governmental Tort Claims Act.

3. The term of this agreement shall be from July 1, 2007 to June 30, 2008 unless a) either party gives the other 30 days written notice of its intent to terminate the agreement, or b) the award under which the University has agreed to provide these services is terminated, or c) immediately in the event of material breach of this Agreement by either party.
4. Upon request of University, OSRHE shall permit any representative of the State University or other authorized agency with Jurisdiction over the University to conduct a site visit and inspect and audit the books and records of OSRHE related to the services, items, or responsibilities provided or to be provided hereunder.
5. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. Seq.) are incorporated into this Agreement and must be included in any subcontracts awarded involving this Agreement. The parties represent that all services are provided without discrimination on the basis of race, color, religion, national origin, disability, political beliefs, sex, or veterans' status; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties to comply with the applicable provisions of Section 504 of the Rehabilitation Act and the Vietnam Era Veteran's Assistance Act of 1974, 38 U.S.C § 4212.

Agreed and Accepted:

OKLAHOMA STATE UNIVERSITY

Stephen W. S. McKeever Date
VP for Research and Technology Transfer

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Glen D. Johnson Date
Chancellor

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #14-b:

EPSCoR.

SUBJECT: Approval of EPSCoR Grant Allocation

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of \$500,000 for the third year of a three-year grant, "Research and Education in Nanotechnology," to Oklahoma State University.

BACKGROUND:

In 1980 the National Science Foundation launched an initiative to improve research competitiveness in states that historically had received relatively little external support. The Experimental Program to Stimulate Competitive Research (EPSCoR) in Oklahoma has served as a major stimulus to improvements in the research infrastructure and in the competitiveness of Oklahoma researchers. The State Regents have made significant commitment of resources to support EPSCoR programs in Oklahoma through matching funds provided for a series of NSF EPSCoR grants.

In 2005, the National Science Foundation notified the Oklahoma EPSCoR Committee that the three-year Research Infrastructure Improvement (RII) proposal had been approved for funding for FY2005-2008. Nanotechnology is one scientific theme in the new award, continuing support for this discipline from the RII awarded for FY2002-2005.

The RII was awarded to Oklahoma at a level of \$6 million over a three-year period. In addition, the State Regents have committed matching funds in the amount of \$1 million per year, for a total award of \$9 million. This, however, represents a reduced level of funding than submitted in the Oklahoma proposal, committing the State Regents to a match amount of \$3 million as opposed to a previously anticipated \$4.5 million over a three-year period. The budget reduction primarily impacts the nanotechnology theme of the grant. Oklahoma State University thereafter submitted a proposal entitled "Research and Education in Nanotechnology" to the State Regents which was approved by the State Regents in May 2005. Unencumbered matching funds were utilized to provide partial support for the hiring of four new faculty positions in nanotechnology at OU and OSU, to support research in nanotechnology by faculty, postdoctoral fellows and graduate students, and to enhance educational opportunities for graduate students in nanotechnology. The State Regents funds leveraged substantial financial investments on the part of OU and OSU, as both institutions have made commitments to provide start up packages and sustaining support for the new faculty hires. The grant was renewed for one additional year and has now been recommended for approval for a third and final year of funding after review by an oversight committee.

POLICY ISSUES:

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

ANALYSIS:

Oklahoma State University has submitted a progress report for year two of the award, which was reviewed by an oversight committee appointed by Chancellor Risser. Scientists supported by this grant reported receipt of \$14.66 million in external grant support during the term of the award, with an additional \$11.02 million requested in grant applications that are pending. In addition, the grant supported a multi-campus (OU, OSU, University of Tulsa) nanotechnology class for undergraduate and graduate students. Upon recommendation of the oversight committee, a request for a third year of funding is now being made at a level of \$500,000. With the State Regents funding, Oklahoma scientists will be poised to launch major, nationally competitive nanotechnology research and education programs. The award will be made to Oklahoma State University, with support provided to OU and to the University of Tulsa via subcontracts.

**Agreement Between the
Oklahoma State Regents for Higher Education
and
Oklahoma State University
Pertaining to
Experimental Program to Stimulate Competitive Research**

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 1st day of June 2007.

WHEREAS Oklahoma State University, the University of Oklahoma, and the University of Tulsa, initiated a Research and Education in Nanotechnology Plan grant proposal to the OSRHE;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies sufficient to meet this obligation; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

- 1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to \$500,000 for the period of June 2007 through May 2008 and shall be awarded concurrently with the NSF EPSCoR Research Infrastructure Improvement Plan award. Said monies represent monies for the purposes of grant activities related to the Oklahoma State University grant, "Research and Education and Nanotechnology."
- 2) OSU will act as the fiscal agent for this program for the fiscal year 2008 and shall distribute monies as appropriate to the other program participants including, without limitation, the University of Oklahoma (both the Norman and Health Sciences Center campuses) and The University of Tulsa, subject to the following provisions:
 - a. The Principal Investigator (PI), Warren Ford, shall have final budget authority for all expenditures of State Regents' funds. This is interpreted to mean pre-approval of the total budget and review of deviations beyond the total budget by the PI. PI is defined in all cases as the Principal Investigator of this award or his designee.
 - b. OSU shall provide monthly reports to the PI in a timely manner of all expenditures involving rebudgeting between categories. Prior approval is required for any amounts that create an unreasonable variance from the original budget category and/or not allowable under normal cost accounting standards and applicable OMB Circulars. For example, prior approval is required if an investigator wished to transfer money from equipment to supplies or from personnel to equipment. It is assumed that each campus has an internal mechanism in place for such rebudgeting requests and all that is required is that the PI be included in the campus routing process. Any further clarifications shall be approved by the PI before being put into practice.

- c. Any unspent monies remaining at the end of the fiscal year may be spent in the next fiscal year.
 - d. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.
- 3) Funding for years two and three will be contingent on adequate progress and the availability of funds. An Oversight Committee will be empanelled by the Chancellor of Higher Education to track progress.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University

Oklahoma State Regents for Higher Education

By: _____
President

By: _____
Chancellor

Date: _____

Date: _____

Meeting of the
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April 26, 2007

AGENDA ITEM #14-c:

EPSCoR.

SUBJECT: Approval of Matching Funds for Department of Defense EPSCoR.

RECOMMENDATION:

It is recommended that the State Regents ratify the allocation of matching funds to the University of Oklahoma, Oklahoma State University and the University of Tulsa for a total amount of \$233,103.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 27 states that participate in a program at one or more federal agencies.

For FY 2007, the State Regents approved an allocation of \$3,449,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy (II-1-25.2) and actions.

ANALYSIS:

The projects listed below received a letter of endorsement from the Chancellor with a commitment of matching funds upon funding by the federal EPSCoR agency. Historically, it has been the practice that institutions receiving matching funds for EPSCoR programs are funded at the beginning of the grant year. The projects listed were awarded by the Department of Defense DEPSCoR program.

DEPSCoR Grants Awarded FY05

Roseanne Gamble (TU) "Security Certification Models" (FY05 – FY07) \$54,167

Samit Roy (OSU) "Life Prediction of High Temperature Polymer Matrix Composites for Aircraft Engine and Airframe Application" (FY05 – FY07) \$62,396

DEPSCoR Grants Awarded FY06

Deborah Watson (OU) "Manybody Applications to Quantum Confined Systems" (FY06-FY08) \$35,556

Tian-You Yu (OU) “Meteorological Studies with the Phased Array Weather Radar and Data Assimilation Using the Ensemble Kalman Filter (FY06-FY08) \$42,717

Kenneth Roberts (TU) “Quantum Dot Nanocrystals Coupled to DNA Aptamers: Sensors for Biological Weapons Detection” (FY06-FY08) \$38,267

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AGENDA ITEM #14-d:

EPSCoR.

SUBJECT: Approval of Contract/Agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify the FY 2008 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2007.

BACKGROUND:

The EPSCoR Director and staff are housed in the State Regents' office facilities leased from the Presbyterian Health Foundation. The EPSCoR administration utilizes space designated for four EPSCoR offices. The purpose of this agreement is to expense the cost of the administrative facilities to the federal EPSCoR award for which the University of Oklahoma Health Sciences Center is the principal recipient.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

This request for ratification serves to formalize the attached agreement with the State Regents and the Board of Regents of the University of Oklahoma. The attached agreement outlines the costs that are being charged to the OU Health Sciences Center on a quarterly basis and include square footage, modular furniture units and telecommunication services.

MEMORANDUM OF AGREEMENT

Between the Oklahoma State Regents for Higher Education and the Board of Regents of the University of Oklahoma

This agreement, effective July 1, 2007, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

WHEREAS, OU and OSRHE are partners in Oklahoma EPSCoR, an enterprise dedicated to improving federal funding support for Oklahoma institutions of higher education; and

WHEREAS, OU and OSRHE both desire to provide adequate resources, including mutually convenient office space, to support Oklahoma EPSCoR and its related initiatives; and

WHEREAS, OU and OSRHE have both committed significant staff resources to Oklahoma EPSCoR; and

WHEREAS, OU wishes to help defray some of the costs incurred in housing EPSCoR in exchange for continued opportunities to utilize space OSRHE has dedicated to Oklahoma EPSCoR;

IN CONSIDERATION WHEREOF, OSRHE and OU agree as follows:

1. OSRHE will dedicate, from space it currently leases from the Presbyterian Health Foundation (PHF), four offices for EPSCoR use.
2. Four persons identified to OSRHE by OU will have full access to the designated space for the conduct of EPSCoR business.
3. OU will pay to OSRHE the amount of \$1,263.82 per month as per the attached supplement.
4. This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and the PHF.
5. This Agreement will terminate June 30, 2008, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.
6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

**OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION**

Signature

Printed Name

Title

Date

**BOARD OF REGENTS OF THE
UNIVERSITY OF OKLAHOMA**

Signature

Printed Name

Title

Date

**Memorandum of Agreement Supplement
Between the University of Oklahoma Board of Regents
and the Oklahoma State Regents for Higher Education**

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma EPSCoR according to the following schedule for the period of July 1, 2007 to June 30, 2008:

	Rate	Square Footage	FTE Cost	Deprec.	Term Cost 7/1/07 - 6/30/08
FURNITURE					
Frank Waxman			5,802.20		580.22
Dawn Scott			6,735.68		673.57
Shelley Wear			6,735.68		673.57
Camelia Pop			6,735.68		673.57
FURNITURE TOTAL			32,744.92	10 years	\$2,600.93
SPACE					
Frank Waxman	16.24 sf	232	3,767.68		3,767.68
Dawn Scott	16.24 sf	135	2,192.40		2,192.40
Shelley Wear	16.24 sf	135	2,192.40		2,192.40
Camelia Pop	16.24 sf	135	2,192.40		2,192.40
SPACE TOTAL			12,537.28		\$10,344.88
Xerox/Copier					
OneNet					
Frank Waxman	15.00		180.00		180.00
Dawn Scott	15.00		180.00		180.00
Shelley Wear	15.00		180.00		180.00
Camelia Pop	15.00		180.00		180.00
OneNet TOTAL			900.00		\$720.00
Annual Cost					\$15,165.81
Monthly Cost					\$1,263.82

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AGENDA ITEM #15:

Investments.

SUBJECT:

Approval of investment managers.

RECOMMENDATION:

It is recommended that the State Regents approve new investment managers for the endowment trust fund.

BACKGROUND:

Hammond Associates, investment consultants for the fund, have suggested moving some cash and the funds from the current all cap managers to the Vanguard Growth Index and Oakbrook Select Equity funds. Further, Hammond recommends liquidating the Dimensional Fund Advisors Real Estate Securities fund and reallocating those investments to Black Rock Diamond Property Fund. The last recommendation is to commit \$5 million dollars of the portfolio to the new Stone Point Capital fund, Trident IV.

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

ANALYSIS:

Vanguard Growth Index Fund is an index approach that tracks the performance of the MSCI US Prime Market Growth Index by employing a full-replication strategy. Vanguard's Quantitative Equity Group, currently oversees nearly \$400 billion in index fund assets including this fund. MSCI uses eight factors in assigning stocks from its US Prime Market Index (300 large cap and 450 mid cap) to growth and value indexes. MSCI reconstitutes indexes semiannually but employs buffer zones to minimize membership turnover. (\$18,700,000)

Oakbrook Select Equity is a large cap, bottom up, fundamentally researched strategy that invests in a concentrated portfolio of stocks of 18-25 companies that possess market power. Their investment philosophy is based on Oakbrook's belief that superior long-term returns can be obtained from managing a concentrated portfolio. Companies with market power are generally large, well capitalized, conservatively financed firms that exhibit high return on equity, high price to book value and steady, predictable earnings growth. (\$18,700,000)

BlackRock Diamond Property Fund is an open-ended private REIT that invests in a diversified portfolio of predominantly value-added real estate investments. Such investments will be made across the residential, office, retail and industrial segments of the domestic real estate market. The fund's goal is to generate nominal leveraged total returns exceeding the NCREIF Property Index by 200 to 300 basis points. (\$7,000,000)

Trident IV is the fourth fund from Stone Point Capital. Trident IV will make equity and equity-like investments in the global insurance and financial services industries. The fund will invest in companies in multiple stages of development and is likely to contain startups, buyouts, growth financings, and possibly turnarounds. Stone Point expects to add value through their deep understanding of the insurance and financial service industries that would enable them to find attractive niches for investment, to find companies poised to exploit those opportunities and if such a company cannot be found, then to create a company that can. (\$5,000,000)

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AGENDA ITEM #16:

HealthCare Workforce Center.

Oral Presentation.

Meeting of the
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AGENDA ITEM #17:

Executive Session.

Not Available Electronically.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #18:

Commendations.

SUBJECT: Staff Recognitions.

RECOMMENDATION:

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

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

- **Dr. Erin Taylor Weathers**, Coordinator of Academic Affairs Projects, coauthored a book entitled "College Student Death: Guidelines for a Caring Campus" which was co-published by the American College Personnel Association and the University Press of America.
- **Ronnie Nguyen**, System Support Specialist I, provided professional translation services for presentations by State Regents' staff on a joint education mission with the Oklahoma Department of Commerce to Vietnam.
- **Dr. Debbie Blanke**, Associate Vice Chancellor for Academic Affairs, was a panelist at the 15th Robert B. Kamm Distinguished Lecture in Higher Education hosted by the Oklahoma State University College of Education.
- **Angela Caddell**, Director of Oklahoma Money Matters, was elected to the Executive Committee of the Board of Directors for the Oklahoma Council on Economic Education. OCEE, a state affiliate of the National Council on Economic Education, promotes financial literacy through educational programming and community outreach, and provides training, curricula and supplemental instructional materials to K-12 teachers.
- **Dr. Kermit R. McMurry**, Vice Chancellor for Student Services, served as a peer reviewer for the US Department of Education's Upward Bound program. Upward Bound provides intense academic and personal support opportunities designed to motivate low-income and first generation students in such a way as to encourage high school completion and enrollment in postsecondary education.
- **Dr. Debra Stuart**, Vice Chancellor for Administration, is serving on the Voluntary System of Accountability as a member of the Learning Outcomes Technical Work Group. This project is a joint effort of the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities to create a set of undergraduate measures that institutions nationally can provide to students and other stakeholders.
- **Chancellor Glen D. Johnson**, addressed audiences in February at the Fortune 100 Club event, HEACO Breakfast for New Legislators, the State Youth and Government Banquet, the Governor's International Education Conference, the Stillwater Capitol Breakfast, TRIO Day, the

OACRAO Professional Day Workshop, and the Higher Education Day Breakfast. In March Chancellor Johnson addressed the OACADA State Conference, spoke at the DaVinci Banquet, the Governor's Council of Agency Directors, and was a featured guest on "Flashpoint". Chancellor Johnson also had the honor of presenting Regent Jo Anna Hibler at the Oklahoma Women Hall of Fame on March 29.

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.

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AGENDA ITEM #19-a:

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve modifications to existing programs, as described below.

BACKGROUND:

- Oklahoma State University (OSU)
 - 2 degree program name changes
 - 4 option additions
 - 11 option deletions
 - 1 option name change
 - 1 degree program course requirement change

- East Central University (ECU)
 - 2 degree program name changes

- Southeastern Oklahoma State University (SEOSU)
 - 2 degree program course requirement changes
 - 2 degree program requirement changes

- Southwestern Oklahoma State University (SWOSU)
 - 1 option addition

- Connors State College (CSC)
 - 2 degree program course requirement changes

- Redlands Community College (RCC)
 - 1 degree program requirement change

POLICY ISSUES:

These actions are consistent with the State Regents' "*Academic Program Approval*" policy.

ANALYSIS:

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Forestry (101)

Degree program name change and option addition:

- Change program name to "Bachelor of Science in Agricultural Sciences and Natural Resources in Natural Resource Ecology and Management;"

- Add option “Rangeland Ecology and Management;”
- Proposed changes will reflect new department “Natural Resource Ecology and Management;”
- Proposed changes will more accurately reflect the curriculum;
- Total number of credit hours for the degree will not change;
- One course will be added and one course will be deleted; and
- No new funds are required.

OSU – Bachelor of Science in Agricultural Science and Natural Resources in Plant and Soil Sciences (014)

Option deletion:

- Delete option “Applied Landscape Ecology;”
- Move option to “Bachelor of Science in Natural Resource Ecology and Management” (101);
- Proposed change request resulted in transfer of personnel and professional expertise out of Plant and Soil Science into Natural Resources Ecology and Management program;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds are required.

OSU – Master of Science in Sociology (185)

Option deletions:

- Delete options “Social Psychology,” “Corrections,” “Complex Organizations,” “Community,” and “Criminology;”
- Options were improperly submitted in a prior report;
- Options are, in reality, specialty areas;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds are required.

OSU – Doctor of Philosophy in Sociology (186)

Option deletions:

- Delete options “Social Psychology,” “Deviance/Criminology,” “Complex Organizations,” and “Community;”
- Options were improperly submitted in prior report;
- Options are, in reality, specialty areas;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds are required.

OSU – Doctor of Philosophy in Psychology (178)

Option name change and degree program course requirement change:

- Change option “Experimental Psychology” to “Lifespan Developmental Psychology;”
- Three new core courses in lifespan development will be required;
- Proposed program changes will ensure that students will complete coursework necessary to obtain expertise in current theory and research in developmental psychology across the lifespan;
- Proposed name change will more accurately reflect the type of training that prospective graduate students can expect to receive;
- Total number of credit hours for the degree will not change;
- Three new courses will be added; and
- No new funds required.

OSU – Master of Science in Natural and Applied Sciences (155)

Option deletion:

- Delete option “Gerontology;”
- Courses in option are being deleted in order to offer the option under Human Development and Family Science (095);
- Twelve students remain in option;
- Students will have choice of continuing in Master of Science in Natural and Applied Sciences or transferring to Master of Science in Human Development and Family Science;
- Proposed modification formalizes the current administrative system;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

OSU – Bachelor of Science in Aviation Sciences (247)

Degree program name change and option additions:

- Change program name to “Bachelor of Science in Aerospace Administration and Operations;”
- Add options “Aerospace Logistics” and “Aerospace Security;”
- Aviation Education Advisory Council recommends options to update the curriculum to meet Oklahoma aerospace industry needs;
- Total number of credit hours for the degree will not change;
- 11 new courses will be added; and
- No new funds required.

OSU – Master of Science in Human Development and Family Science (095)

Option addition:

- Add option “Gerontology;”
- Proposed option will be delivered online;
- Proposed option will create a comprehensive admission and administrative system for both the online Great Plains IDEA and the on-campus program;
- Proposed option will enhance OSU’s ability to recruit traditional and nontraditional students into Gerontology;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

ECU – Bachelor of Science in Health, Physical Education and Recreation (020)

Program name change:

- Change name to “Bachelor of Science in Kinesiology;”
- Proposed change better reflects current trends and terminology in the field and more accurately represents the career choices of majors;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

ECU – Bachelor of Science in Education in Health, Physical Education and Recreation (021)

Program name change:

- Change name to “Bachelor of Science in Education in Physical Education;”

- Proposed name change more accurately reflects ECU's teacher education program which does not include health or recreation courses;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

SEOSU – Bachelor of Science in Professional Pilot (005)

Degree program course requirement change:

- Increase total credit hours from 60-64;
- Add courses “Introduction to Advanced Technology Aircraft” (AVIA 3451) and “Integration of Flight Management Technology and Commercial Operations” (AVIA 3503);
- Added courses will fund one adjunct professor;
- Total number of credit hours will change from 60 to 64;
- Two new courses will be added; and
- No new funds required.

SEOSU – Master of Education in School Counseling (071)

Degree program requirement change:

- Delete three courses: PSY 5923, PSY 5933, and elective;
- Oklahoma Commission on Teacher Preparation rescinded its requirement that graduate programs in school counseling be accredited by their learned society, CACREP;
- Without the requirement, it is unlikely that Oklahoma Department of Education will approve a Provisional Certificate for school counselors to fulfill the requirements of Internship training.
- Total number of credit hours will change from 48 to 39;
- Three courses will be deleted; and
- No new funds required.

SEOSU – Bachelor of Science in Environmental Science (100)

Degree program requirement change and degree program course requirement change:

- Add CONS 1124 to the core;
- Replace CHEM 3015 with CHEM 3025 in the core;
- Replace CHEM 3025 with CHEM 3015 and delete CHEM 3425 and CHEM 3525 in Group 2;
- Delete BOT 2114 and CONS 1124 from Group 1;
- Delete SFTY 4981 from the core;
- Understanding of conservation principles is foundational to environmental science;
- Proposed changes will more effectively meet the needs of students;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

SWOSU – Master of Education in Education (064)

Option addition:

- Add option “Reading Specialist;”
- Proposed option addition will offer students a high quality graduate study experience in the field of reading diagnostics, remediation, and instructional techniques;
- Proposed option addition will lead to and qualify certified candidates, required and mandated by state programs through No Child Left Behind;
- Total number of credit hours for the degree will not change;

- Five new courses will be added; and
- No new funds required.

CSC – Associate of Applied Science in Applied Technology (085)

Degree program course requirement change:

- Increase the number of course credits from 29 to 30 in the “Technology Course Requirements” for the Cooperative Alliance option with Indian Capital Technology Center;
- Decrease the number of General Education Requirements from 33 to 32 credit hours in the “Technology Course Requirements” for the Cooperative Alliance option with the Indian Capital Technology Center;
- Add BIOL 1314 and BIOL 1324 as options for science under General Education;
- Allow for four to eight hours of credit in science under General Education Requirements, rather than just four hours;
- Number of credit hours allowed for technical courses in Cooperative Alliances across the state of Oklahoma is 30 hours;
- Added science classes will serve the Radiology Technology program at Indian Capital Technology Center without having to grant exceptions for those classes in the science area;
- Total number of credit hours will not change;
- No courses will be added or deleted; and
- No new funds required.

CSC – Associate of Science in Biological Science (053)

Degree program course requirement changes:

- Require 12-20 credit hours rather than 12-16;
- Move BIOL 1404 from “Suggested Electives” to “Group II;”
- Add CHEM 1315 as a program requirement and remove it from “Suggested Electives;”
- Change “Suggested Electives” as “Electives;”
- Require 8-16 credit hours, rather than 17-21 in “Electives;”
- Add GEOG 2243, SOCI 2413, and STAT 2103 to “Electives;”
- Delete CHEM 2013 from “Electives;”
- In Option “General Biology”, delete BIOL 2104;
 - Add CHEM 1315 and CHEM 1515 as program requirements and remove them from “Program Electives;”
 - Change “Suggested Electives” as “Electives;”
 - Add GEOG 2243, MATH 2215, MATH 2235, PSYC 1113, SOCI 1113, and STAT 2103 to “Electives;”
 - Delete ART 1113, ART 1213, and CHEM 2013 from “Electives;”
- In Option “Pre-Medical Professional” require MATH 1513;
 - Require 12-16 credit hours, rather than 16;
 - Add BIOL 1404;
 - Add MATH 1613 as program requirement area;
 - Remove MATH 1613 from “Suggested Electives;”
 - For “Physics” requirement, require 4 credit hours rather than 4-8 credit hours;
 - Replace PHYS 2014 with PHYS 1214 as option;
 - Change “Suggested Electives” to “Electives;”
 - Change credit hours from 3-5 to 0-10;
 - Add GEOG 2243, MATH 2235, PSYC 1113, SOCI 1113, and STAT 2103 to “Electives;”
 - Delete CHEM 2013, PHYS 2114, and PHYS 1214 from “Electives;”
- Proposed changes are to ensure the correct sequencing of concepts and that courses are followed to assist students academically;

- Proposed changes will ensure alignment of degree requirements to programs at transfer institutions;
- Total number of credit hours will not change;
- No courses will be added or deleted; and
- No new funds required.

RCC – Associate in Science in Agriculture (027)

Degree program requirement change

- Restructure course requirements under the “Agricultural Communications” option and the “General Agriculture” option to better prepare students;
- Total number of credit hours will not change;
- No courses will be added or deleted; and
- No new funds required.

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AGENDA ITEM #19-b:

Capital.

SUBJECT: Ratification of Capital Allotments.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of February 24, 2007, through April 9, 2007.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period February 24, 2007, through April 9, 2007, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

State Regents' Delegation of Authority Policy (II-1-25.1) authorizes the Chancellor to approve routine changes to capital projects and to allot funds for capital projects.

ANALYSIS:

The attached listing includes allotments made from State Funds, Section 13/New College Funds and Section 13 Offset Funds. The total amount of capital allotments made for this period is \$919,660. This total is represented by \$591,880 in Section13/New College allotments and \$327,780 in State Fund allotments.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS
(For the Period of February 24, 2007, through April 6, 2007)
Section 13, New College, and State Funding Sources

Institution	Resolution No.	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
Oklahoma State University	4720 Not Required	295-State 650-New College	Acquired Property Redevelopment	2/26/2007		34,780	
			General University Building Maintenance, Repair & Remodel	4/4/2007	496,880		
			Total		496,880	34,780	531,660
OSU - Oklahoma City	4719	295-State	General Campus Maintenance, Repair & Renovation	2/22/2007		25,000	
			Total		0	25,000	25,000
OSU Tulsa	4722	295-State	General Campus Maintenance, Repair & Renovation	4/4/2007		3,000	
			Total		0	3,000	3,000
Cameron University	Not Required 4721	600-Section 13 295-State	SunGard Bi-Tech (SBI) Software	3/6/2007	95,000		
			Purchase of Institutional Equipment and Furnishings	3/6/2007		265,000	
			Total		95,000	265,000	360,000
System Totals					591,880	327,780	919,660

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AGENDA ITEM #19-c:

Policy.

SUBJECT: Communicators Council Bylaws.

RECOMMENDATION:

It is recommended that the State Regents post the amendments for the Communicators Council Bylaws.

BACKGROUND:

The Communicators Council is a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education programs, which serves as a key advisory council to the Chancellor, Regents' staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

POLICY ISSUES:

The policy addressed in this agenda item provides language that will clarify membership and election of officers.

ANALYSIS:

The Communicators Council frequently fine tunes its bylaws to better reflect the current membership and purpose of the council. These changes, for the most part, deal with issues related to quorum, election of officers and committee memberships.

2.1 COMMUNICATORS COUNCIL

2.1.1 PURPOSE

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education programs, serves as a key advisory council to the Chancellor, Oklahoma State Regents' for Higher Education staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

The council shall develop and implement strategies that convey the value, quality, efficiency, diversity and unity of the state system of higher education. Strategies should express the benefits of higher education to Oklahoma and Oklahomans; the quality of higher education programs and services; the system's efficient use of resources; and the benefits of diversity (multiculturalism, nontraditional students and diverse institutions).

2.1.2 MEMBERSHIP

The Communicators Council shall be comprised of chief public relations professionals or official institutional designees from colleges, universities, technical branches and higher education programs in the state system of higher education, the State Regents Director of Communications, and the Higher Education Alumni Council of Oklahoma (HEACO) Executive Director.

~~It shall take a quorum of 12 voting members to conduct business for the council.~~

2.1.3 VOTING PRIVILEGES AND QUORUM

Members shall have equal standing for purposes of voting. No voting privileges may be transferred to another council member or to an assigned delegate should the institution's official representative be unable to attend a council meeting. However, the Director of Communications may transfer his or her voting ~~privileges~~ to an assigned delegate should the Director be unable to attend.

The Director of Communications for the State Regents will serve as a voting member of the council. The Executive Director for the Higher Education Alumni Council of Oklahoma (HEACO) will serve as an ex-officio (non-voting) member.

Guests are welcome, but discussion of issues before the council will be limited to council members.

A quorum shall consist of the voting members present.

2.1.1 MEETINGS

The Executive Committee will present an annual calendar of meeting dates at each September meeting for approval by the full council. Meetings will be held in the State Regents Conference Room, 655 Research Parkway, Oklahoma City.

When deemed necessary and appropriate, the council may hold meetings at other locations as recommended by the chair and approved by the council.

2.1.2 OFFICERS OF THE COUNCIL

Officers of the council shall consist of a chair and vice chair, who shall serve for one academic year (July through June).

Duties of the chair include presiding at Executive Committee meetings and full council meetings; appointing members to ad hoc committees as necessary; and, in concert with the State Regents' staff, preparing agenda for council meetings. The chair, or a representative appointed by the chair, will serve as the council's representative at various meetings and functions.

In the chair's absence, the vice chair shall preside at council meetings.

2.1.3 ELECTION OF OFFICERS

The position of chair and the position of vice chair will alternate between the tiers so that the chair and vice chair for any one year are not from the same tier. The position of vice chair and the position of past chair shall be from the same tier.

The vice chair will automatically assume the office of chair the following year.

For purposes of electing the vice chair and representation on Executive Committee, the ~~comprehensive~~ research universities, regional universities and health sciences centers will be considered as the four-year tier, and the ~~two-year~~ community colleges, technical branches and higher education programs will be considered as the two-year tier.

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee.

The chair shall appoint a Nominating Committee in April. The committee will present a nominee for the position of vice-chair and a slate of six nominees for the Executive Committee to the full council for a vote in June. The Nominating Committee shall be comprised of two members from each tier, with the chair of the council as the fifth member of the Nominating Committee.

Elections will be held during the June council meeting, and officers will assume their positions at the July meeting.

2.1.4 VACANCIES OF OFFICES

Should the chair be unable to serve a full term, the vice chair will assume the position of chair for the remainder of the term. Should the vice chair be unable to serve a full term or should both positions become vacant

the council shall use the nominating procedure outlined in "Election of officers" to replace the officer(s). Should an Executive Committee member be unable to serve a full term, the chair shall appoint a new member to the committee from the respective tier.

2.1.1 EXECUTIVE COMMITTEE

The Executive Committee provides leadership for the Communicators Council. Executive Committee members also serve as liaisons to standing committees and ad-hoc committees.

The Executive Committee is composed of nine voting members:

- four members from the four-year tier;
- four members from the two-year tier; and
- the chair of the council, who votes only to break ties.

The vice chair and the past chair will be two of the voting members of the Executive Committee. The Director of Communications for the State Regents and the Executive Director of the Higher Education Alumni Council (HEACO) will serve as ex-officio members (non-voting) of the Executive Committee.

~~The Nominating Committee will present a slate of executive committee nominees to the full council for a vote at the June meeting. Executive Committee members are elected by council members from their respective tiers.~~

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee. The vice chair will be a voting member of the Executive Committee. The tier whose term it is to have a member serve as past chair shall designate one less member to the Executive Committee. The past chair will be a voting member of the Executive Committee.

Voting members of the Executive Committee shall be selected as outlined in "Election of officers."

A quorum of five Executive Committee members shall be required to vote on issues to be presented to the full council.

2.1.2 COMMITTEES

The council may form or dissolve standing committees by a two-thirds vote of the members who are present, ~~provided those members constitute a quorum.~~ Ad-hoc committees may be formed by the chair of the council and must be approved by the full council, ~~provided those members constitute a quorum.~~ ~~All committees shall elect a chair by the September meeting.~~

Council members will volunteer for committees at the June meeting or will be appointed to committees by the council chair. Executive Committee members ~~will may~~ review and approve the committees. Committees will announce a chair by the September meeting. Committees will present projects to the full council in September for inclusion in the council's annual plan of work.

Standing committee responsibilities are as follows:

A. General Awareness Committee

The General Awareness Committee develops strategies to convey the value, quality, efficiency, diversity and unity of the state system of higher education. Internal awareness strategies include projects such as the online newsletter, *Campus E-clips*, ~~monthly “bullet points” distributed to council members for use in faculty, staff and student publications.~~ The committee also recommends topics to the full council for statewide news releases that each campus can localize.

B. Economic Development Committee

The Economic Development Committee identifies strategies to promote and to increase awareness of higher education's role in economic development, updates the Oklahoma higher education business services directory, conducts business development programs for institutional leadership and economic development staff, and supports the efforts of OSRHE’s economic development staff. ~~Oklahoma higher education's director of economic development.~~ The committee's proposals are processed through the Economic Development Committee of the Council of Presidents.

C. Education and Career Awareness Committee

The Education and Career Awareness Committee recommends strategies to better inform Oklahoma students in grades 5-12, their parents and adult learners about education and career opportunities after high school.

2.1.2 ANNUAL PLAN

The Communicators Council shall approve an annual plan of work submitted by the committees for the current fiscal year.

2.1.3 PARLIMENTARY PROCEDURE

The generally accepted rules of parliamentary procedure for small legislative bodies shall govern in the deliberation of the council and, unless specifically altered in these procedures, the latest edition of *Roberts Rules of Order* shall be the controlling guide in such practice.

2.1.4 AMENDMENTS

Any member of the council may propose changes to these bylaws. Proposed changes shall be presented to the council one meeting prior to the scheduled vote. Changes become effective when approved by a two-thirds vote of council members in attendance provided those members constitute a quorum.

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AGENDA ITEM #19-d:

Contract.

SUBJECT: Amendment to the FY 2007 agreement with the Oklahoma Board of Career and Technology Education.

RECOMMENDATION:

It is recommended that the State Regents approve the agreement with the Oklahoma Board of Career and Technology Education for FY 2007.

BACKGROUND:

For the past several years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical education nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the State Regents for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The State Regents assume responsibility for allocation of the funds.

ANALYSIS:

The attached contract provides for the transfer of approximately \$2 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs, teacher inservice and professional development for CareerTech teachers, and data/information services.

The amendment provides an additional \$20,000 to assist the State Regents with the cost of academic services fee waivers for high school students participating in the Cooperative Alliances.

Attachment

**AMENDMENT TO THE 2006-2007 CONTRACT
BETWEEN
THE OKLAHOMA STATE BOARD OF CAREER
AND TECHNOLOGY EDUCATION
AND
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
FOR PROGRAMS AND SERVICES**

March 7, 2007

The Contract for Programs and Services entered into by and between the State Board of Career and Technology Education and the Oklahoma State Regents for Higher Education for the fiscal year 2006-2007 is amended as follows:

- *1.1. Funds in the amount of \$20,000 for tech prep dual credit (CFDA #84.243) will be provided by the State Board for the purpose of academic service fee waivers for qualifying disadvantaged high school students enrolled in career and technology education courses in a technology center and receiving college credit through an approved cooperative alliance partnership.

These revisions are a result of implementation of cooperative alliance partnerships.

The amendment to the contract is certified by:

3/07/07
Date


Phil Berkenbile, State Director

Date

Glen Johnson, Chancellor

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AGENDA ITEM #19-e (1):

Non-academic Degrees.

Not Available Electronically.

Not Available Electronically.

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AGENDA ITEM #19-e (2):

Non-academic Degrees.

Not Available Electronically.

Not Available Electronically.

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AGENDA ITEM #20-a:

Reports.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2006, as well as requests pending from the previous year.

POLICY ISSUES:

This report lists pending requests regarding degree programs as required by the State Regents' "*Academic Program Approval*" policy.

ANALYSIS:

The following pages contain the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Requested Degree Program Deletions
5. Approved Degree Program Deletions
6. Requested Degree Program Name Changes
7. Approved Degree Program Name Changes
8. Approved Degree Designation Changes
9. Completed Cooperative Agreements
10. Suspended Programs
11. Net Deletion Table

CURRENT DEGREE PROGRAM INVENTORY

April 26, 2007

(Table reflects actions taken at the March 15, 2007 State Regents' meeting)

Institution	No. of Programs	Associate in Arts/Associate in Science	Associate in Applied Science	Baccalaureate	Master's	Doctoral	First Professional	Total	Certificates
OU	239	0	0	104	80	51	0	235	4
OUHSC	60	0	0	8	24	15	9	56	4
OU-LAW	1	0	0	0	0	0	1	1	0
OSU	215	0	0	87	67	43	0	197	18
OSUTB-OKC	44	7	31	1	0	0	0	39	5
OSUTB-OKM	23	2	18	3	0	0	0	23	0
OSU Vet Med	1	0	0	0	0	0	1	1	0
OSU-CHS	6	0	0	0	3	1	1	5	1
ECU	43	0	0	35	8	0	0	43	0
NSU	86	0	0	57	21	0	1	79	7
NWOSU	44	0	0	38	5	0	0	43	1
RSU	30	14	3	13	0	0	0	30	0
SEOSU	53	0	0	44	9	0	0	53	0
SWOSU	63	4	4	42	12	0	1	63	0
UCO	90	0	0	61	28	0	0	89	1
CU	49	2	8	32	6	0	0	48	1
LU	41	8	0	28	4	0	1	41	0
OPSU	33	4	2	27	0	0	0	33	0
USAO	24	0	0	24	0	0	0	24	0
CASC	38	25	8	0	0	0	0	33	5
CSC	25	17	5	0	0	0	0	22	3
EOSC	36	22	10	0	0	0	0	32	4
MSC	28	17	9	0	0	0	0	26	2
NEOAMC	55	20	10	0	0	0	0	30	25
NOC	38	21	17	0	0	0	0	38	0
OCCC	66	22	25	0	0	0	0	47	19
RCC	32	16	9	0	0	0	0	25	7
RSC	63	29	23	0	0	0	0	52	11
SSC	24	18	4	0	0	0	0	22	2
TCC	102	24	44	0	0	0	0	68	34
WOSC	14	2	11	0	0	0	0	13	1
System Total	1,666	274	241	604	267	110	15	1,511	155

1. Letters of Intent		
TCC	Associate in Applied Science in Nanotechnology	10/28/2005
OCCC	Associate in Applied Science in Computer-Aided Technology: Game Design Emphasis	04/21/2006
RCC	Certificate in Hydrology	5/15/2006
OSU-OKC	Associate in Applied Science in Biomedical Engineering Technology	5/17/2006
CASC	Certificate in Mastery in Child Development	5/17/2006
OSU	Doctor of Philosophy in Fire & Emergency Management Administration	6/30/2006
OSU	Doctor of Philosophy in Geology	6/30/2006
OSU	Master of Optical Sciences and Photonics	6/30/2006
WOSC	Associate in Applied Science in Office Systems Technology (049)	6/30/2006
TCC	Associate in Applied Science in Polysomnography	7/13/2006
OCCC	Associate in Arts in Leisure Service Management	9/29/2006 (renewed)
OCCC	Associate in Applied Science in Automotive Management	9/29/2006 (renewed)
OCCC	Associate in Applied Science in Emergency Management and Planning	9/29/2006 (renewed)
OCCC	Associate in Applied Science in Sonography	9/29/2006 (renewed)
OCCC	Certificate in Bioinformatics	9/29/2006 (renewed)
OCCC	Certificate in Leadership	9/29/2006 (renewed)
TCC	Associate in Applied Science in Paramedic Technology	11/13/2006
TCC	Associate in Applied Science in Air Traffic Control Technology	11/13/2006
TCC	Certificate in Health Care Interpreting	11/13/2006
OCCC	Certificate in Web Design	11/13/2006
OCCC	Certificate in Web Development	11/13/2006
OSU	Graduate Certificate in Teaching English to Speakers of Other Languages (TESL)	12/20/2006
TCC	Associate in Applied Science in Mortuary Science	11/13/2006
TCC	Certificate in Mortuary Science	11/13/2006
OCCC	Certificate of Automotive Technology	12/14/2006
UCO	Bachelor of Arts in Dance Education	2/12/2007
NOC	Associate of Applied Science in Biotechnology Laboratory Technician	3/13/2007
OSU	Graduate Certificate in Data Mining	3/15/2007

2. Degree Program Requests Under Review

July 1, 1006 to present

Institution	Degree Program	Date Rec'd	Status
OSU-OKC	Associate in Applied Science in Culinary Arts as a cooperative agreement with Metro Technology Centers	05/06/2005	undergoing review
OSU	Master of Science in Business Geographics	09/12/2005	April 26, 2007
CASC	Associate in Applied Science in Culinary Arts	04/10/2006	undergoing review
OU	Doctor of Philosophy in Art History	04/10/2006	undergoing review
LU	Doctor of Philosophy in Rehabilitation Counselors Education	04/14/2006	undergoing review
OSU	Doctor of Philosophy in Educational Leadership & Policy Studies	04/28/2006	April 26, 2007
NSU	Master of Social Work in Social Work	05/02/2006	undergoing review
OSU	Master of Science in Educational Technology	5/10/2006	April 26, 2007
OU	Doctor of Philosophy in Cellular & Behavioral Neurobiology	5/25/2006	undergoing review
OUHSC	Doctor of Philosophy in Nursing	11/13/2006	undergoing review
UCO	Master of Fine Arts in Creative Writing	11/22/2006	undergoing review
RSU	Bachelor of Science in Community Counseling	12/27/2006	April 26, 2007
OU	Bachelor of Arts/Bachelor of Science In Multidisciplinary Studies	12/08/2006	April 26, 2007
OUHSC	Master of Health Science for Physician Assistant Studies on the Tulsa Campus	1/17/2007	undergoing review
CU	Bachelor of Arts in English Education	1/31/2007	April 26, 2007
CU	Bachelor of Arts in Social Studies Education	1/31/2007	April 26, 2007
CU	Bachelor of Arts in Mathematics Education	1/31/2007	April 26, 2007
CU	Bachelor of Arts in Romance Languages Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Biology Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Chemistry Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Early Childhood Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Physical Education	1/31/2007	April 26, 2007
OSU	Master of Science in Business Geographics	3/12/2007	undergoing review
UCO	Bachelor of Arts in Dance Education	2/12/2007	undergoing review
OSU	Graduate Certificate in Business Data Mining	3/15/2007	undergoing review

3. Approved Degree Program Requests

July 1, 1006 to present

Institution	Degree Program	Date Rec'd	Date Approved
OPSU	Bachelor of Arts in Liberal Arts Studies	02/14/2006	September 14, 2006
CASC	Certificate in Dietary Management	04/10/2006	September 14, 2006
CASC	Certificate of Office Science	04/10/2006	September 14, 2006
LU	Master's of Science in Visual Rehabilitation Services	04/14/2006	September 14, 2006
OSU-OKC	Certificate of Mastery in Montessori Teacher Education	04/28/2006	September 14, 2006
NSU	Bachelor of Arts in Visual Communications	05/02/2006	September 14, 2006
CASC	Associate in Arts in Film Studies	5/16/2006	September 14, 2006
SEOSU	Master of Science in Occupational Safety & Health	5/25/2006	September 14, 2006
UCO	Master of Music in Jazz Studies	5/31/2006	September 14, 2006
SWOSU	Bachelor of Science in Exercise Science	5/31/2006	September 14, 2006
EOSC	Associate in Applied Science in Business Services	6/5/2006	December 5, 2006
EOSC	Certificate in Hospitality/Gaming	6/5/2006	December 5, 2006
RCC	Certificate in Computer Forensic Science	6/8/2006	September 14, 2006
OSU-CHS	Certificate in Forensic Examination of Questioned Documents (Graduate)	7/6/2006	September 14, 2006
OCCC	Associate in Applied Science in Nanotechnology	7/21/06	October 26, 2006
OSU-OKC	Bachelor of Technology in Emergency Responder Administration	9/27/2006	December 5, 2006
TCC	Associate of Applied Science in Cardiovascular Technology	10/10/2006	December 5, 2006
OSUTB-OKM	Associate in Applied Science in Gaming	11/14/2006	February 8, 2007
NSU	Bachelor of Business Administration in Supply Chain Management	11/09/2006	February 8, 2007
NSU	Bachelor of Science in Organizational Leadership	11/09/2006	February 8, 2007
SWOSU	Bachelor of Science in Organizational Leadership	12/21/2006	February 8, 2007
RSU	Bachelor of Science in Organizational Leadership	12/27/2006	February 8, 2007
RSU	Bachelor of Science in Sport Management	12/27/2006	February 8, 2007
RSU	Associate in Arts in Criminal Justice Studies	12/27/2006	February 8, 2007
CU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
ECU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
LU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
NWOSU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
UCO	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
SWOSU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
NSU	Master of Science in Substance Abuse Counseling	11/09/2006	March 15, 2007
RSU	Bachelor of Fine Arts in Visual Arts	11/21/2006	March 15, 2007
ECU	Bachelor of Arts in Native American Studies	11/21/2006	March 15, 2007
ECU	Bachelor of Arts in Spanish Education	11/21/2006	March 15, 2007
RSU	Bachelor of Science in Nursing	12/27/2006	March 15, 2007

4. Requested Degree Program Deletions

July 1, 1006 to present

Institution	Degree Program	Date Rec'd	Date Approved
CASC	Associate in Arts in Speech/Theatre (035)	02/15/2005	undergoing review
CASC	Associate in Arts in Music (026)	02/15/2005	undergoing review
CASC	Associate in Arts in Art (002)	02/15/2005	undergoing review
RSU	Associate in Science in Pre-Nursing (033)	09/27/2006	April 26, 2007
WOSC	Associate in Applied Science in Computer Information Systems (044)	09/26/2006	April 26, 2007
LU	Bachelor of Science in Airway Science (056)	03/15/2007	April 26, 2007

5. Approved Degree Program Deletions

July 1, 1006 to present

Institution	Degree Program	Date Rec'd	Date Approved
SEOSU	Bachelor of Arts in Social Gerontology (055)	06/06/2006	September 14, 2006
SEOSU	Bachelor of Science in Technology (033)	07/26/2006	September 14, 2006
CSC	Associate in Science in Business Accounting (004)	06/29/2006	September 14, 2006
RSC	Associate in Applied Science in Electronics Technology (017)	06/29/2006	September 14, 2006
RSC	Associate in Applied Science in Aviation (016)	06/29/2006	September 14, 2006
RSC	Associate in Applied Science in Industrial Technology (116)	06/29/2006	September 14, 2006
OCCC	Associate in Science in Cyber/Information Security (141)	06/27/2006	September 14, 2006
OCCC	Associate in Applied Science in Cyber/Information Security (140)	06/27/2006	September 14, 2006
OCCC	Certificate in Financial Services (118)	06/27/2006	September 14, 2006
OSU-OKC	Associate in Applied Science in Applied Trades Technology (089)	10/26/2006	October 26, 2006
OSU-OKC	Certificate in Emergency Medical Services-Municipal Fire Protection (093)	10/26/2006	October 26, 2006
NOC	Associate in Applied Science in Agribusiness (002)	10/26/2006	October 26, 2006
NOC	Associate in Applied Science in Computer Information Systems (075)	10/26/2006	October 26, 2006
TCC	Associate in Science in Horticulture Technology (211)	10/26/2006	October 26, 2006
TCC	Associate in Arts in International Studies (213)	10/26/2006	October 26, 2006
OSU-OKC	Associate in Applied Science in Quality Management (075)	9/26/2006	December 5, 2006
MSC	Associate in Science in Sociology (059)	11/1/2006	December 5, 2006
MSC	Certificate in Medical Office Transcription (062)	11/1/2006	December 5, 2006
MCS	Certificate in Medical Office Coding (063)	11/1/2006	December 5, 2006
NSU	Bachelor of Science in Industrial Operations Management (049)	11/09/2006	February 8, 2007
NSU	Bachelor of Arts Education in Mass Communication (051)	11/09/2006	February 8, 2007
NSU	Certificate of School Psychometry (073)	11/09/2006	February 8, 2007
NSU	Bachelor of Science Education in Family and Consumer Sciences Education (109)	11/09/2006	February 8, 2007
NSU	Certificate in School Psychology (110)	11/09/2006	February 8, 2007
NSU	Bachelor of Business Administration in Telecommunications Management (127)	11/09/2006	February 8, 2007
NSU	Bachelor of Science in Athletic Training (134)	11/09/2006	February 8, 2007
RSU	Associate in Applied Science in Police Science (029)	12/27/2006	February 8, 2007
RSU	Associate in Arts in Law/Justice Careers (096)	12/27/2006	February 8, 2007
OSU	Master of Science in Forest Resources (102)	1/30/2007	March 15, 2007
OSU	Bachelor of Science in Conservation Science (207)	1/30/2007	March 15, 2007
OSU-OKC	Associate in Applied Science in Health Technology (092)	1/30/2007	March 15, 2007

6. Requested Degree Program Name Changes				
July 1, 1006 to present				
Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Status
ECU	Bachelor of Science in Health, Physical Education and Recreation (020)	Bachelor of Science in Kinesiology	April 2007	April 26, 2007
ECU	Bachelor of Science in Education in Health, Physical Education and Recreation (021)	Bachelor of Science in Education in Physical Education	April 2007	April 26, 2007
7. Approved Degree Program Name Changes				
July 1, 1006 to present				
Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Date Approved
CU	Bachelor of Arts in Romance Languages (185)	Bachelor of Arts in International Languages	07/12/2006	September 14, 2006
SEOSU	Master of Science in Aerospace Administration (079)	Master of Science in Aerospace Administration and Logistics	07/26/2006	September 14, 2006
OCCC	Associate in Applied Science in Computer Aided Design (011)	Associate in Applied Science in Computer Aided Technology	06/27/2006	September 14, 2006
OCCC	Certificate in Computer Aided Design-Multimedia (017)	Certificate in Computer Aided Technology-Multimedia	06/27/2006	September 14, 2006
OCCC	Certificate in Computer Aided Design-Manufacturing/Architectural Emphasis (084)	Certificate in Computer Aided Technology-Manufacturing/Architectural Emphasis	06/27/2006	September 14, 2006
OCCC	Certificate in Microcomputer Specialist Technician (122)	Certificate in Computer Systems Supports	06/27/2006	September 14, 2006
OCCC	Certificate in Cyber/Information Security (139)	Certificate in Computer Science Cyber/Information Security	06/27/2006	September 14, 2006
RCC	Associate in Science in Fitness Trainer (082)	Associate in Science in Athletic/Personal Trainer	06/08/2006	September 14, 2006
NWOSU	Bachelor of Science in Health and Physical Education (018)	Bachelor of Science in Health and Sports Science Education	9/12/2006	October 26, 2006
NWOSU	Bachelor of Science in Education in Health and Physical Education (059)	Bachelor of Science in Education in Health and Sports Science Education	9/12/2006	October 26, 2006
MSC	Associate in Science in Psychology (058)	Associate in Science in Behavioral Sciences	11/1/2006	December 5, 2006
NOC	Associate in Applied Science in Multimedia and Digital Communications (071)	Associate in Applied Science in Digital Media Animation and Design	10/2/2006	December 5, 2006
NSU	Bachelor in Business Administration in Meetings and Destination Management (093)	Bachelor of Business Administration in Hospitality and Tourism Management	11/09/2006	February 8, 2007
OSU	Bachelor of Science in Forestry (101)	Bachelor of Science in Natural Resource Ecology and Management	1/30/2007	March 15, 2007
OSU	Bachelor of Science in Health Promotion (116)	Bachelor of Science in Health, Education and Promotion	1/30/2007	March 15, 2007
OSU	Bachelor of Science in Microbiology (149)	Bachelor of Science in Microbiology/Cell and Molecular Biology	1/30/2007	March 15, 2007
OSU	Master of Science in Conservation Science (208)	Master of Science in Natural Resource Ecology and Management	1/30/2007	March 15, 2007
OSU	Doctor of Philosophy in Conservation Science (209)	Doctor of Philosophy in Natural Resource Ecology and Management	1/30/2007	March 15, 2007

8. Approved Degree Designation Changes July 1, 1006 to present				
Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Date Approved
OUHSC	Master of Physical Therapy (035)	Doctor of Physical Therapy	06/29/2006	September 14, 2006

9. Completed Cooperative Agreements July 1, 1006 to present					
Institution	Area Career Technology Center	Degree Program (program code)	Date Rec'd	Date Approved	Date Ratified
OSU-OKC	Metro Technology Center	Associate in Applied Science in Culinary Arts (new)	05/06/2005		undergoing review
RCC	Central Technology Center	Associate in Applied Science in Sustainable Agriculture, Viticulture, & Enology (027), Technology option	09/21/2005		undergoing review
CU	Great Plains Technology Center	Associate in Applied Science in Multimedia Design (510)	09/21/2005	08/18/2006	September 14, 2006

10. Suspended Programs July 1, 1006 to present				
Institution	Degree Program (program code)	Date Suspended	Date Suspension Ratified	Date by which program must be reinstated or deleted
TCC	Associate in Science in Interior Design	07/03/2006	September 14, 2006	07/03/2009
RSC	Associate in Arts in Theatre (013)	04/27/2006	October 26, 2006	04/27/2009
NOC	Associate in Applied Science in Aviation: Professional Pilot Training (078)	09/25/2006	October 26, 2006	09/25/2009
RCC	Associate of Applied Science in Dental Laboratory Technician (080)	01/23/2007	February 8, 2007	08/23/2009
NSU	Bachelor of Science in Engineering Physics (027)	01/19/2007	February 8, 2007	08/19/2009
OSU	Master of Architecture in Architecture (022)	1/30/2007	March 15, 2007	03/15/2010
OSU	Master of Architectural Engineering in Architectural Engineering (023)	1/30/2007	March 15, 2007	03/15/2010
OSU	Bachelor of Science in Biomedical Science (402)	1/30/2007	March 15, 2007	03/15/2010
OSU	Bachelor of Science in Cell and Molecular Biology (260)	1/30/2007	March 15, 2007	03/15/2010
OSU	Bachelor of Science in Clinical Laboratory Science (148)	1/30/2007	March 15, 2007	03/15/2010

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #20-b (1):

Annual Reports.

SUBJECT: Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

It is recommended that the State Regents accept the 9th Teacher Education Annual Report on Systemwide Review.

BACKGROUND:

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

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of submitting an annual report.

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

The first annual report was presented to the State Regents at the May 29, 1998 meeting. The 9th annual report covers the 2005-2006 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation.

POLICY ISSUES:

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

ANALYSIS:

More than ten years have passed since the 1992 External Review Team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. In May 2000, the State Regents approved a Teacher Warranty to affirm support of the increased academic requirements found in the Oklahoma Teaching Competencies. The first candidates eligible for the Teacher Warranty are now in their first year of teaching.

In May 2004, Senate Resolution No. 70 created the Task Force on Reading Curriculum and Instruction to study nine topics related to the teaching of reading generally and the Reading Sufficiency Act (RSA) in particular. Chaired by Chancellor Risser, the charge of the Task Force related to the five essential components of effective reading instruction: 1)phonemic awareness; 2)phonics; 3)fluency; 4)vocabulary; and 5)comprehension. The nine topics studied by the Task Force related to: 1)teacher preparation programs; 2)teacher certification tests; 3)competency level for certification; 4)accreditation of teacher preparation programs; 5)materials used to teach reading; 6)teacher evaluation; 7)RSA implementation; 8)RSA results; and 9)Literacy First.

The Task Force found specific evidence that students in Oklahoma's teacher preparation programs acquire knowledge about reading using the most current literature. Most of the syllabi from reading courses explicitly address the five essential components. Moreover, institutions are making focused efforts to increase reading proficiency.

Task Force recommendations include:

- Offering a conference at least annually for school teachers, administrators, and higher education faculty focused on substantive reading professional development and curriculum alignment;
- Facilitating regular communications among PK-20 partners regarding alignment of standards and best practices in teacher preparation, school practice, and professional development;
- Disseminating Scientifically-Based Reading Research (SBRR) materials to teacher preparation programs in all core academic areas at all levels;
- Evaluating reading curricula and courses to maximize analysis and intervention strategies for differentiated instruction using SBRR and hands-on practice in reading methodologies, paying particular attention to phonics and field experience; and
- Creating alignment between reading assessments taught in teacher preparation programs and those used in local schools.

In August 2006, the State Regents received the sixth consecutive No Child Left Behind (NCLB) grant from the United States Department of Education (USDE). The State Regents awarded subgrants to seven colleges of education which have formed partnerships with eligible local education agencies to provide professional development to teachers to improve teacher content knowledge in literacy, mathematics and science.

The guiding principle of the teaching profession is that student learning is the goal of teaching. Each of the twelve state teacher education programs has developed an assessment system that collects and analyzes data on the teacher applicant qualifications, candidate and graduate performance. The data and analyses are shared with faculty across the unit to ensure that programs and graduates are of the highest quality. To assist in the collection and management of the data, information technologies are being used. Most programs report adopting *LiveText* or *Chalk and Wire*, web-based tools, for candidate portfolios which are required for graduation and to show evidence of candidate performance in meeting the fifteen required teaching competencies.

Since 2001, Oklahoma has consistently ranked in the top fifteen in Improving Teacher Quality in the *Education Week Quality Counts Report*. In 2007, An Education Report Card Report released by the United States Chamber of Commerce gave Oklahoma an “A” in the *21st Century Teaching Force* category and noted that “Oklahoma earns high marks for its teacher workforce policies.”

REPORT ON RECOMMENDATIONS:

- 1. Graduate programs should be examined to assure that they are rigorous, vigorously administered and adequately supported with resources.**

Report on the number of graduate students admitted conditionally

Universities	Admitted Conditionally	Meeting Full Admission Requirements
Cameron (CU)	142	20
East Central University (ECU)	104	Test results not available
Langston University (LU)	7	7
Northeastern State University (NSU)	Less than 1%	
Northwestern Oklahoma State University (NWOSU)	0	0
Oklahoma Panhandle State University (OPSU)	NA	NA
Oklahoma State University (OSU)	35	22 13 didn't enroll
Southeastern Oklahoma State University (SOSU)	110	25
Southwestern Oklahoma State University (SWOSU)	0	0
University of Central Oklahoma (UCO)	8	5
University of Oklahoma (OU)	65	54
University of Science and Arts of Oklahoma (USAO)	NA	NA

- 2. The appointment of a State Regents’ staff member to coordinate teacher education should be continued:**

Ms. Kyle Dahlem has served as Director of Teacher Education and the Minority Teacher Recruitment Center since January 2000.

- 3. Academic preparation in elementary education should be strengthened, which may require more flexibility in certification requirements.**

In October 1996, the State Regents approved implementation of the 4x12 curriculum. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in liberal arts and sciences coursework in each of the academic core areas: English, mathematics, sciences, and social sciences. Methods courses in these subjects do not meet the requirement. Further, reading competencies for teacher licensure were mandated by the Oklahoma legislature in 1997. Secondary teacher education graduates must hold a major in their teaching field.

Since 1997, Oklahoma teacher certification has been based on competency validated by three state tests: the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE). A teacher can change teaching certification by passing an OSAT. Passage of all three licensure assessments is required for full certification.

These test requirements have made it possible for Oklahoma teachers to meet the “Highly Qualified Teacher” definition as mandated by Title I ESEA, No Child Left Behind.

Pass rates for each of the three component areas of the Certification Examinations for Oklahoma from September 2005 to August 2006 are reported by percentage passed.

University	OGET		OPTE		OSAT	
	N	% Pass	N	% Pass	N	% Pass
CU	3	100.0%	68	98.5%	112	90.2%
ECU	71	91.5%	121	88.4%	380	84.7%
LU	40	67.0%	18	88.9%	49	65.3%
NSU	211	83.4%	409	97.6%	821	87.8%
NWOSU	37	81.1%	87	93.1%	144	81.2%
OPSU	36	63.9%	26	88.5%	57	86.0%
OSU	383	92.7%	285	95.4%	493	92.9%
OU	208	96.6%	210	98.6%	498	90.2%
SOSU	86	82.6%	149	89.9%	342	83.0%
SWOSU	112	86.6%	108	94.4%	282	85.5%
UCO	188	87.8%	212	98.6%	479	94.8%
USAO	42	85.7%	32	90.6%	58	89.7%

- The Oklahoma State Regents for Higher Education should require an annual report on grades given by education faculty compared to those given in general education and academic disciplines from each institution. The 1995 External Review follow-up report stated that grade inflation trends existed at all levels of course work, and the field of teacher education led in the grade inflation trend, especially when ACT scores were considered.

Percentages of “A” and “B” Grades Awarded in Selected Upper Division Courses at Public Universities

Source: OSRHE Survey of 2005 Fall Enrollment and Grading Level of Courses

Subject	Fall 1996	Fall 2005	Change	2005 Enrollment
Education*	71.2%	75.5%	+4.3	21,983
Biological Sciences	57.6%	60.3%	+2.7	6,276
Business	61.0%	61.8%	+0.8	35,971
Engineering	70.0%	72.9%	+2.9	6,931
English	70.3%	70.0%	-0.3	8,415
History	62.6%	66.2%	+3.6	15,797
Mathematics	53.1%	61.4%	+8.3	2,885

*Excludes physical education courses

- Since 1996, the percentage of “A” and “B” grades awarded has increased in all of the selected subject areas except English.
- In 2005, the highest percentage of “A” and “B” grades was in Education (75.5 percent), 2.6 percentage points higher than the next highest discipline, Engineering (72.9 percent).
- In 2005, the percentage of “A” and “B” grades in Education (75.5 percent) was -0.6 percent less than in 2004 (76.1 percent).

- Since 1996, all education students must present a grade point average of 3.0 in liberal arts and sciences courses before admission to a teacher education program. If a candidate's grade point average is below 3.0, passing scores on the OGET or the Pre-Professional Skills Test (PPST) must be attained.
- In one year, enrollment has increased in education 2.9 percent, biological science 2.5 percent, English 3.5 percent, history 8.6 percent, business 1.6 percent, and mathematics 0.7 percent. In the same time, enrollment in engineering decreased -2.0 percent.

5. The state of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.

In 1996-97, the State Regents funded more than \$1,000,000 for technology in teacher education programs; subsequently the amount was incorporated into base institutional budgets. In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrading network infrastructure, purchasing computers, updating phone systems, creating a web-based data collection system, providing on-line courses, technology upgrades.

University	Amount
CU	\$ 28,218.30
ECU	\$ 35,140.00
LU	\$ 2,500.00
NSU	\$ 103,528.25
NWOSU	\$ 286,225.00
OPSU	\$ 8,115.00
OSU	\$1,000,000.00(approximately)
OU	\$362,253.18
SOSU	\$ 190,622.25
SWOSU	\$ 11,800*
UCO	\$ 488,595.00
USAO	\$ 70,878.22

*\$200,000 in bond revenue was used in 2005-2006 to upgrade distance learning classrooms located in the Education Bldg.

6. Professional development should be focused on university faculty members' ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.

External funding in units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students as well as to mentor student teachers and serve on Resident Year Teacher Committees (RYTC). Serving on the RYTC gives faculty an opportunity to observe, assess and model best practices. In 2005-2006, university faculty and adjuncts traveled 219,208 miles to serve on an average of 2,546 committees.

University	Average # of RYTC
CU	169
ECU	197
LU	31
NSU	713

NWOSU	89
OPSU	25
OSU	326
OU	203
SOSU	158
SWOSU	185
UCO	379
USAO	71

7. The state Regents should continue to acquaint and involve education and arts and sciences faculty in the implementation of H.B. 2246 (now H.B. 1549).

The 1996 State Regents' emphasis on subject content taught by arts and sciences faculty preceded the same recommendations from the national level by several years. Title II of the Higher Education Amendments of 1998 called for partnership programs with schools of arts and sciences, because many entities contribute to the success of teacher education programs. In 2000, National Accreditation of the Colleges of Teacher Education required that teacher candidates have in-depth knowledge of the subject matter that they plan to teach which is assessed with the OGET and the OSAT. Since academic core course work in elementary, early childhood and special education, and secondary subject major courses are taught by the arts and sciences faculty, they play an integral role in teacher preparation, as they teach the content and model the teaching methodologies of these subjects. The 2007 NCLB grants provide models of arts and science faculty, teacher education faculty, and K-12 teacher collaborations.

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #20-b (2):

Annual Reports.

SUBJECT: Financial Aid Update and Annual Student Financial Aid Survey for 2005-06.

RECOMMENDATION:

This item is for information purposes. The Annual Student Financial Aid Survey is presented for the State Regents' acceptance.

BACKGROUND:

For 32 consecutive years, the Oklahoma State Regents for Higher Education have compiled an Annual Financial Aid Report (OCR B3) for state system institutions. This report is used to track the amounts and types of financial aid distributed in Oklahoma public higher education institutions. The information is also compiled according to race and gender. The data helps to provide trend information on the long-term changes in the financial aid environment of students attending Oklahoma public colleges and universities. Information concerning grants, scholarships, loans, and employment is collected in aggregate form directly from the institutions.

For the second year, most private/independent colleges also provided aggregate information on students at their institutions.

POLICY ISSUES:

The information provided by this report is critical for monitoring the impact of financial aid on the policy goals of the State Regents to increase the number of students earning college degrees in Oklahoma.

ANALYSIS:

In 2005-06, students attending Oklahoma public and independent (private) colleges and universities received financial aid totaling \$1.2 billion. Students at state system institutions received \$940 million while students at the independent institutions received \$261 million. Over half of the amount, some \$656 million, was in the form of loans.

A few highlights of the 2005-06 data are:

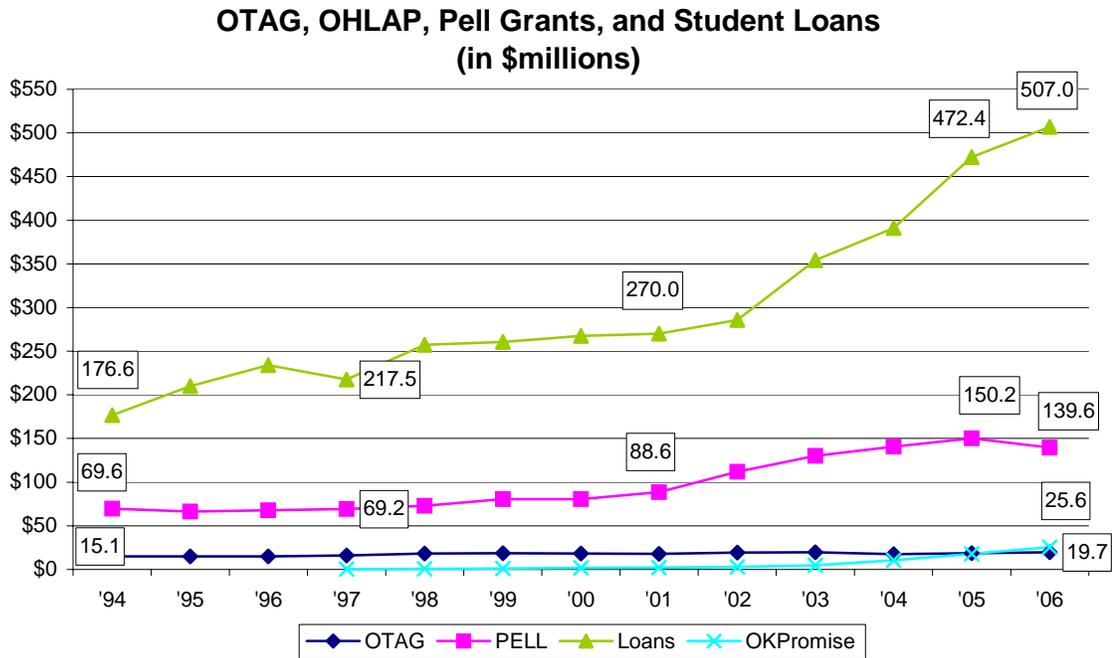
- The annual rate of growth in the total amount of state system financial aid slowed in 2005-06 compared to previous years. The increase in 2005-06 was 5%, compared to annual increases of 16%, 11%, and 15% for the three previous years.
- For the first time, the total amount of loans taken out by students within the state system in a single academic year topped a half-billion dollars at \$507 million.

- After four years of steady increases, the number of state system students receiving the federal Pell Grant actually declined by about 2,600 or 4%. The total dollar amount of Pell Grants awarded to state system students declined even more, by \$10.6 million or 7%. This drop was due, at least in part, to a change in the federal formula that determines a student's eligibility for the Pell Grant. The change, which modified a formula factor for state taxes paid, eliminated Pell Grant eligibility for some students and reduced the amount of the grant for others.
- The percentage of students receiving any form of financial aid in the state system increased to 60% from 57% in 2004-05. Overall enrollment in the state system declined slightly from 238,000 in 2004-05 to 236,000 in 2005-06.

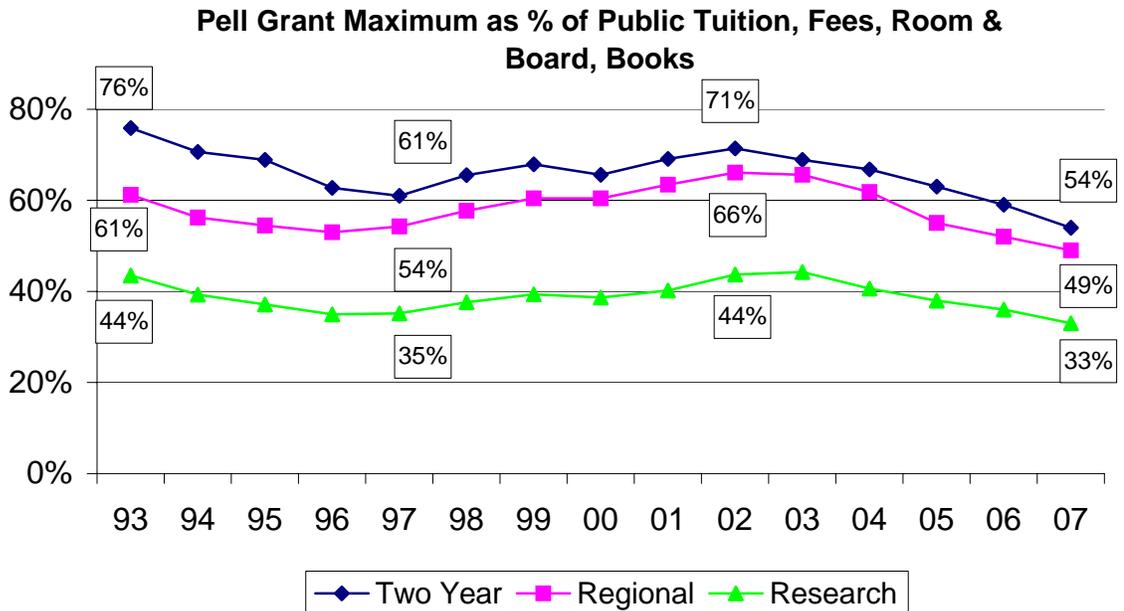
The following pages provide more details.

Trends for Students in the State System for Higher Education:

- The amount of student loan borrowing continued to grow at a greater rate than grant aid such as federal Pell Grants or Oklahoma Tuition Aid Grants.



- For the lowest income students, the maximum federal Pell Grant covered a smaller portion of public college costs than at any point since 1992-93. The maximum grant in 2005-06 was \$4,050 and had not increased significantly since 2002-03.



2005-06 Financial Aid for Students Attending State System Institutions:

- More than 142,000 students attending state system institutions received approximately \$940 million dollars in student aid. Just over 60% of the nearly 236,000 students attending state system institutions in 2005-2006 received some form of financial aid.
- Over the past three years, the total amount of financial aid distributed to state system students increased by \$246 million, or 35%. The amount of student loans borrowed by state students increased 43% over those three years.

(amounts in \$ millions)

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>% Change</u>
Grants/waivers/scholarships	290	319	363	372	28%
Loans	354	391	472	507	43%
Employment	<u>49</u>	<u>60</u>	<u>60</u>	<u>61</u>	<u>24%</u>
Total	694	770	895	940	35%

Attachment A provides a more detailed summary of the 2005-06 financial aid.

- Student Loans:
 - More than half (54%, or \$507 million) of all financial aid dollars awarded were in loans. All other types of financial aid combined—scholarships, grants, and work-study—totaled slightly less than \$433 million (46%).
 - The percentage of all students taking out student loans has increased from 22% in 1994-95 to 32% in 2005-06.
 - Loans by Tier:

	<u>Total Loans in Millions</u>	<u>Total Borrowers</u>	<u>Average Loan Per Borrower</u>
Research Univ.	\$282*	24,934*	\$11,307*
Regional Univ.	153	28,397	5,399
Community Colleges	<u>72</u>	<u>22,377</u>	<u>3,208</u>
Total	\$507	75,708	\$6,697

*Includes undergraduate, graduate, and professional degree students.

- Financial Aid by Tier:

	<u>Total Aid in Millions</u>	<u>% of Total Aid</u>	<u>% Students in Tier With Aid</u>	<u>% of Aid from Loans</u>	<u>% of Aid Recipients w/ Loans</u>
Research Univ.	\$467	50%	70%	60%	57%
Regional Univ.	303	32%	71%	51%	57%
Community Colleges	<u>170</u>	<u>18%</u>	<u>47%</u>	<u>42%</u>	<u>47%</u>
Total	\$940	100%	60%	54%	53%

- Gender and ethnicity: Female and minority students account for a slightly greater proportion of student aid recipients than their proportion of total student enrollment.

	<u>% of Aid Recipients</u>	<u>% of Headcount Enr.</u>	
Female	59.4%	57.4%	2.0%
Male	40.6%	42.6%	(2.0)%
Black/Af. Amer.	10.6%	9.4%	1.2%
Amer. Indian	12.5%	11.1%	1.4%
Asian	2.5%	2.5%	0.0%
Hispanic	3.6%	3.5%	0.1%
White	70.9%	73.5%	(2.6)%

2005-06 Financial Aid for Students Attending Independent/Private Institutions: For the second year, independent colleges participating in the Oklahoma Tuition Equalization Grant (OTEG) program were also required to submit aggregate financial aid data. In 2005-06, students attending independent institutions received \$261 million in total financial aid, of which \$149 million or 57% was in the form of loans. A more detailed summary of the sources of financial aid is included in Attachment B.

Combined 2005-06 Financial Aid for State System and Independent/Private Institutions: A total of \$1.2 billion in financial aid was disbursed to students attending Oklahoma public and independent colleges in 2005-06. The table below shows the proportion of aid coming from each source for the two sectors.

(Total Financial Aid in \$ Millions)				
	<u>Grants, Waivers, Scholarships</u>	<u>Loans</u>	<u>Employment</u>	<u>Total</u>
State System	372	507	61	940
Independent/Private	<u>107</u>	<u>149</u>	<u>5</u>	<u>261</u>
TOTAL	479	656	66	1,201
(% of Totals)				
State System	40%	54%	7%	100%
Independent/Private	<u>41%</u>	<u>57%</u>	<u>2%</u>	<u>100%</u>
TOTAL	40%	55%	6%	100%

A copy of the full report is available upon request as a supplement to the agenda.

Attachment A
 State System Institutions
 Overview of Financial Aid for 2005-06

In 2005 - 2006, over 142,000 students attending state system institutions received approximately \$940 million in the form of grants, scholarships, loans and student employment.

	\$ Amount	% Of Total	# Of Students
Grants			
Federal Pell Grants	\$139,557,212	14.8%	63,068
Federal SEOG	\$5,069,265	0.5%	10,315
Vocational Rehabilitation Grants (federal)	\$4,462,630	0.5%	1,818
State Grants (OTAG)	\$23,625,643	2.5%	28,425
Private Sources	\$916,062	0.1%	815
Institutional Grants	\$2,842,944	0.3%	2731
Resident Tuition Waivers	\$41,484,198	4.4%	42,969
Nonresident Tuition Waivers	\$41,441,111	4.4%	12,291
Other Grants	\$21,069,116	2.2%	9,278
Subtotal Grants	<u>\$280,468,181</u>	29.8%	100,037 *
Scholarships			
State-Funded Scholarships (OHLAP, Acad. Schlrs)	\$29,395,135	3.1%	16,042
Other Scholarships	\$61,847,525	6.6%	43,787
Subtotal Scholarships	<u>\$91,242,660</u>	9.7%	39,288 *
Loans			
Federal Perkins Loan	\$10,424,301	1.1%	3,672
Other Federal Loans	\$466,526,538	49.6%	113,891
Institutional Loans	\$2,420,315	0.3%	878
Private Sources	\$21,423,102	2.3%	2,833
Other Loans (repayable by cash only)	\$5,683,485	0.6%	1143
Other Loans (repayable by cash or service)	\$558,354	0.1%	33
Subtotal Loans	<u>\$507,036,095</u>	53.9%	75,708 *
Student Employment			
Federal Work Study	\$7,582,740	0.8%	6,049
Institutional Student Employment	\$53,599,471	5.7%	15,412
Subtotal Employment	<u>\$61,182,211</u>	6.5%	19,728 *
Total Financial Assistance	\$939,929,147	100.0%	142,084 *

*The number of students in each category may include duplicated students that receive more than one type of financial aid. The subtotals are unduplicated for that category of aid. The total number of 142,084 is unduplicated for all sources of aid.

Source: OCR B3 Financial Aid Survey for 2005-2006
 Does not include Federal Hope and Lifetime Learning tax credits.

Attachment B
Independent Institutions
Overview of Financial Aid for 2005-06

	\$ Amount	% Of Total
Grants		
Federal Pell Grant	13,038,899	5.0%
Federal SEOG	1,812,497	0.7%
Vocational Rehabilitation Grants (federal)	137,408	0.1%
State and Local Grants	3,300,871	1.3%
Private Sources	508,574	0.2%
Institutional Grants	8,697,828	3.3%
Resident Tuition Waivers	3,788,071	1.5%
Nonresident Tuition Waivers	-	0.0%
Other Grants	652,453	0.2%
Subtotal Grants	\$ 31,936,601	12.2%
Scholarships		
State-Funded Scholarships	2,989,811	1.1%
Other Scholarships	71,700,091	27.4%
Subtotal Scholarships	\$ 74,689,902	28.6%
Loans		
Federal Perkins Loan	10,546,419	4.0%
Other Federal Loans	112,399,070	43.0%
Institutional Loans	1,471,560	0.6%
Private Sources	24,719,800	9.5%
Other Loans	250,740	0.1%
Subtotal Loans	\$ 149,387,589	57.2%
Student Employment		
Federal Work-Study	4,231,488	1.6%
Institutional Student Employment	964,855	0.4%
All Other Work-Study	23,890	0.0%
Subtotal Employment	\$ 5,220,233	2.0%
Total Financial Assistance	\$ 261,234,325	100.0%

Source: OCR B3 Survey for 2005-06
Does not include Federal Hope and Lifetime Learning tax credits.

Dollar amounts include responses from Bacone College, Mid-America Christian University, Oklahoma Baptist University, Oklahoma Christian University, Oklahoma City University, Oral Roberts University, Oklahoma Wesleyan University, Southern Nazarene University, St. Gregory's University, Southwestern Christian University, University of Tulsa

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 26, 2007

AGENDA ITEM #20-b (3):

Annual Reports.

Not Available Electronically.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 April 26, 2007

AGENDA ITEM #20-b (4):

Annual Reports.

SUBJECT: Degrees Conferred in Oklahoma Higher Education 2005-06.

RECOMMENDATION:

It is recommended that the State Regents accept this report.

BACKGROUND:

- During the 2005-06 academic year, Oklahoma public higher education institutions conferred a total of 28,934 certificates and degrees. Compared to 2004-05, the number of degrees conferred increased 0.6 percent from 28,769. An accurate comparison of the number of degrees conferred at private institutions is not possible because not all private institutions reported or verified their data in both years.

Type of Degree	2003-04	2004-05	2005-06	One-Year Difference	
				03-04 / 04-05	04-05 / 05-06
Public Institutions					
Certificate	621	637	587	2.6%	-7.8%
Associate	7,883	8,155	8,091	3.5%	-0.8%
Bachelor's	13,753	14,631	15,207	6.4%	3.9%
First-Professional	742	696	727	-6.2%	4.5%
Master's	4,246	4,294	3,970	1.1%	-7.5%
Doctoral	362	356	352	-1.7%	-1.1%
Total Public	27,607	28,769	28,934	4.2%	0.6%

- The number of bachelor's degrees conferred per person in Oklahoma increased 4.1 times from 1941-42 to 2005-06, from one in 973 to one in 235. The number of master's degrees awarded per person increased 13.3 times, from one in 12,038 to one in 902. The number of doctoral degrees conferred per person increased 72.6 times, from one in 738,333 to one in 10,168.
- During the last 15 years from 1991-92 to 2005-06, the largest number of degrees conferred at public institutions was bachelor's, followed by associate, master's, first-professional, and doctoral, respectively.
- The number of degrees conferred increased from 1991-92 to 2005-06 for the associate degree (from 5,565 to 8,091), for the bachelor's degree (from 12,035 to 15,207), for first-professional degrees (from 536 to 727), and for master's degrees (from 3,195 to 3,970). During the same period of time doctoral degrees decreased from 360 to 352.

POLICY ISSUES:

Article XIII-A of the Oklahoma Constitution states that the State Regents “*shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.*” This report is a summary of degrees granted.

ANALYSIS:

- From 1991-92 to 1993-94, and from 1998-99 to 2005-06, the largest number of bachelor’s degrees awarded at public institutions was in business and management followed by education. From 1994-95 to 1997-98, education had the largest number of bachelor’s degrees awarded. In 2005-06, the most master’s degrees were awarded in education followed by business and management. Education accounted for the most doctoral degrees conferred during the past 15 years.
- From 1991-92 to 2005-06, the largest percentage of degrees was awarded to White students, averaging 82.8 percent at the first-professional level, 79.2 percent at the associate level, 76.3 percent at the bachelor’s level, 70.5 percent at the master’s level, and 65.3 percent at the doctoral level. In 2005-06, American Indians were second at the associate, bachelor’s, and first-professional levels. Nonresident Aliens ranked second at the master's and doctoral levels.
- Comparing 2005-06 to 2004-05 at public institutions, the number of degrees conferred increased for first-professional and doctoral degrees for men and bachelor’s degrees for men and women.

This report will be available on the State Regents’ website at www.okhighered.org under Studies and Reports.

CERTIFICATES				ASSOCIATE			BACHELOR'S		
587				8,091			15,207		
Top Three Degree-Producing Institutions	TCC	291	49.6%	TCC	2,045	25.3%	OU	3,873	25.5%
	OCCC	88	15.0%	OCCC	944	11.7%	OSU	3,698	24.3%
	CASC	49	8.3%	RSC	738	9.1%	UCO	2,094	13.8%
Top Three Fields of Study	Consum. Ed.	230	39.2%	Lib. Arts	1,846	22.8%	Business	3,441	22.6%
	Health	149	25.4%	Health	1,605	19.8%	Education	1,837	12.1%
	Business	77	13.1%	Business	1,185	14.6%	Soc. Sci.	987	6.5%
Gender									
Men		107	18.2%		2,892	35.7%		6,575	43.2%
Women		480	81.8%		5,199	64.3%		8,632	56.8%
Race									
White		419	71.4%		5,948	73.5%		11,182	73.5%
Black		55	9.4%		614	7.6%		1027	6.8%
Hispanic		15	2.6%		243	3.0%		435	2.9%
Asian Amer.		11	1.9%		150	1.9%		365	2.4%
Amer. Indian		69	11.8%		963	11.9%		1,528	10.0%
Nonres. Alien		18	3.1%		173	2.1%		670	4.4%

FIRST-PROFESSIONAL			MASTER'S			DOCTORAL		
727			3,970			352		
OUHSC	295	40.6%	OU	1,509	38.0%	OSU	177	50.3%
OULAW	169	23.2%	OSU	904	22.8%	OU	157	44.6%
OSUCHS	92	12.7%	UCO	447	11.3%	OUHSC	13	3.7%
Pharmacy	192	26.4%	Education	1,078	27.2%	Education	71	20.2%
Law	169	23.2%	Business	887	22.3%	Engineering	47	13.4%
Medicine, MD	133	18.3%	Engineering	379	9.5%	Psychology	41	11.6%
	369	50.8%		1,689	42.5%		207	58.8%
	358	49.2%		2,281	57.5%		145	41.2%
	577	79.4%		2,697	67.9%		212	60.2%
	16	2.2%		286	7.2%		14	4.0%
	14	1.9%		97	2.4%		1	0.3%
	46	6.3%		85	2.1%		8	2.3%
	72	9.9%		233	5.9%		12	3.4%
	2	0.3%		572	14.4%		105	29.8%

Small differences in percentages are due to rounding.

Source: Top Three Degree-Producing Institutions from Figure 14, Table 76-84;

Top Three Fields of Study from Figure 3, Tables 6-9; Gender and Race from Figures 5-7, Tables 13-3

Acronym Institution Name

CASC Carl Albert State College
OCCC Oklahoma City Community College
OSU Oklahoma State University
OSU-CHS Oklahoma State University Center of Health Sciences
OU University of Oklahoma

Acronym Institution Name

OUHSC University of Oklahoma Health Sciences Center
OULAW University of Oklahoma Law Center
RSC Rose State College
TCC Tulsa Community College
UCO University of Central Oklahoma

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

MINUTES

Seven Hundred Second Meeting



March 15, 2007

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

Minutes of the Seven Hundred Second Meeting
March 15, 2007

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Second Meeting
of the
Oklahoma State Regents for Higher Education
March 15, 2007**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, March 15, 2007, at the Oklahoma State University Center for Health Sciences in Tulsa, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 27, 2006. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Regent Massey called the meeting to order and presided. Present for the meeting were State Regents Bill W. Burgess, Jr., Ronald White, Stuart Price, Joseph Parker, Jr., Julie Carson, Cheryl Hunter and John Massey.
3. **MINUTES OF THE PREVIOUS MEETING.** Regent Parker made a motion, seconded by Regent Hunter, to approve the minutes of the previous State Regents' meetings. Voting for the motion were Regents Burgess, White, Price, Parker, Carson, Hunter and Massey. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Massey recognized Regent Stuart Price for his family's gift to Tulsa Community College to begin a "book bank" for students.
5. **REPORT OF THE CHANCELLOR.** Chancellor Johnson discussed the Senate Bill that provides a permanent source of funding for the Oklahoma's Promise tuition costs and discussed his campus visits to Langston University and Cameron University.
6. **PROGRAMS.** Dr. Phil Moss reviewed the following requests to offer new programs:
 - East Central University to offer the Bachelor of Arts in Native American Studies and the Bachelor of Arts in Spanish Education.

- Northeastern State University to offer the Master of Science in Substance Abuse Counseling.
- Rogers State University to offer the Bachelor of fine Art in Visual Arts and the Bachelor of Science in Nursing.

Regent Burgess made a motion, seconded by Regent Parker, to approve the programs as presented. Voting for the motion were Regents White, Price, Parker, Carson, Hunter, Massey and Burgess. Voting against the motion were none.

7. **PROGRAM DELETIONS.** Regent Burgess made a motion, seconded by Regent Parker, to approve the institutional requests for program deletions. Voting for the motion were Regents Price, Parker, Carson, Hunter, Massey, Burgess and White. Voting against the motion were none.
8. **E & G ALLOCATIONS.** Amanda Paliotta reviewed the allocations to Oklahoma State University Center for Health Sciences and to the University of Oklahoma Health Sciences Center in the amount of \$424,105.34 from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Regent Hunter made a motion, seconded by Regent Burgess, to approve the allocations. Voting for the motion were Regents Parker, Carson, Hunter, Massey, Burgess, White and Price. Voting against the motion were none.

In addition, Ms. Paliotta reviewed the allocations to the University of Oklahoma for the Political Communication Center, to the Downtown College Consortium for costs associated with a needs assessment survey, to Rose State College for the state-system enrollment management conference and to the Oklahoma Creativity Project. Regent Burgess made a motion, seconded by Regent Price to approve these allocations. Voting for the motion were Regents Carson, Hunter, Massey, Burgess, White, Price and Parker. Voting against the motion were none.

9. **TUITION AND FEES.** Amanda Paliotta outlined the posting of institutional changes to academic service fees and peer limits on tuition and mandatory fees. Ms. Paliotta also announced that the tuition hearing would be held on April 26, at 11:00 a.m. or immediately following the Regents meeting.

10. **MASTER LEASE PURCHASE PROGRAM.** Amanda Paliotta summarized the projects submitted by Northeastern Oklahoma A&M College and Oklahoma State University for the 2007A Real Property Master Lease Series. Regent Burgess made a motion, seconded by Regent Parker, to approve the projects. Voting for the motion were Regents Hunter, Massey, Burgess, White, Price, Parker and Carson. Voting against the motion were none.
11. **AUDIT.** Regent Price reviewed the responses to the request for proposal for an external auditor. Regent Price made a motion, seconded by Regent Hunter, to approve the firm of Cole and Reed, P.C. to perform the State Regents' annual audit through 2011 for the total fees of \$250,000. Voting for the motion were Regents Massey, Burgess, White, Price, Parker, Carson and Hunter. Voting against the motion were none.
12. **CONTRACT.** Amanda Paliotta reviewed two requests from OneNet. The first item included a capital expenditure in the amount of \$558,000 and a three-year lease modification of \$249,312 to accommodate environmental upgrades to the agency's data center. Regent Price made a motion, seconded by Regent Hunter, to approve the capital expenditure and the lease modification. Voting for the motion were Regents Burgess, White, Price, Parker, Carson, Hunter and Massey. Voting against the motion were none.

The second OneNet item concerned a capital expenditure of \$162,081 to increase memory in 41 network supervisor cards. Regent Parker made a motion, seconded by Regent Price, to approve the capital expenditure. Voting for the motion were Regents White, Price, Parker, Carson, Hunter, Massey and Burgess. Voting against the motion were none.
13. **EXECUTIVE SESSION.** Item deleted.
14. **CONSENT DOCKET.** Regent Hunter made a motion, seconded by Regent Burgess, to approve the following consent docket items:
 - a. Programs.
 - (1) Approval of institutional requests for program modifications.
 - (2) Ratification of institutional request for program suspension.

b. Electronic Media.

- (1) Request by Oklahoma State University – Oklahoma City to offer existing degree program via electronic media.
- (2) Request by Northeastern Oklahoma A&M College to offer five existing degree programs via electronic media.
- (3) Request by Oklahoma City Community College to extend the “best practices” review schedule for existing degree programs.

c. Policy.

- (1) Oklahoma Tuition Aid Grant – approval of APA rule changes.
- (2) Oklahoma’s Promise-Oklahoma Higher Learning Access Program (OHLAP) – approval of APA rule changes.
- (3) Regional University Baccalaureate Scholarship – approval of APA rule changes.
- (4) Teacher Shortage Employment Incentive Program (TSEIP) – approval of the proposed permanent rule amendments and APA rule changes.
- (5) Minority Teacher Recruitment Center – approval of the proposed permanent rule amendments and APA rule changes.

d. Ratification of GEAR UP College Access Sub-grants for Oklahoma School Districts and School Sites.

e. Ratification of posthumous degrees for Northeastern State University and for Oklahoma State University.

f. Ratification of capital allotments.

g. Ratification and approval of purchases of \$25,000 and above.

Voting for the motion were Regents Price, Parker, Carson, Hunter, Massey, Burgess and White.

Voting against the motion were none.

15. **REPORTS.** Regent Hunter made a motion, seconded by Regent White, to accept the following reports:

- a. Status Report on Program Requests.
- b. Annual Reports.
 - (1) Teacher Education Program Admission Study.
 - (2) Resident and Nonresident Tuition Waiver Report, 2005-2006.
 - (3) Preliminary Enrollment Report, Spring 2007.

Voting for the motion were Regents Parker, Carson, Hunter, Massey, Burgess, White and Price.

Voting against the motion were none.

16. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. Regent White stated that the Committee met on March 13, 2007, and all of the Committee's items had been acted on.
- b. Budget and Audit Committee. Regent Price reported that the Committee met on March 12, 2007, and all of the Committee's items had been acted on. In addition to agenda items, the Committee also discussed the State Regents' Supplemental Pension Plan policy.
- c. Strategic Planning and Personnel Committee. Regent Burgess reported that the Committee met on March 12, 2007, and all of the Committee's items had been acted on. In addition to agenda items, the Committee also discussed the State Regents' Ethics policy.
- d. Technology Committee. Regent Parker reported that the Committee met on March 13, 2007 and discussed the Communications Assistance Law Enforcement Act and the FCC rural health pilot.

- e. Investment Committee. Regent Parker announced that the Committee met on March 13, 2007, and discussed cash balance strategies, endowments and long-term return goals.
17. **NEW BUSINESS.** No new business was brought before the Regents.
18. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Massey announced that the next regular meeting of the State Regents would be at 9:00 a.m. on Thursday, April 26, 2007, at the State Regents' offices in Oklahoma City.
19. **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

John Massey, Chairman

Ronald White, Secretary

